

During the fall of 2003, I had the opportunity to meet with heads of Friends schools at their annual gathering, to meet with the mentors in The Institute for Engaging Leadership in Friends Schools, and to be in retreat with the participants in the Institute. Each of these gatherings focused on leadership development within the context of a Friends school.

Dr. Judy Brown, an educational consultant, author and poet, was a keynote speaker for these gatherings. Judy teaches leadership in the graduate School of Public Affairs of the University of Maryland, is a member of Adelphi (Maryland) Monthly Meeting, a parent at Sidwell Friends School and was a founding facilitator for Parker Palmer's Courage To Teach program. Her work in organizations revolves around themes of leadership, change, learning, strategy, dialogue, creativity, diversity and renewal.

Of the many theories and research on leadership presented and discussed at these gatherings, I continue to reflect and regularly use the framework of "appreciative inquiry" developed by David Cooperrider (1999). He says that if we wish to bring new conditions into our institutions, our communities, our classrooms, there is more power in actively noticing what we want and "fanning the flames of those small fires" than in spending all of our energy on problem solving. Of course, we need to do both — encourage and problem-solve, however, it is a powerful notion that leaders should put the majority of their attention into defining what is needed and noticing when it shows up (no matter how tiny the seed of it, no matter how brief).

So this is a matter of "inquiring" about what we most love and long for in our schools. And then placing our attention on that.

It certainly makes sense that what we focus our attention on is often amplified. Every classroom teacher knows this basic behavioral management strategy for the classroom — focus on the behavior you want, draw attention to the positive models. Judy Brown points out that since leadership attention amplifies what it focuses on, extending this concept to the orga-

nization as a whole amplifies "the desired state (what we love) rather than the current mess (the problem)."

The four steps in appreciative inquiry are quite simple and provide a method for putting into practice the Quaker belief in the divine spark within each person. The idea is to look for what we want. Find it where it already exists, even if it is in small measure currently. Then, grow it, feed it, and nourish it. Here is a brief version of how to do that:

Notice what is good, right and desired. Speak your appreciation to the person. "Get it blessed." Get someone more important (by position) than you are to acknowledge it.

Shower it with resources — really shine a light on it, so it can grow.

Appreciative inquiry is a very practical tool to help us, as educators, live out the Quaker mission of our schools on a daily basis by finding the light in each student, in each colleague, in each parent — finding the good, the talent, the skill, and amplifying it. I invite all of us to experiment with this fanning the flame of the Spirit and observe the subtle and remarkable changes that will inevitably occur within our interpersonal relationships and the overall ethos of our school communities.

Brown, Judy. (2004). Personal communication. For more information: judybrown@aol.com. Cooperrider, David L. and Whitney, Diana. (1999). Appreciative Inquiry. San Francisco, CA: Berrett-Koehler.

**Irene McHenry**  
Executive Director

**SPRING FCE WORKSHOPS: FINANCIAL AID IS AVAILABLE!**

**FCE SPRING WORKSHOPS**

See the web for details: [www.friendscouncil.org](http://www.friendscouncil.org)

**QUAKER EDUCATION: EXPLORING PHILOSOPHY AND PRACTICE, WITH PAUL LACEY & IRENE MCHENRY, AT PENDLE HILL, WALLINGFORD, PA.**  
An exploratory weekend designed for teachers, administrators, and trustees of Friends schools to focus on how the Quaker philosophy of education can light our way in today's world.  
**NEW DATE!** APRIL 2-4, 2004

**EDUCATORS NEW TO QUAKERISM, AT PENDLE HILL, WALLINGFORD, PA.**  
Explore the Quaker identity of your school, learn how Quakerism can enhance your teaching, and build connection with other Friends school educators.  
**MAY 5-7, 2004**

**QUAKER TESTIMONIES IN THE LIFE OF YOUR SCHOOL**  
Invite an FCE consultant to lead a program that will examine and strengthen the Quaker testimonies in the life of your school. Contact Sarah Sweeney-Denham at FCE to learn more (215) 241-7291.

**FCE PEER NETWORKING EVENTS**

See the FCE website for information on these sharing sessions & self-organizing networks

**BRIDGE FILM FESTIVAL: INTERNATIONAL FRIENDS FESTIVAL OF STUDENT FILMS AND VIDEO:**  
APRIL 17, 2004, at Brooklyn Friends School, New York, N.Y.  
Film Entry Deadline: March 29, 2004  
Facilitator: Andy Cohen

**EARLY CHILDHOOD EDUCATORS:**  
MARCH 11-12, 2004, at Friends Center, Philadelphia, Pa.  
Facilitator: Jim Clay, School for Friends

**FRIENDS ENVIRONMENTAL EDUCATORS NETWORK (FEEN):**  
MAY 6-7, 2004, at West Chester Friends School  
Facilitator: Dottie Atwater

**FRIENDS SCHOOLS DAY OF PEACE:**  
SUNDAY, APRIL 4, 2004, at Friends Center, Friends Select School, and Arch Street Meetinghouse, Philadelphia, Pa.

**FCE PEER NETWORKING EVENTS - continued**

**FRIENDS SCHOOLS PHOTOGRAPHY NETWORK:**  
MARCH 5, 2004, at Abington Friends School, Jenkintown, Pa.  
Facilitators: Donna Russo, Abington Friends School, and Jim Talone, Delaware Valley Friends School

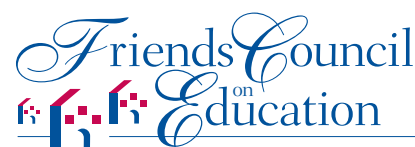
**HEADS OF SMALL SCHOOLS, PRE-SCHOOLS, & DIVISION HEADS GATHERING:**  
APRIL 25-27, 2004, at Mt. Washington Conference Center, Baltimore, Md.  
Planning Committee: Cecily Selling, Stratford Friends School; Martha Bryans, Friends School Haverford; Susan Temple, Westtown School

**QUAKER LIFE IN LOWER AND MIDDLE SCHOOLS (QULLMS):**  
APRIL 16, 2004, at Friends Center, Philadelphia, Pa.

**HEADS OF SECONDARY FRIENDS SCHOOLS GATHERING:**  
APRIL 1-2, 2004, at Friends Select School, Philadelphia, Pa.  
Facilitators: Rosa Hagan, Friends Select School and Katherine Schantz, Delaware Valley Friends School

**YOUTH PEACE SUMMIT:**  
MARCH 5 & 6, 2004, at Sandy Spring Friends School, Sandy Spring, Md.

FIND PROGRAM DETAILS, REGISTRATION INFORMATION, AND FINANCIAL AID INFORMATION ON THE FCE WEBSITE: [WWW.FRIENDSCOUNCIL.ORG](http://WWW.FRIENDSCOUNCIL.ORG); (215) 241-7245



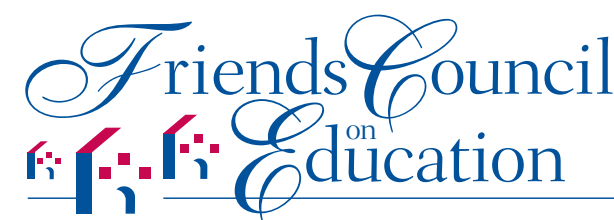
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**SPRING 2004**

**Chronicles**  
OF QUAKER EDUCATION



SPRING 2004

**Chronicles**  
OF QUAKER EDUCATION

In the Friends school classroom, as in meeting for worship, wisdom can come from any corner of the room.

—Eric Johnson



In a Friends school, wisdom and leadership can come from any corner, and any member of the school community. What is leadership in a Friends school? This issue of *Chronicles* examines the dynamics of leadership in Friends schools and highlights the Friends Council on Education's new professional development program, the Institute for Engaging Leadership in Friends Schools.

Mentors in the Institute for Engaging Leadership include Friends school heads (front row) Bruce Stewart, Sidwell Friends; Ed Marshall, Greene Street Friends; Peter Baily, Oakwood Friends; (back row) Matt Bradley, West Chester Friends; Larry Van Meter, Moorestown Friends; Lisa Darling, Wilmington Friends; Lynn Oberfield, Media-Providence Friends; Earl Ball, William Penn Charter School; Martha Bryans, Friends School Haverford; and Rose Hagan, Friends Select School. (Not shown: John Baird, Westtown Friends; and Nancy Starmer, George School.)

**Emerging Leadership:  
The Institute for Engaging Leadership in Friends Schools**

The twelve participants selected for the Institute for Engaging Leadership in Friends Schools started their learning journey together with their twelve mentors, who are heads of Friends schools, on June 27, 2003 during a day of leadership workshops at the FCE/FAHE "Praxis of Peace" conference at Swarthmore College. In November, the group gathered for their fall retreat at Pendle Hill, where they engaged in exploring current leadership theories and research while using Quaker processes to integrate deep self-reflection. In addition they discussed leadership and the life of the Spirit with several mentors in the Institute.

The group generated a multitude of provocative and valuable questions about leadership. We share their questions and reflective responses in hopes that they will be of use in Friends schools:

**What does a leader do when she/he is unsure of what to do?**

- Stand in a sureness of values and philosophy.
- Stay open and flexible to multiple perspectives.
- Develop an ability to articulate the feelings of a group at the moment and discern a direction from the group.

**How do I keep the spiritual focus at the forefront, while leading a hierarchical organization?**

- Use the skills of compassionate listening and appreciative inquiry.
- Listen to both the individual and to the group.
- Develop the skill of speaking the difficult truth.

**How do I keep my own integrity while being open in dialogue to the difference that might change my point of view?**

- Remember the importance of the leader clearly articulating her/his thinking.
- Create a structure for containing and gently

holding the difference with patience while doing the work of discernment.

- Recognize the value of the complexity of several competing truths in the room.
- Become very curious about the other perspectives.
- Remember that all perspectives are needed and when put together like a puzzle, a new and different solution is created.

A seminal focus of both the Institute for Engaging Leadership and the new FCE program called SPARC (Spirited Practice and Renewed Courage for teachers in Friends schools) is reflective practice. Judy Brown, a trainer for the SPARC facilitators and a consultant for the Institute, reminds us that the true measure of success in reflective practice is in our own learning and change. An unsuccessful project may, in fact, stimulate ideas for others and be useful in a different context. A basic tool in reflective practice in classroom teaching and in administrative leadership is to "take a breath between the plan and the action, then take a breath between the action and the adjustment for the next action." Taking time to reflect, even in the midst of each busy day, allows unexpected creativity to emerge. The optimistic Quaker wisdom underlying this reflective process is that through reflective discernment, "a way will open."

The Institute members will continue their work together in June 2004 in Philadelphia at the weeklong summer leadership program of the National Association of Independent Schools. Applications for the next cohort of participants in the Institute for Engaging Leadership in Friends Schools will be available in November 2004, with selections in March 2005. ■

**Leadership Mentors**

Each participant in the Institute for Engaging Leadership in Friends Schools works closely with a mentor, who is a head of a Friends school. At their fall retreat, participants met with mentors to discuss leadership and the life of the Spirit. Here is a sampling of their conversation:

**How do you, in your role as a head of a Friends school, oversee and contribute to the Quaker dimension of the school, while at the same time finding time for your own reflection, creative renewal and spiritual growth?**

**Matt Bradley, West Chester Friends School**

I spend a lot of time with faculty and students thinking about how we treat each other, how we respect every voice. I spend time communicating with parents about meeting for worship and sharing some of the children's messages so that parents can better understand meeting for worship. It is hard to find my own reflective time while on the job. I find renewal with my wife and children and can even find quiet reflective time while walking the dog.

**Lisa Darling, Wilmington Friends School**

I have to be what I want the school to be. Being a head is a great privilege and a great burden. Our schools emulate us: It is my role to be the kind of spiritual person that I want our school to be, and to be sure that I am praising, supporting, and giving space to the people in the school who take risks and nurture the Quaker dimension.

**John Baird, Westtown School**

There is not just one way to lead, so it is really good to exchange ideas about these issues. Taking on this position is like setting your sails in uncharted water, creating a crew, roughing out a direction, overcoming trepidation and leaping into it with a sense of adventure and challenge. I find time for reflection by spending time at the lake, being with my kids and wife — being in a place where

I'm not "in charge." The joy in this job is both the full immersion and finding a way to step out for reflection.

**What processes do you see within the school, which honor Quaker values and orientation and what guidance does the Quaker ethos give you for leading change?**

**Rose Hagan, Friends Select School**

All Quaker schools wrestle with the process of decision making. Friends schools are not completely non-hierarchical as Quaker meetings are, and we are not all Quakers. The head needs to find a way to communicate decisions to all of those who were not involved in the decision-making process. The most important thing is the clarity at the start of the process on how the decision will be made. For example, I will make a decision and inform you, or we will form a committee and it will inform me of its decision, or I will solicit your input but subsequently make the final decision, and so on.

**Nancy Starmer, George School**

Quaker process provides "rules" for how we accommodate, respect and incorporate difference: not debating, speaking from the heart, providing for a period of reflection after a spoken message. Any change process includes a wide variety of difference — the more systemic the change, the wider the difference. The more we can understand and articulate the guidelines for meeting for worship and meeting for business, the better we can do it. ■

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# New Leadership

## Newly Named Heads on Friends School Leadership

*"That's the beauty of this place — it's the humans that matter most."*

—Sean Egan, Scattergood Friends School

*Did becoming the head at your school require a new leadership style or skills for you? Were those new skills particular to the nature of leading a Quaker institution?*

**Sean Egan, Scattergood Friends School, West Branch, Iowa**

In using Quaker decision-making processes, I'm doing my best to listen and hoping that we're all listening together. When I speak, I work hard to ensure that my words are from a clear mind. This is where I'm growing, because the human emotion is brought into decision making a lot more than I'm used to. At Scattergood, respect is based on the human connection. That's the beauty of this place—it's the humans that matter most.

**William Morris, Friends Academy, Locust Valley, New York**

I am a new head as well as new to a Friends school. I have felt that my transition to headship has actually been

easier because of the Quaker values at the core of a 127-year-old school. Those values provide a common starting point for all discussions and give the community shared language to use in facing challenges. I have found the Quaker values very much in keeping with my own spiritual and humanistic philosophy, so I would have to say that being at Friends Academy is comforting at a time of transition in my professional and personal life.

**Kim Brubaker, Richmond Friends School, Richmond, Indiana**

Not being Quaker and having been self-employed, I am learning many new skills. I was always fair and generous in my business, but when it came down to the bottom line, I made all the decisions with little or no discussion from my employees. I have had to learn the Quaker ways of consensus. To be honest, this at times drives me crazy, but I see the value and necessity. I have restruc-

tured the way the board does business to make the meetings more productive and better use of everyone's time.

**Mike Hanas, Head of Carolina Friends School, Durham, North Carolina**

I recently learned that Mahatma Gandhi once said, "We should live each day as if it were our last and learn as if we will live forever." That charge resonates powerfully with me, especially in terms of the notion of learning. I really am a student at heart and my sense is that in a Friends community my skills as a learner are nurtured in unique and powerful ways, even as I serve in the role of head of school. I marvel, for instance, at the fact that it is my responsibility to come to any meeting for business with not only an open mind, perhaps some vision, too, but also with the expectation that my mind (and my vision) will be changed. This school culture, which is informed

so fully by Quaker faith and practice, is truly committed to the notion that truth is continually revealed for all of us and by any one of us under any given set of circumstances, whether we come to the search as the head of school, a staff member, a parent, a student, or a visitor. ■

## QUAKER PILGRIMAGE TO ENGLAND

Space is limited for the 2004 Quaker Pilgrimage to England with leaders Deborra and Craig Pancoe. Join other Friends school educators and Quakers for a journey in the Lake District where early Quakers set out on their own spiritual journeys.

The group will stay at Glenthorpe, a Quaker Guest House in Grasmere, while touring the earliest meetinghouses and countryside spots where George Fox first spoke to gathered meetings. Some financial assistance is available to Quaker teachers. The next Quaker Pilgrimage, sponsored by the Philadelphia Yearly Meeting, will take place in summer 2006. For more information, contact Deborra Sines Pancoe: [cpancoe@verizon.net](mailto:cpancoe@verizon.net).

## Support for Quaker Self-Study at Friends Schools

The Friends Council on Education has revived its Quaker Self-Study Committee to support Friends schools that seek to undergo a period of self study and reflection regarding the school's Quaker belief, practice, curriculum, and climate. The Committee is working on developing resources to help Friends schools to undertake this important work, including queries and resources from other schools that have done a Quaker Self-Study. The Quaker Self-Study Committee members are:

- Rich Nourie (Clerk), Germantown Friends School
- John Baird, Westtown School
- Ken Jacobsen, former head, Olney Friends School
- Anne Javicas, Plymouth Meeting Friends School
- Joe Marchese, Westtown School
- Lee Payton, William Penn Charter School
- Betsy Zimmerman, Moses Brown School

Forty-six people from our member schools serve on committees of the Friends Council board, helping to advance our work and bringing us their wisdom and experience. For more details on Friends Council Committees, see the FCE website: [www.friendscouncil.org](http://www.friendscouncil.org).

## LEADERS IN CHARACTER EDUCATION

Congratulations to Friends Meeting School, Ijamsville, Maryland, for being selected as a "Maryland Character Education School of the Year - 2002-2003" by the Maryland Center for Character Education. Schools are recognized for school-wide approaches to teaching and reinforcing elements of character such as caring, honesty, responsibility, and citizenship. FMS focuses on monthly spiritual themes, tied in with basic Quaker testimonies and the school's three Cs—Competence, Caring, and Courage. They build these themes into the fabric of school life through classroom discussions and projects, in daily Centering time in each classroom, (a time set aside expressly to explore spiritual matters), and as a basis of queries for meeting for worship. For more information on Friends Meeting School's monthly spiritual themes, see the Teacher's Resource section of the FCE website: [www.friendscouncil.org](http://www.friendscouncil.org).

## Financial Assistance Available for FCE Programs and Peer Networks!

Financial aid is available for schools in need for all FCE programs and peer networks. Through June 2004, additional funds are available from two separate funds for African-American educators in all FCE member schools, and for young Quaker educators (40 or younger) in Friends schools in the Philadelphia Yearly Meeting area. Contact FCE for more information: (215) 241-7245.



Participants at the annual Trustees and Heads conference from Brooklyn Friends, Carolina Friends, Friends Meeting, Friends School Mullica Hill, Friends School of Baltimore, Friends School of Wilmington, Greenwood Friends, Media-Providence Friends, Orchard Friends, Plymouth Meeting Friends, Scattergood Friends, The Meeting School, and Virginia Beach Friends School.

**As the clerk of a Friends school board, what guidance does the Quaker ethos give you for leading change?**

The ethos, "the way will open" has always led me to pursue avenues that may seem difficult or even overwhelming at first. Having faith that the way will open and leading my work with patience helps to monitor the "got to have it yesterday" mentality of our society as a whole, and the school community to a lesser degree. It is critical that we continually educate our school community and board members (and remind ourselves) that sooner, faster, is not necessarily better. I think the process of holding our decisions in the Light by giving the board members lots of time to consider and reconsider is helpful — Kathleen Glancy, Clerk of the Board of Directors, Friends School of Wilmington, and member of Wilmington Friends Meeting, Wilmington, North Carolina (second from left, front row). ■

## INCREASED FUNDING FOR FCE GRANTS

**EXTENDED DEADLINE—APRIL 15, 2004**

Each year the Friends Council on Education awards grants to Friends schools for creative new projects. Due to the tremendous number of proposals received in recent years, the board of the Friends Council on Education has increased the budget in order to grant more awards this year.

The FCE Grants Committee reviews proposals every spring, awarding up to \$2000 per project. A school is eligible to apply again two years after receiving a grant. Proposals for grants for the 2004-2005 school year are due on April 15, 2004.

More information and revised grant application guidelines are available on the Council's website: [www.friendscouncil.org](http://www.friendscouncil.org). Please apply!

## BFS students document Quaker Faith in Action



Rosa Jaffe, 10th grader, asks international peace activist George Lakey how one prepares oneself for defying the national government.

Film students from Brooklyn Friends School's video class are directing and producing a video documentary about Quaker peace activist Priscilla Adams. The students came to Friends Center in Philadelphia to interview Priscilla about how her religious beliefs have led her to withhold taxes to avoid contributing to military funding. The IRS is suing Priscilla's employer, Philadelphia Yearly Meeting, for refusing to garnish her wages. The students also interviewed and filmed scenes about peace activism and the peace testimony with George Lakey, head of Training for Change, and Gene Hillman, Adult Religious Education Coordinator of Philadelphia Yearly Meeting. The film may develop into a documentary entry for the Bridge Film Festival, to be held April 17, 2004.

The Bridge Film Festival is open to middle and upper school students at Quaker schools worldwide. The festival's goal is to promote value-based filmmaking and broaden dialogue on topics such as integrity, non-violence, social conscience, and political justice. Find more information from the BFS website: <http://www.brooklynfriends.org/bridgefilm/index.html>. ■

## New Resources Available From FCE

**Friends Testimonies in Friends Schools: Tyson-Mason Publication, 2003**

It's faith interactive! Friends Testimonies in Friends Schools is a new publication comprised of:

- Sidwell Friends School's Testimonies,
- Faith and Practice of Friends School of Baltimore,
- Excerpts from Philadelphia Yearly Meeting's Faith & Practice, and
- Collaborative learning activity instructions, taken from successful techniques used at FCE workshops.

In the spirit of continuing revelation and the shared search for truth, it is our hope that this collection will help guide students and adults in Friends school communities in learning about and examining their core values and commitments.

**We Can Work it Out, Barbara K. Polland, Ph.D.**

This book pairs engaging photographs depicting typical conflicts children encounter with open-ended questions that create opportunities for kids to talk about their experiences of conflict and the variety of ways to resolve them. It's a valuable tool for teachers who work with young children.

Order online, [www.friendscouncil.org](http://www.friendscouncil.org), or by calling FCE: (215) 241-7245.

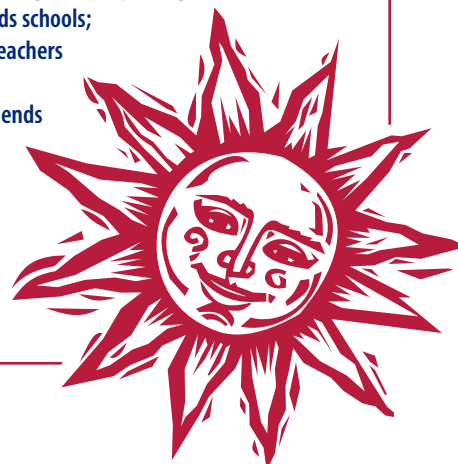
## CELEBRATE THE FUTURE OF FRIENDS EDUCATION

Hooraay! Gifts from 357 individuals strengthened the future of Quaker education by helping us earn the \$100,000 Clark Challenge Grant. Each gift fortifies the very foundation of the Friends Council on Education and our work in and for Friends schools.

Money raised will fund work on each of our essential initiatives, named as priorities by heads of our member schools:

- Expanding the voice of Friends education in the national dialogue on improving education;
- Sustaining a dynamic new program for leadership in Friends schools;
- Sustaining a new professional development program for teachers in Friends schools;
- Supporting Friends schools and the Religious Society of Friends in their evolving relationships;
- Supporting boards, school committees, and heads in the critical issues of Friends school governance;
- Building and sustaining all FCE programs.

We are grateful for your support.



## Student Leadership: Peer Mediation and Mentoring with Public School Partners



Media-Providence Friends 8th grader Chris Whitley helps his 5th grade partner Andre Hicks brainstorm short-term and long-term effects of their actions. "We're teaching ways to deal with conflict in everyday situations that are real," Chris said. "I hope the Bywood students will learn how to resolve conflicts, and, even more, to stay away from conflict—that's what I hope to get across."

Students at Friends schools develop strong leadership skills and learn to "let their lives speak," through extensive opportunities for student-led programs and initiatives. Such programs create a culture of and expectations for values-based action. Two examples of student leadership in Friends schools follow.

### Conflict Resolution & Peer Mediation

Students at Media-Providence Friends School (MPFS), Media, Pennsylvania, learn skills for conflict resolution and peer mediation throughout the School's K-8 program. Eighth grade MPFS students lead a program to teach these skills to 5th grade partners at Bywood Elementary School in Upper Darby, a local public school.

The students from the two schools meet for hour-long sessions each month, alternating between the two schools, for one-on-one and whole class activities, roleplaying, and teamwork. MPFS students design the activities, with the help of their teachers, Laura Taylor and Nancy Allison, using material that will resonate with the Bywood students. At a recent session, students worked together to:

- discuss themes of conflict and friendship in a book both groups had read;
- observe conflicts from the students' lives;
- analyze what factors helped the conflicts to become resolved;

- hypothesize about which factors helped the conflicts to become resolved; and
- roleplay a bullying situation, trying variations on responses.

Eighth grader Alex Garfinkel says of the experience, "I've loved getting to know my 5th grade partners and I have learned how to interact with all different kinds of people. Also, teaching really reinforces these conflict resolution concepts in myself. It really makes a difference for the Bywood kids to learn these concepts from other students." The partnership program is in its second year.

### Eye to Eye: Peer Mentors

Eye-To-Eye is a new program that allows Delaware Valley Friends School (DVFS) students to mentor younger public school students who have learning differences. DVFS, Paoli, Pennsylvania, is a college preparatory school for students in grades seven through twelve with learning differences. The program was initiated by DVFS senior Kyle Dempsey, who was inspired by internationally-renowned educational expert Jonathan Mooney. Founder and

Executive Director of the national project Eye-To-Eye, Jonathan Mooney spoke to DVFS students about the project's success in a visit to the school last year. After listening to Mooney and reading his writings, Kyle saw the potential of bringing the program to his school. With the help of his teacher Sherley Young and 11 enthusiastic upper school students, the program took off.

Every Tuesday afternoon at 4 p.m., 11 students from five elementary schools in the Great Valley, West Chester and Treddfryn/Easttown School Districts converge at DVFS, where the mentors greet each child as they arrive. The student partners work together on art projects, play games together, and finish each session by reading a book together. "It is very empowering to watch as some younger child takes hold of what you are doing," says Kyle. Teacher Sherley Young adds, "The program gives the younger students, still struggling to understand and work with their learning differences, a new outlook. They now have positive role models." ■