

## FCE WORKSHOPS

EDUCATORS NEW TO QUAKERISM, at *Pendle Hill*

FEBRUARY 19-21, 2003, SESSION 2

MAY 7-9, 2003, SESSION 3

QUAKER TESTIMONIES IN SCHOOL LIFE, at *Pendle Hill*

APRIL 14-16, 2003

SEEKING A PRAXIS OF PEACE: JOINT CONFERENCE OF

FCE/FRIENDS ASSOCIATION FOR HIGHER EDUCATION

JUNE 26-29, 2003, at Swarthmore College and Pendle Hill

## PEER NETWORKS

See the FCE website for information on these sharing sessions &amp; self-organizing networks of peers

EARLY CHILDHOOD EDUCATORS

MARCH 6-7, 2003, Abington Friends School, Jenkintown, PA

YOUTH PEACE SUMMIT

MARCH 8-9, 2003, Sidwell Friends School, Washington, D.C.

QUAKER LIFE IN LOWER &amp; MIDDLE SCHOOL (QLLMS)

APRIL 28, 2003, Friends Center, Philadelphia, PA

FRIENDS ENVIRONMENTAL EDUCATORS NETWORK (FEEN)

NOTE: NEW DATE MAY 1-2, 2003,

Germantown Friends School, Philadelphia, PA

BRIDGE FILM FESTIVAL: INTERNATIONAL FRIENDS

FESTIVAL OF STUDENT FILMS AND VIDEO

Film Entry Deadline: April 14, 2003

FILM FESTIVAL: May 1-2, 2003,

Brooklyn Friends School, New York, NY

Avoid the waiting list by registering early! Via web: [www.friendscouncil.org](http://www.friendscouncil.org), or phone (215) 241-7245.

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## FCE PEER NETWORKS FLOURISH!

In January 2003, at the first gathering of the Multicultural Peer Network, multicultural coordinators and committee members from Friends schools came together to brainstorm action steps around individual concerns, share resources, and enjoy each other's company. Connections and support across Friends schools are stronger than ever, thanks in part to an insurgence of "peer networks" for various groups of educators in Friends schools.

Peer Networks are self-organizing groups of educators across Friends schools who meet to share ideas, offer support to each other, and work together toward their common goals. These groups exist as a result of palpable energy, spirit, and leadership from the faculty and administrators within the Friends schools who keep such networks strong.

Planning for these events is led by a Peer Network planning team and can happen through e-mail, phone, or face-to-face meetings. The point person for the planning team facilitates the planning process. FCE encourages these connections, and supports the planning team in its work through facilitating communication of information about these events to our member schools, and helping to coordinate a calendar.

Peer Networking groups (that we are aware of) include: US religion teachers, Quaker Life in Lower & Middle School (QLLMS), Friends Environmental Educators Network (FEEN), heads of Friends schools, service learning coordinators, professional development peer network, and early childhood educators.

For information on upcoming events and peer network guidelines, see the FCE website: [www.friendscouncil.org](http://www.friendscouncil.org), click on 'Workshops.'

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WINTER 2003

OF QUAKER EDUCATION

## Reflections

Letter from the Executive Director  
Deepening Dialogue, Seeking Truth

Renewal and inspiration come each year from winter turning toward spring, the return of the light, and the FCE workshop with Paul Lacey: "Quaker Education: Exploring Philosophy and Practice in Today's World." The observations, questions and concerns that surfaced in this year's workshop intensely moved me, as I was touched by the light that the group gathered and focused during our time together.

In response to the question, "How can our Quaker philosophy of education light our way from where we have been to where we are going in the 21st century?" we found ourselves searching for ways to inspire open dialogue about the current world situation at all levels in our school communities. Our challenge is to inspire dialogue that brings new learning, rather than polarized arguing. In Friends schools, statements such as "without probing and learning, whereas invitations, such as "Question the war" can lead to deepened inquiry and reflection. The brewing of diverse perspectives and fresh insights from trustees, administrators and teachers in a rich heterogeneity of schools (Abington Friends School, Brooklyn Friends' Central, Friends School of Baltimore, Friends School Mullica Hill, The Meeting School, Sidwell, Tandem, Westtown, and William Penn Charter) yielded the following spirited queries for use in our schools.

**Lower school:**

- How do I try to understand and help people who are hurt in a fight or in a war?
- How do I try to understand what makes someone angry enough to hurt someone?
- What are the times when things make me mad enough to hurt someone?
- How can I respond when I am angry, hurt or scared without hurting someone?

**Middle school:**

- How do I resolve conflict in my own life and how does this inform the resolution of conflict in the world?
- Who do I have a hard time seeing "that of God" in and how do I deal with that?
- What gets in the way of peace?

- What results would I like to produce in the current situation with Iraq?
- How would I produce these results?
- What do these results look like? Sound like? Smell like? Feel like?
- What costs would I incur and do I want to live with those costs?

**Paul Lacey's summative thoughts:**

"Is war the greatest evil human beings commit against each other?"

Some people would say that oppression and prolonged injustice are so terrible and destructive of human dignity that going to war might be the only resort. As Jimmy Carter said, at times war may be a necessary evil, but it is always an evil. For some people, a witness for justice and against oppression has to be also a witness against any form of violence. Being against war, however, is not enough in itself to address the great range of evils humans commit against one another. Saying "No to participation in war must lead to saying 'Yes' to the work of reconciliation, peace-making, and creating the social, political and economic conditions in which necessary."

I came away from this retreat with a greater understanding of truth as a process of continuing revelation. The truth from the past may not be enough to address the complexities of the present and the future. Our charge, then, in Friends schools, is to encourage truth-seeking through inquiry and engaged open-ended dialogue. We must continue our search together, bringing fresh eyes and minds, encouraging all voices and perspectives to participate with keen listening, openness, and a creative spirit of inquiry, so that we may have awareness of new dimensions of truth from which to take action.

Irene McHenry, Executive Director

# Chronicles

OF QUAKER EDUCATION

Friends Council  
on Education

WINTER 2003

## Knowing and Valuing Each Other: Diversity Initiatives in Friends Schools

Learning to live with differences, and to actually value and capitalize on those differences, are the keys to a peaceful community, nation and world. This issue of *Chronicles* highlights examples of the important work Friends schools are doing to wrestle with equity and diversity issues both within their school communities and in relationships with the communities around them.

**Carolina Friends School**

Last year, middle school students at Carolina Friends School (CFS), Durham, NC, developed a partnership with the Al-Imam School, a Muslim school in Raleigh, as part of their work in social studies. The students visited the Muslim school, where they learned to write their names in Arabic, shared a meal, and formed "buddy" relationships with Al-Imam students. Over the course of a term, they corresponded with their partners, learned about different countries where Islam is a major religion, and in the spring welcomed a visit from the Al-Imam fifth graders. After a moving meeting for worship, CFS students introduced their friends to the middle school, shared the results of their research in small groups, and enjoyed time together in the gym and on the fields.

Diversity issues are also explored through the CFS' Multicultural Education Committee. While the committee's shape and purpose have changed some over the years, this year it is comprised of three separate work groups. In one, teachers and board members read books and discuss issues related to diversity and multicultural education at CFS. In another work group a teacher from each unit and the school's admissions coordinator work to

define *Community*, a school-wide photography project that is designed to engage each student from kindergarten through 8th grade in learning about and documenting the diverse community surrounding the school. Each class has selected a segment of the wider community to get to know better, including the elderly residents of the high-rise apartment building next door, the business owners in the neighborhood, recent immigrants to St. Paul, and for the youngest students, their own family members. Over the course of this term, students will interview their subjects about their life stories and take photographic portraits of them, creating new connections with and an understanding of the richness and diversity present in the community.

"Though we live in a city that is becoming increasingly diverse, we often don't know the many unique individuals who live near us," said teacher Joanne Esser. "Through projects like this, the school can provide a safe environment for taking a look at how we are the same and different from others, and how our own biases and prejudices affect our perspective." A culminating public exhibition this spring of the students' photography and written reflections will serve as a celebration of the value of diversity and community made visible through the students' work.

**George School**

George School, Newtown, PA, is exploring its commitment to academic diversity. Led by a twelve-member Curriculum Review Committee, the faculty is embarking on a three- to five-year process based on the query, "Is our curriculum aligned with up-to-date understandings about learning, best teaching practices, and our mission as

ation in our school populations is a source of hope and possibility. A cross-pollination of understanding, of ways of seeing and being in the world, strengthens all of us." The Curriculum Review Committee plans to document and share their process with other interested schools.

**Greenwood Friends School**

*Bajo un sol /*

*Under One Sun* is a multicultural art project designed by the art and

Spanish teachers at Greenwood Friends School (GFS), Millville, PA, to address diversity and social responsibility. GFS faculty are collaborating with the Migrant Education Staff at the Central Susquehanna Intermediate Unit on a project to bring Friends school students and children of area migrant workers together. Over the course of the spring term, the students will work together on an equal footing to create a large, wooden mosaic of the sun. "It's harder to feel complacent about injustice when people you know are victims. Establishing a relationship is the critical first step," says associate head of GFS Susan Stone. "Connections across differences need to be nurtured on a level playing field where each member is an equal contributor to achieving a goal about which all can feel proud." This initial project will hopefully lead to an ongoing relationship among all of the students involved.

**Newtown Friends School**

Over the course of the past two years, members of the school committee, parents, and faculty members at Newtown Friends School, Newtown, PA, have participated in Study Circles on race relations using the curriculum, "Can't We All Just Get Along?" developed by the Study Circles Resource Center. The curriculum introduces topics for discussion and provides a forum for talking about experiences, perceptions, and beliefs about race relations and racism. Study Circles at NFS include from eight to twelve participants who meet for five two-hour sessions over the course of five weeks. Discussions are overseen by facilitators around topics presented as questions, such as "What is the prevalence and



Carolina Friends School fifth grade students are reunited with their friends from the Al-Imam School, Raleigh, NC, after corresponding with each other over several months to learn about Islamic culture.

power of racism in America?" More information about Study Circles can be found online: [www.StudyCircles.org](http://www.StudyCircles.org).

**School for Friends**

School for Friends (SFF), a pre-school in Washington D.C., was recently approved as an official Department of Human Services (DHS) center, allowing the school to be reimbursed by the city for tuition costs for children from low-income families who receive public assistance. "Participating in this program links to our Quaker mission because we aim to have a diverse group of children, ethnically and socio-economically," said Jim Clay, Director of SFF. SFF was approved for the program after a site visit from a DHS monitor. DHS is looking to have many more preschools in the city participating in their programs, to provide more options for low-income children. "We have not yet found a way to promote this program to potential families. Families now have to find social workers generally refer clients to schools in their zip code," Jim Clay said. For more information on the application process, contact Jim Clay: [schoolforfriends@erols.com](mailto:schoolforfriends@erols.com).

## Friends Council on Education

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# Friends School Students Get the Big Picture

What would you do if you were faced with startling statistics that spell out a future of escalating warfare, starvation, and great disparity of world resources? Some 10th grade students took the time to envision a positive future, with green landscapes and world peace, as a first step to making it happen. They were taking part in a new experiential program called *BigPictureSmallWorld*.

*BigPictureSmallWorld*, from the creator of the World Game, helps students in 7-12th grade to have a factual context to help understand the roots of many of the world's problems. Through a multimedia presentation, interactive activities, and individual reflection exercises, students are given new ways to grasp astonishing statistics about world population and life expectancy, disproportionate consumption of resources, and economic disparities. Massive numbers are made more real through terms and comparisons that are accessible to students' lives: the 375 tons of food consumed worldwide every ten seconds can be imagined as covering a basketball court 24 feet deep. The programs are based on and inspired by Friends peace and social justice concerns, says founder and presenter Medard Gabel, a long-time attendee of Willistown Meeting, Newtown Square, PA.

Gabel has designed *BigPictureSmallWorld* programs to be

flexible in terms of time, space, and number of participants. Sixteen 7th grade students at William Penn Charter School, Philadelphia, PA, experienced a variation of the same program presented to sixty 10th graders at Wilmington Friends School, Wilmington, DE. Alice Bateman, a geography teacher at Penn Charter, appreciates how the program relates to the students' study of world population and cultural differences, and sees it connecting well with any of the social sciences.

Schools can engage in study through the internet, as well in person, through an interactive presentation led by Medard Gabel. Its cornerstone is a powerful multimedia film that introduces the major concepts included in the in-person presentation. The website, <http://www.bigpicturesmallworld.com/>

*FriendsSchools.html*, also includes discussion questions, lesson plans, and additional resources to support exploration of these ideas. As the presentation of statistics, analogies, and stunning photographs builds, the big picture can be daunting. However, Gabel's emphasis is not to lose hope, but to take action: "These students have the tremendous wealth of time—they are rich in time to act to change these problems." "The empowerment piece helped kids see that they have more of a stake in the future and more time to change



Tenth grade students at Wilmington Friends School draw their visions for a more positive future, as they take part in a new experiential program, *BigPictureSmallWorld*. Photo: Mary Helgesen Gabel.

the priorities that have led to these disparities," Penn Charter's Bateman said. "It helped them see themselves as catalysts of change."

Alice Bateman hopes to invite Gabel back to meet with more of her classes. "This program brings present-day global issues in to the classroom. It's unusual for students to see the big picture—they study in their separate subjects, but this program connects all of those concepts. This is a great tool for educators." ■

## BIG NEWS!

The Clark Foundation in New York wants to help the Friends Council on Education broaden and deepen its base of funding to ensure a stable future for the support of Friends education across the country. To do this, the Foundation has offered FCE a challenge to raise \$100,000 this year. Each and every new and increased gift will be matched dollar for dollar.

The Council has never been presented with such an extraordinary opportunity. It is an opportunity for all of us to help Friends education with these essential initiatives:

- To expand the voice of Friends education in the national dialogue on improving education
- To create a dynamic new program for leadership in Friends schools
- To create a new professional development program for teachers in Friends schools
- To support Friends schools and the Religious Society of Friends in their evolving relationships
- To support boards, school committees, and heads in the critical issues of Friends school governance

We have included a giving envelope in this issue of *Chronicles*, and ask you to help us take full advantage of this extraordinary opportunity by being as generous as you can. We look forward to hearing from you. Thank you very much!

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## TEACHERS: LOOKING FOR FUNDING? APPLY FOR AN FCE GRANT

DEADLINE—APRIL 4, 2003

Each year the Friends Council on Education awards grants to Friends schools for creative new projects that the school is eager to implement except for lack of funding. Preference is given to projects that actively involve students.

The FCE Grants Committee reviews proposals each 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 2003-2004 school year are due on April 4, 2003.

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

## Eyes for Differences and Similarities, Respect for Both

Cynthia Potter, teacher, State College Friends School

Cynthia Potter now teaches at Monteverde Friends School in Costa Rica. This article originally appeared in the Summer 2002 issue of *State College Friends School's newsletter*, "A Friendly Voice," and appears here with permission.

My seven and eight year old students at State College Friends School, State College, PA, asked some tough questions in the days following the events of September 11. Their thoughts voiced the confusion that

about the similarities and differences among these three important religions.

Our investigations of Hinduism and Buddhism showed us other perspectives on gods and goddesses, right paths, and reincarnation and karma. In all of these studies, we came to appreciate that, around the world, people have rituals, celebrations, and customs, and they hold certain things as sacred.

When I asked the children why this study might be helpful to them, they had many answers. Most of them expressed sentiments such as:

*"What can help people to learn to live together in peace? It is the child who knows we are enriched by diversity."*

many adults felt about the religious aspects of the terrorism and attacks. Teacher Kendall and I decided it was time for the children to learn about religions of the world, to give them an understanding of the role of religion in the lives of people everywhere.

The students discovered that at the center of most religions are teachings that help people learn how to be good and moral. We learned that Abraham was the father of Judaism, Christianity, and Islam. We learned that Abraham had come from a culture that worshiped many gods and that he came to believe that there is only one God. We talked

- It helps us to be more respectful of other customs.
- I liked learning about other religions because it can help me understand people better.
- Religions have the same basic structure: they believe you should be peaceful and they teach us how to be a good person.
- They all teach the "Golden Rule" in one way or another.

Through our study, I think the children have a new kind of respect for others. It is a respect borne of knowledge. They have gained a realization

## STUDENTS EXPLORE QUAKER VALUES THROUGH FILM BRIDGE FILM FESTIVAL: MAY 17, 2003

Friends school student filmmakers across the country and around the world are gearing up for the 4th annual Bridge Film Festival, to be held on Saturday, May 17 at Brooklyn Friends School, New York. The festival's goals are to promote value-based filmmaking and broaden dialogue on topics such as integrity, nonviolence, social conscience, and political injustice. The Bridge Film Festival, open to 7-12th grade students in Friends schools, seeks films that depict Quaker ideals in action. Film genres have included comedies, animations, documentaries, music videos and dramas.

"Most participating schools work the filmmaking projects into their curriculum, using the films as a vehicle to have great conversations about Quaker values," said Festival coordinator and BFS teacher Andy Cohen. Last year, the festival welcomed nineteen entries from eleven Friends schools in the U.S., Lebanon, and England. Festival day includes filmmaking workshops and a celebratory screening of the finalist films. This year, the festival will offer workshops on narrative and documentary filmmaking, cell animation, finding an audience for your film, and planning ahead for film school, which includes a tour of the facilities at NYU's Tisch School of Design.

The Film Festival has inspired many schools to develop film and video programs. "Oakwood Friends School (Poughkeepsie, NY), launched a full video lab this year. At Greenwood Friends School (Millville, PA) the first question from parents at back-to-school night was what are we doing for the film entry this year! They get the whole school involved," Cohen said.

The deadline for film and video entries is April 14, 2003. See the Brooklyn Friends website for entry guidelines and information: [www.brooklynfriends.org](http://www.brooklynfriends.org).

## Excerpts from Friends School of Baltimore's Faith & Practice

At Friends School of Baltimore (FSB) we appreciate the wisdom of Martin Buber's words that, "We are all human before we are of one race or another, and it is on this common ground of being human that we live truly and on which we meet." The concept applies to the many differences in individuals and groups, and these differences are crucial aspects of a meaningful education. We believe in the equal right of each human being to be treated with dignity and respect.

We are committed to building and sustaining a diverse community. We seek to broaden the community's experience in the understanding of and sensitivity to differences in people regarding race, ethnicity, religion, culture, gender, income, age, sexual orientation, physical or learning differences.

We work to create an environment which fosters dignity for all members of the Friends community and beyond, and empowers people to act with conviction to counter obstacles that derive from prejudice and ignorance. It includes the clarity of knowing when and how to "speak truth to power"—that is, to stand up for what is right. It enables a respect for differences while celebrating what all have in common. It encourages all voices to be heard and fosters interaction among all groups for the common good. FSB continues to develop and implement an inclusive curriculum, which reflects diverse perspectives and encourages critical thinking.

### Queries:

#### For the individual

1. Do I treat every member of the Friends School community with dignity and respect?
2. How do I take actions that encourage tolerance and acceptance?
3. Do I speak out against prejudice and discrimination?
4. How do I convey the message to others that prejudice and discrimination are unacceptable?
5. How do I participate in Friends School's commitment to assuring a diverse community?

#### For the community

1. How do our school environment and curriculum embrace the concept of equality and create tolerant and open-minded students?
2. How does our School communicate to the larger community that prejudice and discrimination are unacceptable, and how does it seek to teach the significance of the human equality and dignity of all people?
3. How does our School provide resources as required for student recruitment, financial aid, faculty hiring, special fund raising, and other initiatives that support the opportunities for the School to reflect the broader society in which we live?

Educators from Friends PreK - 12 schools and colleges, as well as Quakers in education in non-Quaker institutions, are gathering to explore together the various ways in which each of us wages peace—globally, locally and inwardly.

FCE Plenary Preview: How do we help students, faculty and staff learn tools for open communication and support of one another, laying the groundwork for peaceful relationships in their lives and work?

Educators will share their programs and ideas through a panel focusing on "Building Collaborative Learning Communities." Representatives from each division PreK-12, college and beyond, will describe the dynamic programs they have initiated in their schools. Participants will have an opportunity to benefit

from group action-planning, as we consider how the panelists' ideas translate into other educational settings.

This is just ONE of the many workshops, panels, presentations, and worship opportunities that await you at Pendle Hill and Swarthmore College this summer. Join us to reflect and renew: June 26-29, 2003.

Registration materials will be available soon on the FCE website: [www.friendscouncil.org](http://www.friendscouncil.org).

## SAVE THE DATE!

Seeking a Praxis of Peace: The Sacred and the Secular  
Co-sponsored by the Friends Association for Higher Education,  
Friends Council on Education, Pendle Hill,  
and Swarthmore College  
at Swarthmore College & Pendle Hill, Swarthmore, PA  
Thursday evening, June 26 – Sunday noon, June 29, 2003