

QUAKERWORKS

THE MAGAZINE OF FRIENDS' CENTRAL SCHOOL

2:2
2011

An UNCOMMON
PASSION:
David M. Felsen



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CONTENTS

2: Campus Log

4: Twenty Years on Old Gulph Road

12: Ten Years of Play: Pig Iron and Friends' Central School

15: Sports

16: Basketball, Reading, and Math:
Forty Years of Helping Kids Succeed



18: Feature

David MacDonald Felsen:
Uncommon Passion

24: In Support

26: Alumni/ae News
Why Making Matters

28: Class Notes



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Why Making Matters at Friends' Central: see story on page 26.

Top and above: Third graders with a model of the Spirit of St Louis they built in class. Other items made by students.

Background: A wall of paper made by Upper School students in Mixed Media.

QUAKER WORKS... IT DOES FOR DR. SEUSS

By Kristi Kallam, prekindergarten teacher

Everyone loves Theodor Geisel's creative and cartoonish books. His wacky, colorful characters are universal and appeal to people of all ages in all cultures. For decades the unique and often humorous tales of Dr. Seuss have provided teachers, children, and parents with an entertaining way to look at important life issues because so many morals and lessons come logically from his stories. For many of us, the Quaker testimonies of simplicity, equality, faith, truth and caring for one another, are intimately associated with his colorful tales.

Dr. Seuss makes teaching Quakerism to our youngest students entertaining and meaningful, and in prekindergarten, we devote an entire unit to Seuss. Our room is colorfully decorated and could be any place in Seussville. The children love making their own Seuss characters because there is no right or wrong way to do it. We also make Grinch puppets, Horton ears, a classroom Foot Book and a Seussical Zoo, filled with model clay creatures.

The language of Dr. Seuss is always fun to read. He once said that the only way a children's book becomes successful and is good is if adults enjoy it too. I feel strongly about that statement. When we teach what we love, our passion and enthusiasm add to the lesson. When I dress up in my Seuss hat and act out the silliness of the story, my students are much more apt to do so too. They also are more focused and involved.

In our classroom we may take up to a week discussing and evaluating a Seuss story and his character(s). Some of our favorite lessons include reading Yertle the Turtle then discussing the importance of being fair and being thankful for what we have. We talk about being bossy like Yertle and how that would make us feel. One activity we do is have the same line leader for the entire day. The children quickly learn it isn't fair to follow the same person. We think of times that we were told what to do and how that makes us feel. When Horton agrees to hatch Mayzie's egg, he honors his promise to remain on that nest—even when faced with hunters! In our class we talk about what it means to remain faithful to our promises. When we agree to do something, we try to follow through. In prekindergarten we take the simple messages the Lorax offers and discuss ways we can conserve energy and be a better steward in our community. With *The Butter Battle Book*, we talk about peaceful ways to solve conflict and go over our Lower School conflict resolution plan, ALL STOP. In the story,



Bartholomew and the Oobleck, we learn that saying "I'm Sorry" is a simple way to help resolve a misdoing. It's also great fun because in science with Mr. Grove, the children make their own oobleck!

Theodor Geisel's books provide the perfect teaching opportunity because they combine meaningful, creative stories with valuable morals and life lessons. Add some silliness and a few fun activities, and you have a class of students who love to learn!



Top left: Quin Stovell '24,
Carrington Hawes '24

Above: Ethan Murray '24,
Theodore Morrison '24

Left: Mae Londergan '24



Twenty Years on Old Gulph Road

This fall Lower School celebrated twenty years at 228 Old Gulph Road. The anniversary is significant; not only in years, but also in an attitude toward educating the youngest of our students that has always distinguished Friends' Central.

Up until 1925, Friends' Central was a school for older children. Race Street Meeting had an elementary program, but when these children moved next door to Friends' Central, they joined students from various Friends' elementary schools throughout the city. Shortly after FCS moved to City Avenue, plans were made for the building of a Lower School and in September 1926 Friends' Central Lower School welcomed its first students.

The decision to expand to include elementary education was closely related to the School's decision to move from Race Street to Overbrook and was as much about pedagogy as it was space. The idea of country day schools was increasingly popular in the 1920s. At a country day school, children "enjoy pure air and sunshine amid beautiful surroundings free from dangers and allurements of present city life;" they follow their teachers on cross-disciplinary adventures in the morning and play sports in the afternoon.

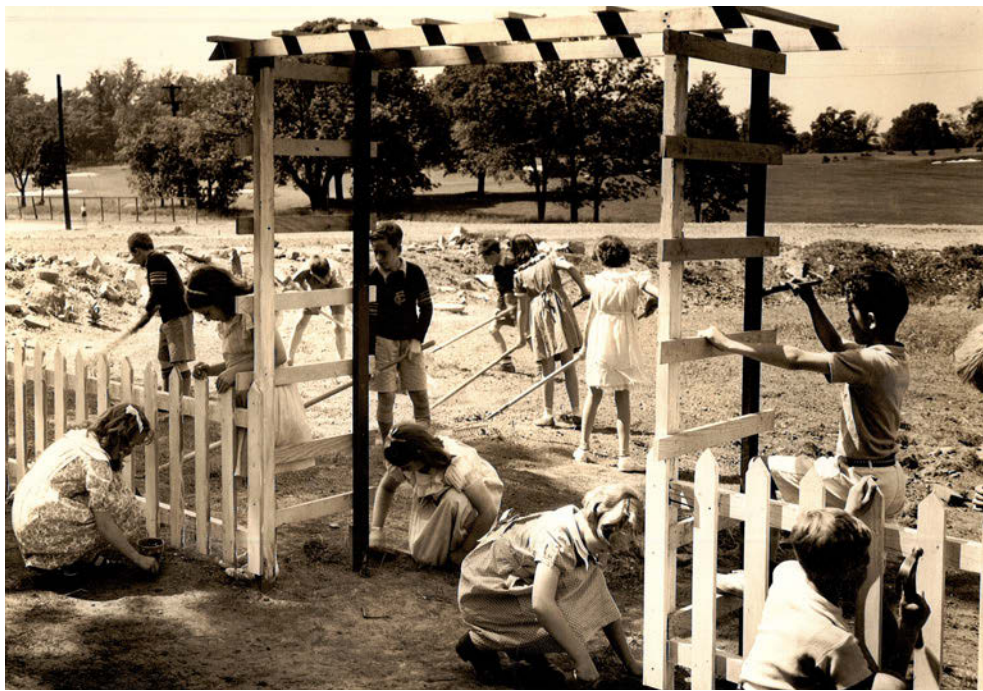
Robert Da Costa, a junior and editor of the School newspaper, the *Blue and Gray*, wrote about the move out of the city, "We of Friends' Central are going in search of grass."

By the 1980s, Friends' Central needed more grass. The School was growing rapidly and there had been talk of constructing a new Lower School building on one of several green athletic fields. But as Associate headmaster Joe Ludwig explains, the School also needed more space for the younger children to go on intellectual and spiritual adventures.

Headmaster Thomas Wood and the Board of Trustees purchased the 18-acre property on Old Gulph Road from Montgomery School, which relocated to a property in Chester County, in 1987. Wood recruited Ludwig to come back from Texas, where he was the Middle School principal of the Kinkaid School, to serve as principal of Friends' Central's Lower School.

"Who of us thinks of grass as a necessity? Who of us would be so absurd as to go in search of grass—or even to entertain the idea? We of Friends' Central School are going in search of grass.... Acres of it all around us, ready just outside the windows and the doors. Good for our eyes, good for our feet, good for our minds and our souls. In one word—GRASS!"

—Robert Da Costa, *The Blue and Gray*



Top left: Students Gardening in 1950 when LS was at City Avenue campus, Top right: LS students in Bea's House, Left: David Felsen, Matthew Collier '03, Lauren Collier '99, trustee Hillard Madway, and trustee Emeritus Peter Arfaa at LS dedication in 1990, Middle: Lower School Students Raising Funds, Right: David Felsen and Joe Ludwig breaking ground on LS addition in 1988

Although the move to the Old Gulph Road campus was somewhat controversial at the time, it demonstrated great foresight and has allowed the Lower School to blossom. Before the relocation, Friends' Central comprised an estimated 650 students in all three divisions. Over the past 20 years the School has grown such that our Middle School and Upper School comprise 684 students and the Lower School comprises 272. The Upper School campus accommodates nearly the same number of students as it did twenty years ago, but the Lower School campus has allowed for the comfortable addition of over 300 students across all three divisions.

It would be difficult to imagine a Lower School in which Peter Grove could not lead hikes around the pond or spy on winged visitors to the bird blind, where the hallways weren't transformed into forests or time-travel machines, or where the playground did not include space for soccer and forts and a fantastical wooden

gym. Joe Ludwig comments, "no matter how magical a Lower School curriculum is, if the division shares space with a strong college-preparatory Upper School, the needs of the younger children are too easily overshadowed."

At the Old Gulph Road campus, the FCS Lower School has carved out a space of its own and constructed a world entirely dedicated to captivating and educating little children. In one classroom

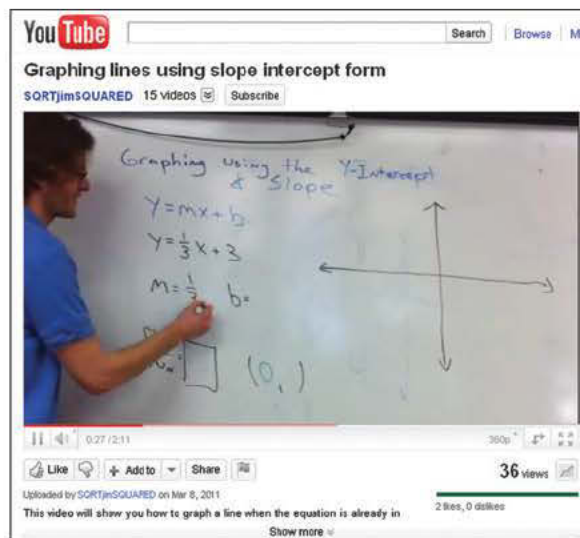
prekindergarten students may climb into the cabin of a nine-foot rocket ship, or step into the basket of a hot air balloon; in another room, a first grader may follow a yellow-brick road to a replica of Dorothy's house and read a book inside; while outside a throng of fourth graders may play under the wide canopy of cherry trees that were planted by the first class of Lower School students twenty years ago.

Math 7 Homework: Watch it on YouTube.

The complexity and speed of the information age can make our world seem difficult to navigate. Every day there is more information and new technology to help us access it. In order to help prepare young people for success, the work of teachers has shifted too. Increasingly teachers need to share not only information but also an appreciation for and understanding of paradigms of innovation. In our Middle School teachers have been busy modeling the kinds of exploration, collaboration, and creativity that are not only bold expressions of our Quaker values but also essential skills to have in the shifting landscape of the digital age.

At the beginning of the 2010-11 school year, seventh grade math teacher Jim McKeogh started his own educational YouTube channel. When he presented an important or particularly difficult

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MS Math teacher Jim McKeogh on YouTube and with his camera.

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(FCS parent '00)

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2010 Distinguished Humanities Lecturer



Left: 2011 Distinguished Humanities Lecture: Eve Trout Powell, University of Pennsylvania, MacArthur Fellow, (FCS parent '12, '20). November 9, 2011

Right: 2012 Distinguished Visiting Scientist: Brian Greene, Columbia University, "The Elegant Universe." April 11, 2012



For information on the 2011-2012 series, please visit www.friendscentral.org/lectures or contact the Development Office at 610.645.5043



lesson in class, he filmed himself delivering the lesson with his iPhone and later uploaded the video to his channel. With a little help from the maintenance staff, Jim even constructed a makeshift tripod using an old iPhone case and a few spare pieces of hardware.

Via YouTube Jim's students are able to revisit these lessons as often as they want from any computer device with an internet connection. The videos also make it easy for absent students to stay current with their class work because they can watch lessons from home.

The project is especially successful because Jim involves students in the interactive video production process. As a result, while they learn to graph lines using slope intercept form, they also learn that answers are found beyond textbooks and often involve collaboration.

Visit <http://www.youtube.com/user/SQRTjimSQUARED> to see some of Jim's videos.

A New Look at the Middle School Experience

With bold ideas about enriching the Middle School curriculum and enhancing programs that have already proven successful, Alexa Dunnington '98 and Alex McDonnell '87 accepted Ray DeSabato's offer this year to become administrative advisors in the Middle School. In this role they join Mark Fifer who has helped lead the Middle School for many years. In addition to coordinating a host of day-to-day administrative tasks, Alex and Alexa help with special events, programs, and trips.

Alex and Alexa both graduated from Friends' Central and the depth of their perspectives is invaluable. Alex also brings the added value of being a current parent to 4 children in the Middle School.

One of Alexa's charges is to invigorate curriculum development. This year in addition to discussing students, grade teams have been intentional about devoting one meeting a month to discuss matters of the curriculum—such as just what is a classroom for a 21st century learner? Alexa has also endeavored to get teachers thinking more about cross-curricular skills. For example, during fall service she invited a member of the Penn literacy network to come and teach literacy skills in all subjects, not just in Language Arts.

The administrative team is also coordinating an effort to revamp the

report cards. By revisiting the language and criteria of evaluations, teachers have been spurred to reflect on the values and skills that are most important to a Middle School education.

Alex has been given further license to develop the mini course program that he oversees. The mini course program is a three day intensive exploration of stimulating extracurricular topics like the history of food and nutrition, stop motion photography, the art and technology of communication, and Philadelphia sports: past, present, future. The explorations are collaborative and include trips, activities, and hands-on projects, bringing the real

By revisiting the language and criteria of evaluations, teachers have been spurred to reflect on the values and skills that are most important to a Middle School education.

world into the classroom and the students into the real world. As new administrative advisors, Alex and Alexa are helping to shape the Middle School experience on a holistic level, while making sure it coheres on a broader level.

Alexa and Alex bring energy and a fresh perspective to the project of making the Middle School experience the best it can be and we look forward to chronicling their efforts.



Alex McDonnell '87



Alexa Dunnington '98



Friends' Central's Own Forensic Meals Investigator

What happens when a history teacher steps aside and asks the Director of Dining Services to lead his class? Grant Calder explains, new information is discovered about our city's past. Such cross-disciplinary partnership exemplifies how investigation, analysis, and the exhaustive questioning of material define the excellence of a Friends' Central education.

By Grant Calder

This winter, Director of Friends' Central's Dining Services, Chris Rosenbaum, helped my American history class learn more about how some of the poorest Philadelphians lived (and ate) over two centuries ago.

We were studying the "daily occurrence docket" of the Philadelphia Almshouse for the year 1800. This publicly-funded poorhouse, the first in North America, opened in 1732. A similar facility operated by the Quakers dated back even earlier to 1713. Both combined the functions of a homeless shelter, orphanage, nursing home, hospital, soup kitchen, workhouse, and more.

The clerks of the Philadelphia almshouse made detailed and often sympathetic notes about the circumstances of the individuals and families who passed through their doors. Collected, these notes provide one of the best sources of information about a group of people (the early urban poor) for whom few written records exist.

In 1800 the city's population was 41,000. The docket indicated that over 1100 individuals were admitted to the brick-walled compound at 4th and Spruce in that year. The records were less clear, though, about how long they stayed, or how many were accommodated at any given time.

In order to get at the information we wanted to know, we focused on what we had. Among the standard daily entries were occasional inventories of



food provisions. For the week of July 5th, for example, the docket reads:

Meat: 1456 lbs,
Flour: 1960 lbs,
Indian Meal [cornmeal]: 300 lbs,
Rice: 104 lbs,
Sugar: 218 lbs,
Tea: 33 lbs,
Coffee: 15.5 lbs,
Chocolate: 2 lbs,
Milk: 140 gallons,
Molasses: 29 gallons,
Shells: 5 bushels,
Indian Corn: 12 bushels,
Potatoes: 20 bushels

What dishes were prepared from these ingredients. How big were the portions? How many could have been fed? Were people eating chocolate in 1800?

Not sure how to answer these questions, we emailed the list to Chris, who mulled it over and did some research of his own. A couple of days later he visited our class and shared his take on the data.

"My best guess for the meals that might have been served, assuming significantly smaller portions than are standard today, is the following:

For Breakfast: rice meal (similar to our oatmeal) & molasses, white bread, coffee & tea

For Lunch and Dinner: meat stew, corn bread, coffee & tea. Using the ingredients on the list one could have made roughly

8,500 servings of the stew, 7 days / 2 smaller or 1 larger meal, per day. The potatoes and "shells" (beans) would have been added to the recipe.

Approximately 600 people could have been served.

Most of the flour would probably have been used for the white bread and a few hundred pounds of it added to the cornmeal for the corn bread."

Chris and his staff provide breakfasts and lunches for a group of students and faculty on both Friends' Central somewhat larger than the almshouse population. Chris suggested that almshouse residents might also have been served two meals a day, breakfast and a mid-day dinner. He guessed that drinks such as coffee and tea would have been mixed at about half strength to stretch the supplies. At those rates he calculated 6.5 lbs of coffee would produce 35 gallons and 33 lbs of tea 65 gallons.

The students were surprised that almshouse residents drank coffee and tea, given that both must have been imported. But by 1800, apparently they already qualified as basic commodities. My students also noticed that there was chocolate on the list, another food not locally available in 1800.

"This was not milk chocolate," Chris said, "You would have broken your teeth trying to bite off a chunk. It was unsweetened and probably used in the beef stew to add a little flavor."

We were surprised that the almshouse residents seemed to have been fed so well and that the facility had housed so many. The clerks did note that certain people were "regulars" and that some would appear just as the cold weather set in and stay the winter.

Chris' input helped us to peer over the brick wall surrounding the compound at 4th and Spruce; and suggested that those at the bottom of the socioeconomic ladder in 1800 were better off in provincial Philadelphia than in London or Paris. The United States was certainly more chaotic and unregulated than its Western European counterparts, but the country's most important city was ahead of its time in providing well-organized support services to the indigent, thanks in large part to the Quakers.

Our interest and the questions we posed in turn led Chris to make some comparisons of the city's poverty rates in 1800 and in the 21st century. Extrapolating from the small sample we had given him, and using statistics from homeless shelters, he figured that the percentage of Philadelphia's population needing help to feed and house themselves and their families has changed surprisingly little in the course of 210 years.

Chris' input helped us to peer over the brick wall surrounding the compound at 4th & Spruce



Far left:
Chris Rosenbaum
and left: Grant
Calder

*For Breakfast:
rice meal
(similar to
our oatmeal)
& molasses,
white bread,
coffee & tea*

*For Lunch and
Dinner: meat
stew, corn
bread, coffee
& tea*



FCS Top 10 Most Popular Posts

FACEBOOK:



5.11.2011: The Felsen Cup came home—for the first time in 8 years and on the eve of David's retirement!

4.14.2011: On the eve of his retirement, Jim Davis stands up for equal rights with a letter to the editor in The Philadelphia Inquirer, "Liberty and Justice for Homosexuals."

2.24.2011: On February 22 at UPenn, Isabel Friedman '08 confronted Newt Gingrich on his opposition to gay rights, asking him to reconcile his strict moral standards with his own extra-marital affairs. The news was picked up by CNN.com Live and POLITICO.

1.21.2011: First year for 2-hr delays and we've already had 2 in one week! Wonder if people like them?

1.5.2011: Congratulations Cassidy Ferrell '13 for being the first FCS female wrestler to win a predominantly boys' tournament, the Radnor High School Invitational. Cassidy was the only female competing in the varsity tournament in December. Cassidy has been invited to train at the Olympic Training Center in Colorado starting this Saturday.

11.1. 2010: FCS was founded in 1845, and today we just reached 1845 friends on facebook! The School has waited 165 years to reach this "Friends" milestone. Thanks for getting us there.

10.19.2010: Please vote for your favorite Philly Trip photo by "liking" it. Whichever photo gets the most "likes" on facebook will get an American-Idol style boost in the final judging process.

TWITTER:



5.1.2011: Check out "The Devil Went Down to Georgia," featuring Mr. Buckingham, Mr. Davis, and Galen Guindon '06. // <http://ht.ly/4Kxs5>

4.4.2011: After 23 years, Headmaster David M. Felsen announces his retirement. <http://ht.ly/4t7LO> // Tweet your stories/memories!

3.4.2011: Alums Grinspan '02 & Gilman '00 visited Amer. Hist. class to talk about how @friendscentral influenced their careers // <http://ht.ly/47pvp>

3.4.2011: Our new mashup shows our social media in 1 place, including our shiny new @memolane at the bottom: <http://friendscentral.org/mashup>

3.1.2011: Report from @NBA : Mustafa Shakur '03 signed a contract 4 the rest of the season w/ the @WashWizards // <http://ht.ly/45SuZ>

2.23.2011: Congrats to our alumnus @jwegener '03 on his @foursquare #hack <http://4squareand7yearsago.com/> which went viral: <http://ht.ly/41U42>

1.5.2011: #1 in PA, #43 in the nation according to @maxpreps - read: <http://bit.ly/gZYuAm&watch>: <http://ht.ly/3yHt8> via @nbcphiladelphia



CAMPUS ARTS

The arts flourished at Friends' Central this year, on the walls, on the stage, even hanging from the ceiling. To see pictures of all the performances and many of the exhibits, please visit our Multimedia Gallery at friendscentral.org/gallery.



Clockwise from top left: US oil painting, Lower School Winter Concert, "Hello Dolly!" US Jazz Band, US Chorus, three Lower School collages, Grade 1 play, "A Midsummer Night's Dream." All performance pictures taken by Michael Tolbert



Ten Years of Play: Pig Iron and Friends' Central School



Terry Guerin
Honored

At the Trocadero Theatre on Friday January 21, it was initially unclear why Quinn Bauriedel, co-artistic director of the OBIE award-winning Pig Iron Theatre Company, was calling Terry Guerin, Friends' Central's Upper School drama teacher, to the stage. It was his company's annual fundraising event and he was in character, playing a bawdy British host with a powdered wig and Elizabethan ruff. Each year Pig Iron chooses a new theme for their cabaret-style benefit show, and this year they were satirizing the culture of America's forbears. But what Quinn had to say about Terry was a moment of seriousness in the otherwise wildly funny night. Terry, Quinn's British alter-ego explained, would be stepping down from her post as Chair of Pig Iron's Board. In order to honor Terry for her seven years of service, the company would be building a real chair in her honor which will reside at the Crane Old School, the home of Pig Iron's new performance training school set to open this fall. Besides being a gesture of gratitude, this recognition is a testament to the mutual bond that connects Friends' Central's drama program and Pig Iron Theatre Company.

Behind the scenes at the benefit, FCS

drama students hustled set pieces into place, dropped projector screens, and disseminated programs to hundreds of patrons. FCS students have served as crew members for the Pig Iron benefit for 5 years. The night affords students an opportunity to work alongside some of the finest theatre professionals in Philadelphia. This year Jake Snider '09, current student at Columbia University, even performed at the event with his band Shape Machine and in years past, the FCS house band has played at the benefit. As audience members, crew members, performers, and event organizers, the FCS community helped to make the eclectic evening a spectacular success.

Oddly enough, Terry first discovered Pig Iron, not in Philadelphia, but across the pond. In 2000 she and some other FCS students were preparing to perform the show *Fires in the Mirror* at the International Fringe Festival for Performing Arts in Edinburgh, Scotland. While deciding which of the hundreds of shows to attend, Terry picked up on the swelling buzz for a show called *Gentleman Volunteers*. It was only after slipping into a packed house and watching the production that Terry realized



the company heralded from our very own City of Brotherly Love. It was the beginning of a relationship that would flourish over the next ten years.

When Pig Iron was still a fledgling organization, Guerin invited company members to guest teach in her classroom, and they have been coming back every year ever since. During their visits they share their performance philosophy which is centered around movement, improvisation, ensemble collaboration, and "play". Guerin explains, "Play" is the proper word to use in describing Pig Iron's mission...Play means being present and available to wherever your imagination takes you." Pig Iron's process relies on clowning and movement techniques to create an interactive collage of raw material. Performers prompt explorations by asking questions that they address not with a critical response or even a decisive answer, but through performance itself. Thanks to our longstanding relationship with Pig Iron, Friends' Central will be the only Upper School that still has the privilege of working with these teachers once they open their new performance school in the fall.

Every year Guerin chooses an aspect of one of her plays to spice with Pig Iron's teachings. Most recently, while Guerin's modern drama class was rehearsing "The Laramie Project" for this year's Spring Drama Showcase, Quinn Bauriedel and Charlotte Ford, another Pig Iron regular, gave three days of workshops on character building. In a movement exercise students listened to directions from Quinn as they skulked, trotted, and sashayed across the room. Gradually they developed a heightened awareness of their bodies and the array of physical choices they could make.

Andrew Loxley Photography

Charlotte asked them to imagine the kind of person who might walk as though they are being pushed through the world. "...and what about being pulled? What kind of person gets pulled through life? What about a person who leads with their nose? How does that physical choice change how you feel? What does that do to your character?" As though in a trance, the students became protean, exploring new choices and making new discoveries as they moved. Soon, distinct characters took form and the townspeople from "The Laramie Project" started to emerge.

Months later, on Sunday, February 13 Guerin's Upper School drama class performed "The Laramie Project". This piece, written by Moses Kaufman and the Tectonic Theater Project, chronicles the events that take place in Laramie, Wyoming during the year after the tragic murder of the gay 22 year-old college student Matthew Shepard. An "out-of-the-hat" casting process ensured that students played a variety of characters. This technique was so fitting for the piece, which posits the possibility that through performance the most heinous acts of hatred as well as the most magnanimous acts of forgiveness can be processed.

At its best acting is more than a means for conveyance; it is a project in trying to empathize with others, an attempt to reach beyond the limits of subjectivity and see the world through someone else's eyes. This idea is at the heart of Terry Guerin's and Pig Iron's teachings. Not only do they give FCS students professional theatre opportunities and encourage dramatic experimentation, they proffer a philosophy that engenders bold expression and boundless sympathy. At FCS students are not merely mounting plays, they are stepping outside of comfort zones, revealing a more complex world, and learning to shape a better one. In the tenth year of this rewarding partnership, it is important to reflect on our relationship with the inspired artists at Pig Iron. We are thrilled to anticipate many more years of collaboration.

MASTERS OF MUSICAL LANGUAGE

This year the Friends' Central community heard the stories of two teachers, Carl Bradley and Diego Luzuriaga, masters of their own musical language. Independently, these teachers decided to explore their personal heritages via music, reconciling the songs and stories of their ancestors with their own unique voices as modern composers. The results were sublime. They each created an original piece of music--both of which were performed during the year--that paid tribute to their storied and complex legacies.

On September 28, the Friends' Central community had the great pleasure to hear the musical story of Carl Bradley, who teaches the orchestra and jazz bands in the Middle and Upper Schools. Carl's piece Sankofa: a suite in 9 movements, a piano and drum duet, was the result of a transformative personal journey to explore his African roots.

In 2009, Carl was awarded a sabbatical during which he traveled to Accra, Ghana, where he hoped to discover new revelations about his ancestors and the African American music that is so vital to his life. In Friend's Central's Forum, Carl writes about a climactic experience on his journey while in El Mina, a coastal city that was integral to the slave trade. He found himself standing before the infamous "Door of No Return," contemplating the horrors of the middle passage, when his guide invited him to walk through the door and return through it, symbolically bringing the spirits of his ancestors home. He elaborates, "Amid tears of thankfulness, keeping in mind the blues of America, that music of pain and joy, the music that linked the past with the present, I walked toward the ocean, and then back toward that door and felt the release of the weight of being an African-American." In Carl's duet he transmits the weight and emotion of this experience to his listeners. The throbbing African beats anchor haunting piano melodies.

On January 14, Diego Luzuriaga's Responsorio was performed by the Philadelphia Orchestra along with an eclectic collection of pieces that explored the theme of the Inca Trail. Many Friends' Central faces speckled the audience at the Kimmel Center as Diego's piece, with unexpected syncopations and folk melodies, transported listeners to a foreign place, exotic but welcoming.

Diego, who has taught woodworking and music theory at Friends' Central since 2007, is an accomplished composer. Born in Loja in the south of Ecuador, he studied music and architecture in Quito before winning a

scholarship to study music in Paris for three years.

After completing his doctorate in music composition at Columbia University, he went on to become a freelance composer and carpenter in cities around the world, from New York to Quito to London.

Diego's diverse background has served him well at Friends' Central, where he has often stepped in to assist with the orchestra and jazz band in addition to teaching his regular classes. Working at FCS is unique, he says, because "the kids I teach are extraordinary."

In the woodshop, he was impressed by his seniors' level of achievement and facility last year building elaborate furniture that included shaker tables, door cabinets, chairs, and armoires. While it pleases him to see the students exceeding his expectations, most fulfilling is "[seeing] a smile of satisfaction on the face of a student."

Both Diego and Carl's music is marked by intensity and sophistication, but what truly brings it to life is the story, the transcendent journey, that underscores their compositions. They take listeners to the distant reaches of their imaginations and trigger visceral reactions that only music can incite.



Photograph by Justin Garvin



2010-2011 was quite a year for the Phoenix. We led the Friends Schools League for the second year in a row, bringing home six team championships. We won state tournaments and saw our athletes scale all sorts of rankings. Most importantly, we brought the Felsen Cup home!



Top left: 100 Goals: Becca Dahle '12 and Ashley Tedesco '13, 100 goals apiece

Above: 100 Wins Cary Snider '12 and coach Ed Soto after Cary's 100 win

To see photos from all of our teams, please visit our Multimedia Gallery at friendscentral.org/gallery

Sports photography by M. Tolbert





Above: 1000 Points: Jeremy Treatman '83, owner Scholastic Play by Play, Amile Jefferson '12 after scoring his 1000th point, Malcom Musgrove, coach Jason Polykoff '01

Friends Schools League Champions

Boys' Basketball
Boys' Swimming
Girls' Swimming
Boys' Tennis
Boys' Baseball
Girls' Lacrosse



THE FELSEN CUP

by Linda K McConnell,
Director of Girls' Athletics

In 1988, David Felsen crossed the river. After 22 years at Germantown Friends School, as a teacher, a coach, and a principal, David became Friends' Central's new Headmaster. In 1990 the two schools memorialized their rivalry with the inception of the Felsen Cup. Each year, whenever the varsity teams from the two schools meet, they compete for the Cup. A team earns a point for a victory; half a point if they tie. We have been trying to bring the Felsen Cup back to this campus for 8 years. We have been close; we have been right there; but we just couldn't get that cup to cross the river.

On May 10, with two resounding wins, FCS brought the Cup home—what a fitting triumph on the eve of David's retirement!

Way to go Phoenix!

The Felsen Cup: Keith Bradburd, Director of Boys' Athletics, David M. Felsen, Linda K. McConnell, Director of Girls' Athletics



>NEWS FLASH: Just before the publication of this article, the Basketball, Reading, and Math Camp received a grant of \$24,864.37 for tuition reimbursement from the GEAR UP Program. In the summer of 2011 these funds will provide 37 Philadelphia students with full tuition and lunch.



BASKETBALL, READING, MATH: FORTY YEARS OF

On the eve of David Felsen's retirement from Friends' Central School, it is fitting that the Basketball, Reading, and Math Camp (BBRM), which he started at Germantown Friends School and brought to Friends' Central, just celebrated its own milestone—forty years of inspiring kids to succeed.

In 1971 Mr. Felsen was motivated to create a camp that would provide a safe and structured environment, in part because of budget cuts being imposed on the Philadelphia Recreation Department. The strategy was to use basketball to turn its campers, the majority of whom were disadvantaged youth living in Germantown, West Philadelphia, and other outlying neighborhoods, on to reading.

When David became headmaster of Friends' Central, he brought the camp with him. During its 23 years here the camp has blossomed. Upper School math teacher Brad Morris and Girls' Athletic Director Linda McConnell assumed leadership of the camp and helped take it to new heights. Morris added math to the academic programming and gradually the quality and rigor of the camp's academic instruction increased. The camp now serves a mix of students from inner city Philadelphia, Philadelphia suburbs, and students who attend private and public schools.

In the past two years, two new directors, Middle School English teacher Keino Terrell and cross-divisional physical education teacher



This page, far left:
Keino Terrell and
Bob Folwell '80
All photographs
by Jim Roesse

HELPING KIDS SUCCEED

and coach Bob Folwell '80, have kept up the tradition of their predecessors further developing the academic programming so that it is on equal footing with the basketball programming. The camp now includes classes in mathematics, reading, fitness, and life skills which are designed and taught by full-time teachers at Friends' Central School and Pennwood High School. The life skills course teaches campers effective exercise and training techniques and promotes positive eating habits.

Keino Terrell comments, "In the past, basketball was really the carrot to get students to appreciate the importance of reading and math. Over the years we have helped make it more of an academic camp, where both sides of the experience, the recreational and the academic, are valued equally." Proof of the camp's lasting impacts on students can be found close by: 95% of the counselors were former campers and the majority of them are on a college track. Bob Folwell '80 adds, "This camp is the highlight of my career. A lot of these campers are growing up in the same neighborhood where I grew up in West Philly. Now I am able to give back to that community." Folwell '80 feels that his alma mater helped him realize the importance of service through education.

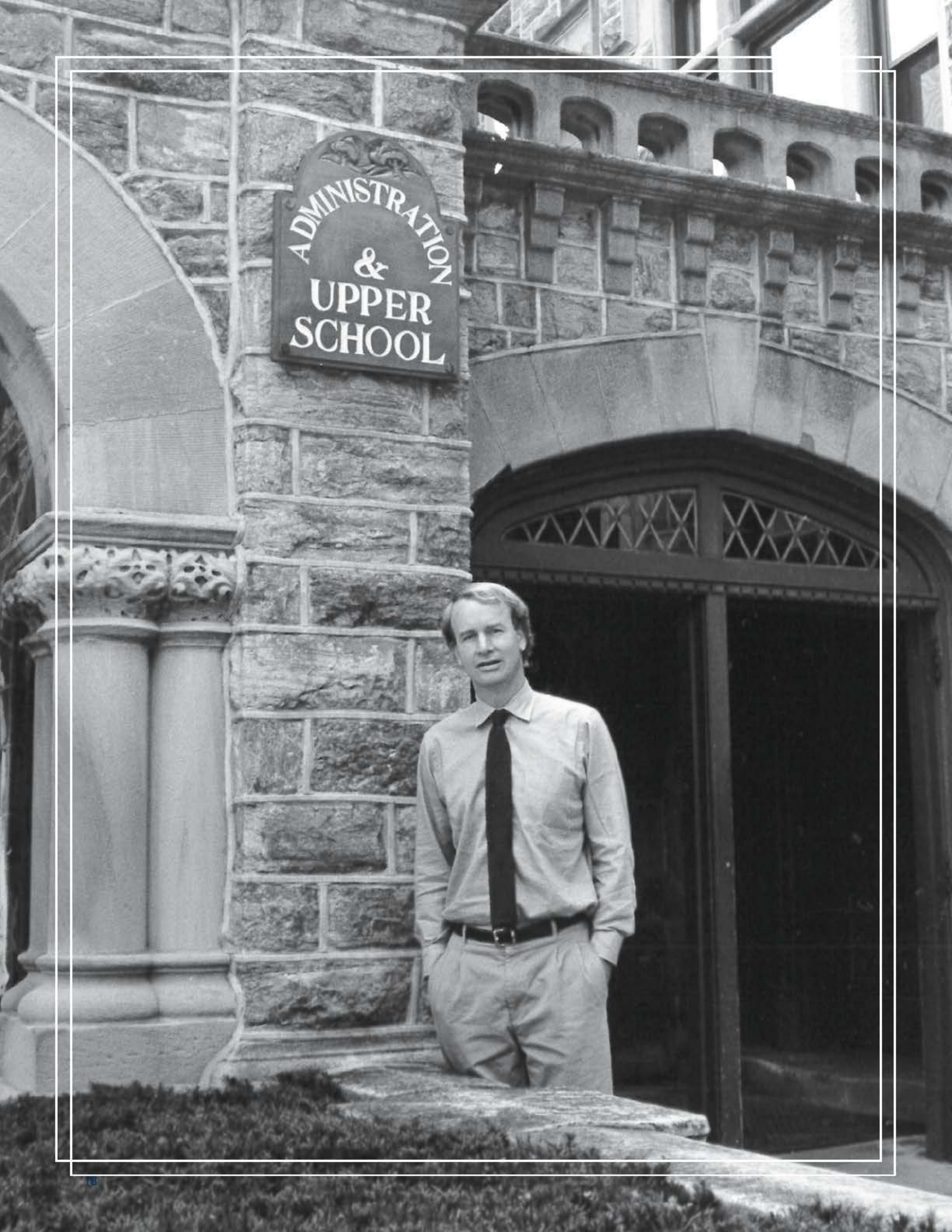
"Over the years we have helped make... the recreational and the academic... valued equally."

Former camper and counselor Latifah McMullin '99 echoes the message that this camp teaches more than basketball; it exemplifies the importance of serving a community and teaching young people the value of self-improvement and the importance of having respect for others. Latifah explains that it was a fortunate coincidence that she stopped her English teacher at the Andrew Hamilton School from throwing the camp flyer away. She was twelve-years-old when she first attended the camp and Keino and Bob were her counselors.

Although she was always an avid basketball player, Basketball, Reading, and Math Camp was the first time she was instructed in the fundamentals of the game. She explains, "For me, at that point in my life, basketball was very important. But before I went to BBRM no one had actually taught me the game. At camp I learned how to play and I was exposed to FCS, the great atmosphere and community." Later Latifah decided to transfer to Friends' Central where she quickly became a star player and the school's first 1000 point scorer. Now she

is the Alumni/ae Board President and works for the School District of Philadelphia as the Capital Program Assessment and Database Coordinator.

After 40 years, what is most impressive about the Basketball, Reading and Math Camp goes beyond academic and basketball programming. What started as a camp to get students off the streets in the summer months has become a comprehensive program that encourages healthy living, highlights the importance of academics, and models an ethos for Philadelphia youth. The deeper message it delivers and the impact it leaves is the life-changing power of service. Looking back at the camp that he founded, Mr. Felsen had nothing but praise to offer to the camp's successors. He commented, "I was delighted when the faculty here wanted to pick up the camp and carry it forward. The camp continues to have a positive impact on the School's relationship with the larger community, and I have been thrilled that new leaders have continued to keep the program moving so successfully."



In 1988, a young principal from “another Friends school across the river” sat in the OPA Room of the Wood Building. Over the course of the past couple of months, he had been through many interviews, met with Board members, the Search Committee, current students and faculty, and toured the campus. Now he was taking a moment to catch up on the process with one of the committee co-chairs, Barbara M. Cohen.

“How is it going, David?” Barbara began casually.

David was listening, carefully as he always does, and reflecting, mulling over his visit and meetings, probing his reactions. ‘Can I see myself here?’ he remembers asking himself as he toured the campus with Clayton Farraday. ‘Do I feel a sense of belonging?’

Out loud he answered Barbara directly and with his now familiar insightfulness. “I am looking for a place I can fall in love with,” he said.

Most likely David’s response was not what Barbara had expected, but it got straight to the heart of what it takes to be a good head of school. You have to have passion.

“Well, David,” Barbara Cohen pressed after a moment, “do you think you could fall in love with Friends’ Central?”

“I am getting that feeling,” he answered with a smile.

...

David is a passionate man and he has cared passionately about Friends’ Central for over two decades. His commitment to the people and the place has endowed our School with facilities, resources, programs, and an unrivaled sense of community.

“I’ve always valued a sense of belonging,” he commented recently. “I got lucky. But a sense of place is what I want for everyone at this School.”

David M. Felsen became the 10th Head of School in 1988. Prior to his appointment, he had been teaching Latin and Greek, serving as Upper School Principal, and coaching basketball at GFS. He was born and grew up in Williston, MA with

DAVID

MACDONALD

FELSEN:

UNCOMMON

PASSION



FRIENDS'
CENTRAL
SCHOOL

two sisters, a father who was a doctor and a very Scottish mother. David attended The Williston-Northampton School and then Haverford College, where he was a classicist and a stand-out athlete.

From Haverford to Germantown Friends to Friends’ Central, David has been guided by a deep commitment to Quaker values and processes. As co-clerks, Jim Wright and Ann Satterthwaite wrote to our community this April, “For twenty-three years, David M. Felsen has led our School with clarity of vision and depth of passion that have secured Friends’ Central’s position as a leading independent school. His unwavering commitment to the pursuit of excellence combined with his equally strong commitment to the Quaker values of simplicity, peace, integrity, and community have helped the School grow and flourish.”

His vision for excellence has transformed our community. Once a quiet Quaker school of 600 students on one campus, Friends’ Central now numbers 956 on two campuses. Academic and extra-curricular opportunities for students have dramatically increased as the School has added new courses, facilities, and faculty. Supporting this outstanding growth is an endowment that has grown ten-fold and an Annual Fund that consistently raises around \$1 million.

David has also served the larger community in numerous positions: Board of Trustees of Girard College from 1996-2000; member of the Steppingstones Scholars Board; current member of the Headmasters’ Association of the East; current member and past President of the Headmistresses’ Association of the East; and founder and director of the Germantown Friends School

Basketball, Reading and Math Clinic, serving community boys and girls ages 10 to 18.

David will be remembered for many tangible things—but it is his uncommon passion, his commitment to this community and his support of people that define his extraordinary leadership. David Macdonald Felsen did fall in love with this place; and it with him.



FROM FOCUS

"FAREWELL GOOD FRIEND, MR. FELSEN"

*By Benjamin Yahalomi '11 and Matthew
Karliner '11*

"Twenty-three years at Friends' Central, twenty-two at GFS," Mr. Felsen proudly announced to the Upper School community at a recent Meeting for Worship. Since arriving on campus in the late '80s, Mr. Felsen has left an undeniable physical and emotional mark on campus. His charm, eagerness, to engage with students, and faculty and love for our school will long be remembered.... It is clear that Mr. Felsen will leave a permanent mark on our campus, but specifically, what will he be remembered for? He remarked, "I just think I am someone who threw himself into this place body and soul, as they say I have. I have cared about everything that's going on at Friend's Central, and I've given my best. Someone who also has been collaborative. I love working with other people, and getting the best out of other people." Mr. Felsen's warm-hearted demeanor and care for our campus will surely be remembered."

FROM JOE LUDWIG, ASSOCIATE HEADMASTER, LOWER SCHOOL PRINCIPAL

David, I've liked you since the day I met you, and I remember our friend, David Mallory, telling me from the start that you were a gifted leader and a special human being.

Since you are a classicist, I thought it would be fitting to describe some of your many attributes in Latin terms.

Iustus-just, right, fair

Fidelis-faithful, loyal, true

Pius-honest, affectionate

Beneficus-kind, generous

Paternus-paternal, fatherly

Scholasticus -scholar, learned one

Animosus-courageous, passionate

Fortis-strong, steadfast

Amicus-friend



FROM DOUG ROSS,
MIDDLE SCHOOL SCIENCE

I first met David at Haverford College. Everyone knew David Felsen. So anyway, I decided, one day, that I wanted to play soccer. I had always wrestled and my friends all thought I was crazy. But this big shot, this guy who did not have to care, he encouraged me. I have considered it a privilege to work with David. His leadership has been spectacular. And I have seen him do for countless other young teachers, young coaches the exact same thing he did for me at Haverford. He cares about people and he puts everything he has into encouraging them. That's what this place is all about.

...

FROM LOU DELSOLDO,
ASSISTANT PRINCIPAL,
LOWER SCHOOL

David's accomplishments are many. One quality which I have appreciated most is his understated and unpretentious pride.

FROM BETH JOHNSON '77,
UPPER SCHOOL CO-PRINCIPAL,
DEAN OF STUDENTS

Throughout his time at Friends' Central, David has been my mentor. Encouraging me to take risks, enroll in programs, and connect with people outside of the School, David has been an incredible supporter and has allowed me to grow professionally. I will miss his leadership, his genuine concern, and his encouragement.

FROM BRAD BRADBEER,
CLERK,
VISION 2020

David has done a remarkable job for the past twenty-three years. His record of achievement, with the dynamic growth and development of the student body, curriculum, faculty, campuses, and endowment, is unparalleled.

On a personal level we are grateful to David for encouraging our family to join this unique and vibrant community over ten years ago. I can still see him standing in front of the schematic in his office showing the "new" Upper School quad with the Fannie Cox Center still to be built. He was so passionate in expressing his clear vision of where the School was going. We were convinced. Four boys later, we are grateful to David for his stewardship of our beloved Friends' Central.



FROM THE UPPER SCHOOL STUDENT BODY

Dear Mr. Felsen,

Thank you for your twenty-three years of service to Friends' Central School, and especially to us. We are especially grateful for your many contributions. For example:

Without you, Mr. Felsen, we would not have a campus green for Frisbee, for football, or for sunning ourselves.

Without you, Mr. Felsen, we would still have science classes in a building with only five rooms.

Without you, Mr. Felsen, we would not have air conditioning in Shallcross Hall. We remember feeling quite overheated in there during choral rehearsals. Without you, Mr. Felsen, the middle seat on the top row during basketball games would be empty.

Without you, Mr. Felsen, there would be no such thing as Friends' Central winning the Friends Schools League title in swimming...over and over and over again.

Without you, Mr. Felsen, we would not have a language building, the Fannie Cox Center, or a Shimada Athletic Center.

Without you, Mr. Felsen, we would never know if the boy in *The Polar Express* ever found his lost bell.

Without you, Mr. Felsen, things just would not have been the same.

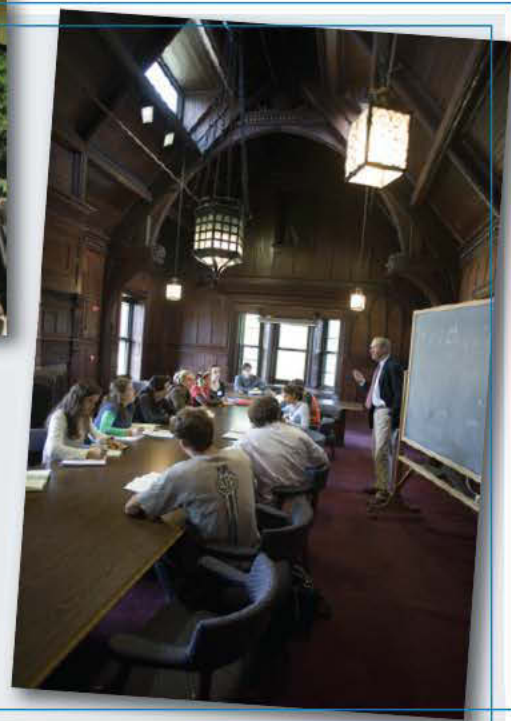
We appreciate all you have done to make Friends' Central the best place we could ever hope for to learn, grow, and develop into citizens who will make you proud.

FROM ALEXA DUNNINGTON '98,

MIDDLE SCHOOL LANGUAGE

ARTS TEACHER

I think that what stands out for me is the affirmation and encouragement that David has always given to me as an aspiring school leader. Throughout my time as a teacher and administrator at Friends' Central, he has been unfailingly positive and supportive, taking time to share his own experiences with me and helping to connect me to professional development opportunities. David's generosity of spirit and professional support has been incredibly valuable, and I am sure there are many others who would say the same thing. I believe that true leaders want to help those around them become leaders.



FROM GINGER FIFER,
ASSISTANT PRINCIPAL,
LOWER SCHOOL

"Beyond all the accomplishments, at the heart it's David's respect for faculty and the goodness of the man that will stay with me."

...

FROM KEITH BRADBURY,
DIRECTOR OF BOYS' ATHLETICS

David's care and concern for all areas of the School has kept Friends' Central at the forefront of independent schools throughout the country. In particular, his support of our athletic program has allowed us to grow in many ways, but with his guidance, I feel that we have always done it the right way. experience.

FROM ANN V. SATTERTHWAITE, CO-CLERK, BOARD OF TRUSTEES

How else can we meaningfully express our gratitude for David's service? How else can we recognize his achievements and his impact on the positive growth of the School? What tangible way can we connect David's legacy in a manner that will resonate in the life of the School day after day?

In the special 2011 issue of Focus, the student newspaper, dedicated to Headmaster David Felsen, there appears a feature article written and edited by Benjamin Yahalomi '11 and Matthew Karliner '11 and titled "Farewell Good Friend, Mr. Felsen." It is apt that I read to you a section of this fine tribute.

"Visitors and students alike benefit from Mr. Felsen's vision, realized in our green, spacious and technologically-advanced campus. From day one Mr. Felsen wanted to remove cars from the center of campus, which he felt to be a nuisance to his end of vision for a more attractive campus—today's campus green—which was at the time a parking lot and driveway. Fifteen years after arriving at Friends' Central, the campus green was created, coinciding with the construction of our Fannie Cox Center for Science and Technology."

The campus green is not just a place that allows one to come and go conveniently to buildings, but a gathering spot, a place for conversation, a place to peacefully reflect, a place to stand and observe the impressive natural surroundings. The green literally transformed the look of the campus and the experience of students and teachers. So now it is time to formally announce a special tribute to you, David, enthusiastically approved by all members of the Board of Trustees.

FOR GUIDING FRIENDS' CENTRAL SCHOOL FOR 23 YEARS WITH A CLEAR VISION, DEEP PASSION AND AN UNWAVERING COMMITMENT TO THE PRINCIPLES OF FRIENDS' EDUCATION—THE FELSEN COMMON—IS NAMED IN GRATITUDE TO DAVID M. FELSEN, A TRIBUTE TO HIS DEDICATION AND DEVOTION TO ALL OF US AND TO OUR BELOVED SCHOOL.

1988-2011

What a Year!

This has been an amazing year of giving at Friends' Central School. Our community has demonstrated its generous spirit and incredible dedication in a number of ways. Some high points were:

Over 175 people volunteered to make the Annual Giving Campaign a success. As this magazine goes to press, we are poised to achieve our goal of 75% parent participation and our alumni/ae are striving to reach record participation numbers.

Vision 2020, Friends' Central's long range planning process, enjoyed unprecedented participation with over 700 members of the community lending their voices to the process, some working hundreds of hours to deliver task force reports to the Long Range Planning Committee for consideration.

Perfecting the Art of Fun, our first All-School auction in decades enjoyed the support of 92 volunteers, 271 guests and added over \$130,000 to our financial aid budget.

Throughout the year, parents, alumni/ae, faculty, grandparents and friends added to our community in all kinds of meaningful ways. Thank you!

Clockwise from top left:

Decoration Chairs, Carrie Cohen ('18, '19) and Peggy Hervas ('17), Valerie and Major Everett ('12), Michael Wallace ('19, '21), Kim and Brian Benjet ('19, '16) and Kate Wallace ('19, '21), US science teacher John Gruber and Sonja Lindren ('15, '18)





Far left: Pumpkin Fair: Lauryn Coleman '15 and Marini Folkman '15



Left: Holiday Shops: back Joshua Benjet '16, Lily Snider '16, Olivia Bartholomew '17, front Caroline Bartholomew '15, Ali Bruckner '15, Sophie Schall '15

Below: Martin Luther King Jr Day of Service



Left: New Parents' Reception: Director of Admissions Barbara Behar, Marie and William Strahan ('14), Frank Borchert ('13), Lower School principal Joe Ludwig '69, assistant Lower School Principal Lou Del Soldo, Momoko Kishimoto ('13)

Bottom left: Kick-Off Phonathon: Latifah McMullin '99, Leonard Rossio ('20), Heather Osborne ('18, '21), Mireia Lizandra ('20), Flavia Vogrig ('16), Bob Gassell '69 ('16, '99), Jessica Coss ('23, '18, '16), David Arnold ('17), Debbie Dolic ('15)



Above: PSOC Welcoming Reception: Terri Jones ('08, '14), Jodi West-Booker ('15), Betty Brizill ('18), Karen Strickland ('14)

Alumni/ae came to campus for lots of reasons this year—to teach, to volunteer, to simply say “hello!” We hope we’ll see you soon, too.

Right: Baby Day: Beryl Lord and Marcus, Meredith Bobroff Murphy, Jessica Zeldin, Jay and Johnston Whitman, Elana, Jonathan and Skyler Hunter

Below: Alumni/ae Board Helps Out on MLK Day: Lauren Collier '99, Bess Collier '96, Janice Decker Frohner '60, Linda Waxman Wasserman '75, Susan Kelsay '59, Latifah McMullin '99, Jessica Zeldin '88, Clio Mallin '96



Young Alumni/ae Open House: Rebekah Ahn '10, Devon Kratchman '10, Julia Rosner '10, Arielle Fogel '10, Sarah Weingarten '10

“Sleepless City”: This fall, the US staged Tim Chawaga’s ‘06 “Sleepless City” Terry Guerin, visiting artist-in-residence Michael Hollinger, Tim Chawaga '06



This March, alumna AnnMarie Thomas presented “Squishy Circuits” at TED University. You can learn more about her playful approach to electrical engineering (and what play dough has to do with it) at <http://courseweb.stthomas.edu/apthomas/SquishyCircuits/index.htm>. The article we printed below is a transcript of her talk from 2010, on a topic directly related to the way students learn here at Friends’ Central.

Why Making Matters

I believe that one of the best ways to have an impact on the world is to give as many kids and young adults as possible the tools they need to change the world. Consider these beginnings:

- Paul MacCready, one of my heroes, designer of human powered aircraft and champion of more sustainable modes of transformation, grew up building model airplanes on his family’s ping pong table. At age 14, he set the world record for flight duration of an autogyro.
- Dean Kamen, who developed the iBot wheelchair and LUKE arm, redesigned the lighting system for Manhattan’s Museum of Natural History using Radio Shack parts while still in high school.
- The Wright Brothers, after breaking a toy helicopter given to them by their father, tried to build their own, larger version. They had a business selling their homemade kites to their friends, and even built their own lathe.

It seems likely that these early experiences led, in some way, to the success these individuals had as inventors.

What happens to our culture of innovation if we stop introducing kids to the art of making things?

A recent report by Nuts, Bolts and Thingamajigs Foundation finds that 72% of the US teenagers they polled had never taken an industrial arts or shop class.

The same study finds that 83% of these teenagers reported spending less than two hours a week working with their



hands on projects like woodworking or model building. Compare that with the amount of time most children spend watching TV or playing video games!

So why are kids making less? Is there not time in the school day for industrial arts class? Are we afraid to let kids build? In a world where some schools have banned recess as being too fraught with peril it's perhaps unsurprising that the concept of kids working with sharp blades and tools could cause concern. But are kids really so incompetent that we must keep them away from real tools?

At the turn of the last century, educator John Dewey founded the Chicago Laboratory School. He championed the need for children to be allowed to build real things, with real tools. Thus, when the kids decided they wanted to build a playhouse, they got some advice from teachers and did it themselves. A two-story playhouse, custom furniture, complete with the appropriate building permits, designed and built by children under the age of 14. Jump forward 100 years and we have a generation of kids who may never be taught how to make things with their own hands.

I'm not suggesting that we give a two year old a chainsaw (mine still has a plastic tool set), but that we acknowledge that, **like playing an instrument, making is a skill which takes years to develop and is best started early.**

There's another important lesson to be learned through early exposure to building and creating. It's that making often fails. Any of us who build stuff for a living have had our share of failures. But if inventors and engineers stopped at their first failure, we wouldn't have the airplane, the lightbulb, or countless other great inventions. Learning to work through failure is painful, and best learned early. If a child's only building project is for a class assignment where failure means a poor grade, it's understandable why they might not be excited about building things- failure's scary. But if a child is taught the pleasure of making, failure becomes part of the process.

The early helicopters that the child Wright brothers built failed, which allowed them to learn some basic principles of flight. Innovative companies recite phrases such as "Fail Early, Fail Often." Are we exposing kids to this same acceptance of persevering through failure?

Thankfully, there are a lot of great organizations and individuals who are reaching out to children and teaching them the joys, and challenges, of making. Based on the numbers I just cited, though, we clearly need to expand these efforts. The good news is that getting kids started in making isn't hard. **Hand them a screwdriver and teach them how to use it!**

Once upon a time, spaceships resided primarily in movies, books, and the dreams of children. Some of whom, after spending their teenage years working on their cars and tinkering, grew up to become the men and women who made manned spaceflight possible. **We must ensure that we give today's children the tools and skills they need to make their dreams tangible.**

AnnMarie is an assistant professor of Engineering at the University of St. Thomas. She also leads the Design Lab at UST. Working with undergraduates, projects have ranged from squishy circuits for teaching electronics to children to communication devices for older adults. She is also the co-founder/director of the UST Center for Pre-Collegiate Engineering Education, which has as its mission teaching engineering to PK-12 teachers and conducting research on PK-12 engineering education. AnnMarie has an SB in Ocean Engineering (with a minor in Music) from MIT, and MS and PhD degrees in Mechanical Engineering from Caltech. In her spare time she studies aerial arts, works toward a certificate in Sustainable Design from MCAD, and hopes to one day return to painting.



Top to bottom: Morgan Crowley '18 drills a hole into the top of a handmade bird-feeder; A. Samuel Villa '24 holds up along coil of play dough; Middle School Making Something Out of Snow (l to r): Jack Correll '17, Julian Shapiro-Barnum '17, Isaiah Tyler-Joseph '15, Robert Saligman '17, Madeleine Murdock '17, Joshua Fishman '15, Alex Helpin '17, Ray DeSabato

Alumni/ae

1946

Dorothy Schwab Weitthoff '46 writes, "I am now a great grandma of two—Cade Paul who is 3 and Ella Paul 19 months."

1947

Send us your news. We want to hear from you, too!

1948

Barry Reimenschneider '48 writes, "Our youngest daughter, Georgeen, got married in September 2010 and our granddaughter Emma made the USA 16 & Under Soccer Team!"

1949, '50, '51

Send us your news. We want to hear from you, too!

1952

Joan Hoover Hellwege '52 reports, "We continue to enjoy life here in sunny Sarasota and keep busy with volunteer work and family. We are on the Property and Finance Committees at church. We also volunteer at GWIA (Gulfcoast Wonder and Imagination Zone), the local science museum, by leading tours of traveling exhibits such as Tutankhamun, Titanic and the Inventions of Leonardo da Vinci. There's so much to do in Sarasota - opera, a symphony orchestra, theatres and the beaches. Since our children live in Sarasota and Gainesville, we see the grandchildren very often. Many trips to Disney World and Nickelodeon in Orlando make us very popular with the grands."

Donald J. Ritt '52 writes, "I was named Medical Director for the Palliative Care Program at Scripps Memorial Hospital in La Jolla California."

1953

Henry Lavine '53 was recently named Senior Director at Seale & Associates, Inc. Henry also serves on the National Board of Directors of "A Better Chance."

1954, '55

Send us your news. We want to hear from you, too!

1956

Carol Perloff Capper Twain '56, writes "I married David Twain on January 15, 2010. We will be back for my 55th in 2011! Can't wait!"

1957-1964

Send us your news. We want to hear from you, too!

1965

Jonathon R. Moore '65 is the author of *A Practical Guide to International Philanthropy*, published by Cambridge University Press in 2010. The book is a practical guide for philanthropists wishing to support international charitable organizations.

1966-1969

Send us your news. We want to hear from you, too!

1970

Last spring, **Lawrence Camp '70** wrote, "You know, I always thought that I had a story to tell and the means to tell it. This one is brief as a toast to our Reunion. My triumphs are few, though great, and my failings are available by the dozens. However, it is the sustaining of the triumphs rather than the weight of the failures that gives me a smile on my face, and brings joy to my soul....There will come a day, soon I think, when the joy of writing will feed the brain and the impulse to leave a mark, other than those already strewn about. My memory serves me well in those moments of contemplation of that that I have achieved. Not so much for the harrowing defeats, other than as a reminder of, "Don't do that again." So, you ask, what has this to do with Reunion? Not much! Oh, I will happily come to the capital of our independence, Philadelphia. My wife and my daughter gladly send me off, to the memories of some of the most important accomplishments of our lives, to our collective yesteryear. I take the chance to renew the friendships that I, as have some others, let wallow these 40 years." He returned in May 2010 to celebrate his 40th Reunion.

1971-1974

Send us your news. We want to hear from you, too!

1975

Margaret Pennypacker Caulfield '75 writes that she was sorry she was unable to attend Reunion. "Please give my best to everyone. I have a daughter, a junior in high school, who is a distance runner and a freshman son who is a soccer and lacrosse player. I keep very busy with them. I am a former lawyer and now an elementary school teacher in the town I live in, changing careers when my youngest was school age."

1976

Send us your news. We want to hear from you, too!

1977

Gabriel Schaff '77, a free-lance violinist with both CDs and books to his credit, preformed at Rutgers this fall. Thanks to Jim Davis, we have this great picture!



1978

Karen Palcho '78 writes, "I travel internationally to work as an Arts Examiner for the International Baccalaureate Organization."

1979-1983

Send us your news. We want to hear from you, too!

1984

David Shuman '84 was awarded the Don Catalano Distinguished Alumni Award for Outstanding Community Service from Oakes College of the University of California, Santa Cruz. David runs his own veterinarian practice. He also collaborates with biotech companies specializing in developing electronic monitors, molecular vaccines, anticancer medication, and the protocols for the sue



of autologous stem cells in veterinary practice. As if that weren't enough, he partners with researchers at UCSC Long Marine Lab for whom he provides volunteer in-the-field veterinary care to seals and sea lions in places such as the Antarctic Peninsula, Isla de Lobos, Uruguay, and San Cristobel Island in the Galapagos.

1985–1986

Send us your news. We want to hear from you, too!

1987

Gwen Angert '87, reports that she "recently completed my doctorate and am a licensed clinical psychologist in California."

1988–1989

Send us your news. We want to hear from you, too!

1990

Jon Ginsberg '90 writes, "I work for Booz Allen Hamilton (since May 2010) as an Associate consultant. My role is to provide project management consulting for the Business Analytics division of Booz Allen. My primary customer is the Navy Next Generation Enterprise Networks (NGEN) Program Management Office."

1991–1992

Send us your news. We want to hear from you, too!

1993

Brad Furman '93 has a new film out that is earning a lot of attention—and quite a few viewers. Look for *The Lincoln Lawyer* near you.

1994

Maggie Schmitt '94 writes, "Hello! Lately I've been thinking a lot about schools and teaching. Somehow when my thoughts run along these channels, I find I can smell the cut grass of the Friends' Central fields, the airy feeling of possibility. You all were doing something right, and I imagine you still are. This is just to say hi and express my appreciation. Besos, M."

1995–1999

Send us your news. We want to hear from you, too!

2000

Andrew Gilman '00, is a lawyer and clerks for a federal judge in Pennsylvania. He visited Grant Calder's class this winter to discuss his Junior Research Project on Oliver Wendell Holmes and free speech.



2002

David Gershkoff '02 is well into his graduate studies at Princeton University in economics and is thrilled to be marrying the lovely Joanna Slusky.

Jon Grinspan '02, who is studying for his PhD in American History at UVA, returned to FCS this winter. He visited Grant Calder's history class to lead a discussion on the culture of American politics and voting practices in the 19th Century. "It was great to come back to FCS," he said. "It reminded me what a unique and wonderful place it is. The way Grant has kept in touch is really impressive. I definitely got started in history at FCS, so it is nice to come back and contribute something."



2001

Greg Dolsky '01 and Rachel Dein were surrounded by FCS friends at their wedding last May. (l to r) Front: Leslie Becker '01, Drew Shoemaker '01, Rachel Dein, Greg Dolsky '01, James Becker '01, Yolanda Revilla. Back: Evan Grove '01, Lindsay Mann '01, Clay Bedwell '01, Alex Rolfe '01, David Sokoloff '01, Susan Miserendino Mann.



2002

Several alums traveled to California for the wedding of Josh Wasserman '02 and Sarah Maas in May, 2010. (l to r) Alejandro Franqui '03, Jason Polykoff '02, Alex Sokolov '02, Barney Singer '02, Mike Fox '02, Linda Waxman Wasserman '75, Josh Wasserman '02, Sara Wasserman '99, Will Frank '02, and Dan DeSouza '02.



2003

Ana Nogueira '03 returned to Philly this winter as Carla in the musical "In the Heights" at The Academy of Music. The chance to star in this Broadway Musical was a dream come true. Can't wait to see her next time she is in town!



Benj Pasek '03 has a new musical with collaborator Justin Paul, *Dogfight*. It is based on the 1992 movie and the book by Peter Duchan. In February the new Pasek/Paul production won the 2011 Richard Rodgers Award for Musical Theater from the American Academy of Arts and Letters.

Mustafa Shakur '03 was named to the High School Boys' Basketball All-Decade first team by *The Philadelphia Inquirer*. The team features the top players from the 2000-2001 through the 2009-2010 seasons and includes notable basketball names such as 2010 NBA Rookie of the Year Tyreke Evans, as well as Duke University and North Carolina University products Gerald Henderson and Wayne Ellington. The article praises Shakur as "a dribbling and scoring whiz." Congratulations Mustafa!

2004-2005

Send us your news. We want to hear from you, too!

2006

Micah Siegel-Wallace '06 graduated from Wesleyan with a double major in Math and Political Science. He is planning to take a year off before beginning law school.

2007

Caroline Fenkel '07 is very happy at Delaware Valley College. She is majoring in Equine Studies and minoring in counseling psychology.

Jason Goodman '07 was awarded the Pennsylvania Young Progressive Award for his work as the Youth Coordinator of EqualityPA, where he facilitates the Student Network Across Pennsylvania. He was also the driving force behind the successful campaign in Lower Merion Township to pass an LGBT inclusive nondiscrimination ordinance.

Maggie Lile '07 is majoring in Psych. She spent her summer in Africa teaching orphans, and working on community development and other volunteer work.

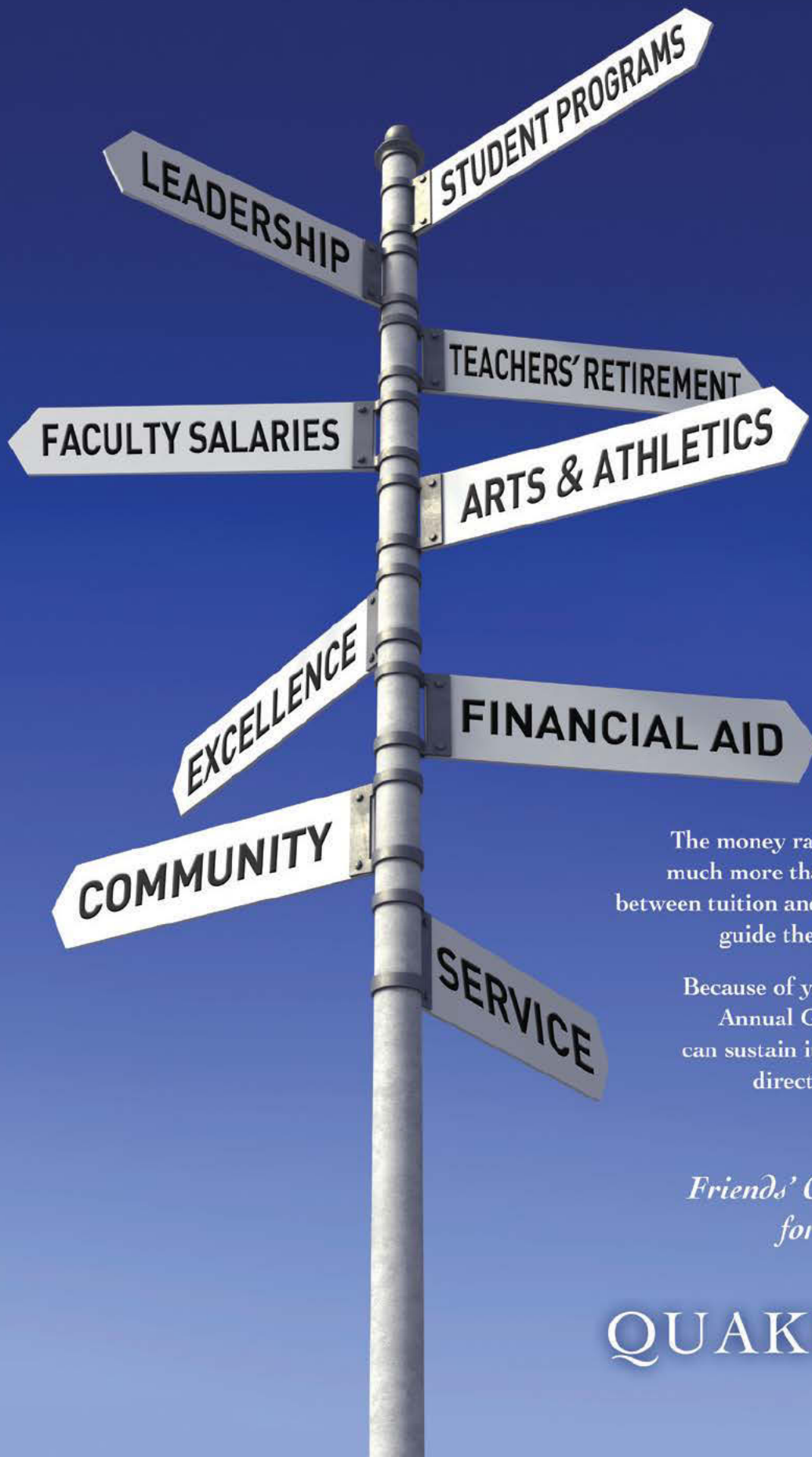
2008

Teddy Mazurek '08 is double majoring in Classics and Archeology at Boston University. He was fortunate to be part of a dig in Northern Syria in summer 2010. In his spare time he is a sports editor for the BU paper, specializing in women's athletics. Go Terriers!

2009

Morgan Gunter '09 was the captain of the Howard University NASCAR Kinetics team. The NASCAR Kinetics is a national sports marketing competition. It "was truly an unforgettable experience," Gunter told *The Inquirer*. "The program provided me the opportunity to learn more about the sport and the culture of NASCAR, and it was an invaluable learning experience working with the No. 1 spectator sport in the U.S."

ANNUAL GIVING



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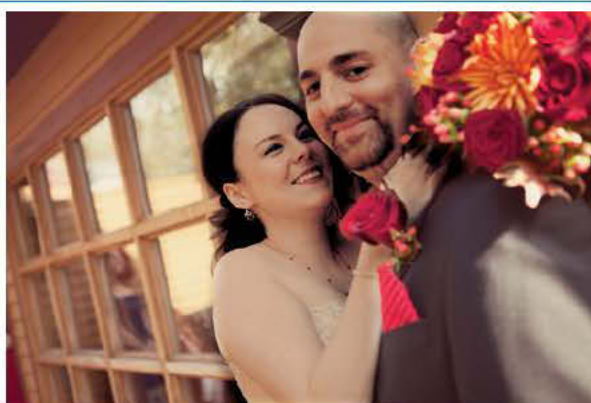
*Thank you,
Friends' Central family and friends,
for another outstanding year.*

QUAKER WORKS



Arrivals

Simone Marguax Newcomb to Jennifer and **Andy Newcomb** '87 on February 10, 2011
 Sara Alexandra Ivanov to **Elizabeth Gerst** '88 and Nick Ivanov on January 5, 2010
 Leah Jayden Weiss to **Hilary Takiff Weiss** '96 and Stuart Weiss on March 20, 2010
 Chase Raymond Ruffin to **Angelina Riley** '00 and Jeffrey Ruffin on June 24, 2010
 Patrick Thomas Barry to Denise and **Padraig Barry** (FA) on October 27, 2010
 Matthew Robert Chagan to Julie and **Jebb Chagan** (FA) on June 20, 2010
 Ava Elisabeth Guides to Rachel and **Chris Guides** (FA) on February 1, 2011
 Claire Hetherington Pidot to **Katie Schogol-Pidot** (FA) and Seth Pidot on November 8, 2010
 Lucille Eva to **Sonja Srama-Souder** (FA) and Jeremy Souder on April 14, 2011



Marriages

Susan Tretsley to **Ben Hudgins** '88 in May, 2009.
 Chelsea Clinton to **Marc Mezvinsky** '96 on July 31, 2010.
Genny Gonzalez-Turner '99 married Jonathan Cohen on March 18, 2011
 Ari Levine to **Casey Cipriani** '01 on October 17, 2010
 Rachel Dein to **Greg Dolsky** '01 on May 30, 2010 (*See page 29*)
 Susan Miserendino to **Lindsay Mann** '01 on July 19, 2010
 Sarah Maas to **Josh Wasserman** '02 on May 30, 2010 (*See page 30*)

In Memoriam

Former Faculty

Linda Hensel
 Catherine O. Duggan
 Arlette Smith

Alumni/ae

Mary Spruance Alden '30
 Roswell M. Gillette '31
 Claire Boughner Pierce '33

William Douglas Neal '36
 Benjamin Statzell '37
 Jacqueline P. Fehling '39
 Reginald J. Raban '39
 Merrill A. Conn '40
 Margaret Schaff Broadley '41
 Frank K. Dutcher, Jr. '41
 John Membrino '41
 Harry B. Vaughan, III '42
 H. Clifford Kirk, Jr. '44

Mary Jane Kinkaid Fenlon '45
 Pat Rowe West '45
 Walter Armstrong, Jr. '46
 William R. Peiffer '46
 Donald C. Greenfield '46
 Emily Jones Sander '49
 Susan L. Kaufmann '56
 J. Auber Smith '58
 Jean-Pierre Guggenheim '76

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Almost \$50 million of state money is available to scholarship granting organizations like Friends' Central.

Please take a few moments to review this opportunity with your company's tax advisor. Applications are accepted as of July 1, 2011 — but the money runs out quickly — so please don't delay!!

Questions? Please call Lydia Martin, Director of Development 610-645-5034



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