

Reflections

How Are Our Schools Religious?

Letter from the Executive Director

Recently I had the pleasure of facilitating a panel discussion for the Sidwell Friends School board of trustees. Sidwell, located in Washington, DC, is our largest member school with 1090 students and 220 faculty and staff. The discussion was part of their multi-year examination of the nature and quality of the Quaker life at the school. During this examination the board reviewed three key aspects of the school's Quaker life:

1. Quaker content: Effective teaching and learning of the values and practices of the Religious Society of Friends;
2. Quaker character: Quality of the school community and its spiritual life;
3. Quaker composition: Support for students, faculty and staff on the basis of the school's spiritual, intellectual and community values.

The guest panelists, from Episcopalitan, Roman Catholic, and Friends schools, were invited to talk about the religious nature of their schools. Here are a few of the remarkable responses that emerged relevant to our Friends schools:

■ How are our schools religious?

Students see, know and experience the spiritual dimension of the school because they see it lived and feel it lived in the interactions among faculty, faculty with students, and among students. Adolescents are "hungry" for things of the spirit, questioning to define their own beliefs and values. In Friends schools, weekly meeting for worship provides students and faculty with the lived experience of Quaker spiritual values.

■ How is there a Quaker influence in a school with very few Quakers in the student body, faculty, and administration?

The boards of our schools have the responsibility for ensuring the religious identity and spiritual nature of the school. Boards are responsible for the mission of the school, and an important criterion for board members is that they have a passion for the school's mission. Boards have the long-term continuity of a school's mission as a core responsibility, while heads, faculty, and families have more particular timespans at the school.

Friends schools have public missions; they are Quaker outreach projects. Often, new teachers and families in our schools begin attending and joining Meetings. Our schools attract faculty who have strong religious and/or humanitarian values.

One panelist, a division head at a local Episcopal school talked about the spiritual ethos of a Friends school by recalling the time when he was an English teacher at Sidwell Friends. He said that informal, authentic, and deep conversations with the Unitarian English department chair, two agnostic faculty colleagues, and one Jewish student helped him decide to go to seminary to become a priest!

■ How can students, faculty, staff, and parents come to know the Quaker aspect of a school?

- Orientation for new faculty, students, and parents throughout the first year.
- Practice Quaker decision-making in faculty meetings and in student/judiciary processes.
- Meetings for Business for students with trained student clerks.
- A strong service learning component in all divisions and throughout the curriculum.
- Effective Quaker Life Committees of the board and of the divisions, tending the quality and health of the school's meetings for worship.

■ What do parents with strong religious traditions expect of a Friends school?

In preparation for the panel, a Friends school head asked several very religious parents about why they sent their children to a Friends school.

Episcopalian: Because Friends walk the walk of living a life based on values.

Jewish: I love meeting for worship as an opportunity for students to find themselves. I see beauty in the Quaker tradition as a way of coming to know beauty of the Jewish tradition. Friends schools provide a place to really come to know the intersection of spirit and self.

Quaker: There is evidence of Quaker values in the school environment and the school emphasizes giving students a genuine sense of social responsibility.

Friends schools uniquely value and embrace a diversity of religions and cultures in our communities, knowing that religion is about the whole of life and religious values inspire right relationships and right action. Ask some of these questions in your school communities and let us know what you discover.

Irene McHenry
Executive Director

Facilitating Quaker decision making in a Friends school: Explore the Quaker identity of your school, learn how Quakerism can impact your teaching, and build connections with other Friends school educators. *Pendle Hill*

EDUCATORS NEW TO QUAKERISM
FEBRUARY 16-18, 2005, WED-FRI
JANUARY 26-28, 2005, WED-FRI
FEBRUARY 16-18, 2005, WED-FRI
MAY 11-13, 2005, WED-FRI

FOR TEACHERS & ADMINISTRATORS
FACILITATING QUAKER DECISION MAKING IN A FRIENDS SCHOOL:
A WORKSHOP ON CLERKING WITH ARTHUR LARABEE
Snow Date: March 10-11

FRIENDS ENVIRONMENTAL EDUCATORS NETWORK (FEEN):
MAY 4-6, 2005, at Friends' Central School, Wymewood, Pa.
LIBRARIANS: FEBRUARY 14, 2005, at William Penn Charter School, Philadelphia, Pa.
QUAKER LIFE IN LOWER MIDDLE SCHOOLS (QULMS): NEW DATE: APRIL 8, 2005, at Friends Center, Philadelphia, Pa.

QUAKER YOUTH LEADERSHIP CONFERENCE: FEBRUARY 3-5, 2005, Philadelphia, Pa.
Co-hosted by Germantown Friends School, and William Penn Charter School with visits to Friends Center, Philadelphia, Pa.

JANUARY 26-28, 2005
FEBRUARY 9-11, 2005
REGISTRATION ONLINE: WWW.FRIENDSCOUNCIL.ORG OR BY PHONE: (215) 241-7245.

Chronicles

OF QUAKER EDUCATION

WINTER 2005

FRIENDS COUNCIL WORKSHOPS & PEER NETWORKS

FOR EVERYONE!
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Find full program details and registration information on the FCE website: www.friendscouncil.org

Chronicles

OF QUAKER EDUCATION

WINTER 2005

Building Community: School Meeting & Relationships



Students and Stony Run Meeting members come together for "Family Service Days" at Friends School of Baltimore.

Friends schools and Meetings have dynamic relationships in many manifestations, as diverse as the schools themselves. Currently there is great interest and concern for strengthening Friends school and Meeting relationships. Below find examples of actions and efforts that have contributed to the nurturing of vibrant "care relationships" between Friends schools and Meetings.

Friends School of Baltimore, Baltimore, Md.

Friends School of Baltimore and Stony Run Friends Meeting communities are coming together through "Friends Family Service" days one Saturday each month. The School's Parent Service Committee sponsors the service projects, giving School families and Meeting members the opportunity to come together as they live out the Quaker value of service.

A recent project, an enormously successful clothing drive, was suggested to the School by Stony Run Meeting members Susan Hibbs and Gail Gann. Stony Run Meeting asked the School to join them in working with the American Friends Service Committee to support flood and poverty victims in Logan, West Virginia. "Families were cleaning out their closets in an outpouring of support for this project; within a week we had a very welcome storage problem!" project organizer Becky Boynton said. Stony Run provided space in the Meetinghouse for storing and sorting the donations, which eventually filled an entire room. Young Friends and FSB students sorted the clothes, and Meeting members loaded a truck for delivery of 162 boxes of clothing for Logan residents.

Becky is thrilled with the response to the program. "This is 'Family' service in the broadest sense of the word: the projects are open to students, parents, grandparents, alumni, and Stony Run Meeting members and attenders. Our hope as a committee is to provide support for ideas and passions that come from members of our community,

as we did with Susan and Gail's project." "This is such a great opportunity to tie the Meeting and the school together," Susan reflected. "As a Meeting member, I saw the generosity of the school community in ways that have changed my whole view of what we can accomplish together."

Greene Street Friends School, Philadelphia, Pa.

In a visioning session a few years ago, members of the Green Street Monthly Meeting and Greene Street Friends School worked together on ways they might strengthen the School/ Meeting community through frequent communication and collaboration. Tending to the School-Meeting relationship is the specific responsibility of the Oversight Committee of the board at Greene Street Friends School, although all constituencies (Meeting members, parents, faculty, trustees) contribute. As a result:

- The School and Meeting have held joint service days such as Martin Luther King Day, begun by a parent.
- There are frequent reports to the Meeting from the Oversight Committee.
- Members of the Oversight Committee occasionally sit in on faculty meetings, and faculty sit on certain board subcommittees.
- Meeting members have sponsored Quakerism 101 classes, which school parents have joined.
- A Meeting member writes a regular article called "Quaker Corner" on aspects of Quakerism that appears in the school's newsletter for parents.
- The Meeting is one of the largest financial contributors to the annual and capital needs of the School.

As a result of working together through challenges between the School and Meeting, all constituencies have experienced renewed commitment to work together for the good of their shared values, community, and the children under their care. School and Meeting members recognize that misunderstanding and conflict are inevitable and potentially productive when dealt with thoughtfully. The School and Meeting have seen the value of building into their ways of working frequent processes for systematic and productive

communication. "We might say that the meaning of the phrase 'under the care of' has taken on multiple and reciprocal dimensions," said JoAnn Seaver, member of Green Street Meeting and the School's Oversight Committee. (See JoAnn's article in the July 2002 issue of Friends Journal, "A Big Event in a Small Meeting with a Small School 'Under its Care.'")

Tandem Friends School, Charlottesville, Va.

Originally named Tandem School, Tandem Friends School became the first "convinced" Friends school when it formally adopted the philosophy and practices of Friends education in 1995. Rosalyn Berne, former head of Tandem and a Friends school alumna, helped the school community to re-vision the then twenty-five year old school.

Rosalyn recognized many aspects of Friends ethos in the college preparatory independent school.

Members of Charlottesville Friends Meeting immediately began supporting the school in many ways. A goal of fifty percent Quaker membership of the board was begun. A spiritual life committee was formed as a place to discuss the Quaker life of Tandem school. Local Friends came to the school's meeting for worship to witness and minister to Tandem's unique experience of creating its own meeting for worship. Tandem Friends School joined the Friends Council on Education through the Membership Assessment Process.

"Tandem's experience is unique. The school was neither started by nor is owned or under the care of Charlottesville Friends Meeting. But the special relationship between the School and Meeting of mutual support, outreach, and growth continues and increases," said David Slezak, faculty and spiritual life committee member at Tandem Friends School. "Our school truly has experienced a rebirth by becoming the first 'Convinced' Friends school."

United Friends School, Quakertown, Pa.

United Friends School gets its name from its founding as a school created at the hub of four supporting Monthly Meetings in the region: Doylestown, Unami, Richland, and Gwynedd Monthly Meetings. Each supporting Meeting has representatives as members of the Board of Directors, said Craig Sellers, head of school. At each board meeting of the school, Meeting representatives participate in the "Supporting Meeting Communique," sharing news from their Meetings with the school. "Putting School-Meeting communication at the board level really helps us to know about each other."

Leadership Institute Funded for the Future

The Edward E. Ford Foundation has given the Friends Council on Education a grant that provides major funding for the next two cohorts of the Institute for Engaging Leadership in Friends Schools (2005-2007 and 2007-2009). An anonymous family foundation has provided funding to match the EE Ford grant. These funds ensure the future of this successful leadership development program.

The Institute for Engaging Leadership in Friends Schools provides a stimulating, in-depth program for leadership development in the context of Friends education. Over a two-year period, Leadership Institute participants interact with leadership consultants, search consultants, school heads, and leadership mentors. The focus is on developing skills for Quaker school leadership, opportunities, and challenges. For more information go to www.friendscouncil.org.

Friends Council on Education

Irene McHenry, Executive Director
Sarah Sweeney-Denham, Associate Director for Programs & Publications/Editor
Carolyn Friedman, Associate Director for Finance & Development
April Diop, Executive Assistant & Technology Coordinator
www.friendscouncil.org

Reciprocal Care for Meeting and School

The following list of strengthening practices for Friends school and Meeting relationships was created by the Heads' Forum, made up of: Peter Baily, head, Oakwood Friends School, Poughkeepsie, N.Y.; Sandy Howze, director, Stratford Friends School, Havertown, Pa.; Anne Javiskas, head Plymouth Meeting Friends School, Plymouth Meeting, Pa.; Sheila Lunger, head, Greenwood Friends School, Millville, Pa.; Marlisa Parker, former head of Friends School Haverford, Haverford, Pa.; and Dorothy Flanagan, former co-director of Stratford Friends School.

What are some practices that nurture the reciprocal care relationship between Meetings of the Religious Society of Friends and Friends schools, and in so doing, add vibrancy to the Meeting and nurture the Quaker ethos of the school?

Care from the Meeting to the Friends School:

- Individual Meeting members get involved with supporting the school through their work, wisdom and resources.
- Meeting invites new faculty and new families to a special meeting for worship with orientation.
- Meeting members serve as volunteer staff for the school library, office, substitute teaching.
- Meeting families provide generational ties between the school and the Meeting, as well as generational ties to Friends education.
- Meeting members attend the school's meeting for worship.

- Meeting publicizes school events in Meeting newsletter.
- Meeting invites head of school or a board member to give a brief update on the school at each monthly meeting for business; the update then goes in the minutes to all members.
- Meeting provides funds for specific projects and financial aid needs, such as tuition aid to children of Quaker families, travel funds and financial aid for teachers to attend Quaker workshops, funds for a "visiting Quaker" who is also an educator to spend a day or a week in the school.
- Meeting members invite someone from the Yearly Meeting or the Friends Council on Education to speak about the big picture of Friends education as an Adult First Day school topic.
- Meeting members attend a school admissions tour to get better acquainted.
- Meeting hosts a special faculty appreciation luncheon.
- Meeting creates a Bridge Committee to meet with school representatives (faculty, administrators) to attend to strengthening the mutual care relationship.

Care from the School to the Meeting:

- School holds its meeting for worship in the Meetinghouse.
- School invites Meeting members to discussion groups, social events, and meals.
- The head of school, faculty and parents attend meeting for

worship and Meeting social events (when invited by the Meeting).

- School schedules a children's program in the Meetinghouse prior to meeting for worship so school families can be introduced to the Meetinghouse.
- Students write to Meeting members inviting them to a classroom meeting for worship or to a divisional or all-school meeting for worship.
- School invites Meeting members to be available for "Grandfriends Day."
- Students do projects with Meeting members, such as interviewing for history research projects, doing art projects or electronic communications projects together.
- School schedules a tour of the Meetinghouse for students, and/or faculty, and/or parents, with a Meeting member conducting the tour and providing information.
- School hosts a Quakerism 101 course or a parent workshop on Quakerism and invites Meeting members to attend.
- School invites Meeting members to sit on the Spiritual Life Committee of the school. ■

FRIENDS COUNCIL STRATEGIC INITIATIVE: SCHOOL-MEETING RELATIONSHIPS

The multi-faceted relationship between Friends Monthly, Quarterly, and Yearly Meetings and the schools under their care is a topic of ongoing dialogue in many circles in the Friends school world. As part of its work on five strategic initiatives, the Friends Council on Education is currently engaged in a research project to gather information that will help to give insight and clarity to this care relationship. The project seeks to glean knowledge about how Meetings and schools interact, through hearing from people who are involved with Friends education and with Monthly Meetings about what contributes to the strength of these relationships. Friends Council has conducted several focus group sessions with the goals of:

- Bringing together groups of people who are involved with and care about Friends schools and Friends Meetings to discuss, define and illuminate the School-Meeting relationship;
- Hearing about actions and efforts that have contributed to the nurturing of vibrant "care relationships."
- Hearing about challenges within the relationship and how these challenges are being met or have been met in the past.

Friends Council plans to synthesize and share the wisdom from these focus groups through publications and workshop sessions in the future.

Friends Schools Work for Tsunami Relief



Lower School hands, Carolina Friends School

With deep concern for displaced persons and victims of the recent tsunami in Southern Asia, Friends Council on Education supports its member Friends schools in helping to relieve suffering through contributions of time, funds, and prayers.

Friends Council on Education encourages its member schools to support the relief efforts of the American Friends Service Committee, a Quaker humanitarian and social justice organization. Friends Council urges Friends schools to use this crisis as an opportunity to build bridges in our work for lasting peace across cultures, and as an opportunity to introduce students to the historic and important work of the American Friends Service Committee.

The American Friends Service Committee carries out service, development, social justice, and peace programs throughout the world. Founded by Quakers in 1917 to provide conscientious objectors with an opportunity to aid civilian war victims, AFSC's work is based on the Quaker belief in the worth of every person and faith in the power of love to overcome violence and injustice.

AFSC (Tsunami Crisis Fund)
<http://www.afsc.org/tsunami/default.htm>
 1501 Cherry Street
 Philadelphia, PA 19102
 (888) 588-2372

Bulletin Board Sharing: Friends School Actions for Healing

Friends Council provides a website bulletin board for member schools as a clearinghouse for inspiring ideas for meaningful student actions and fundraising initiatives in response to the tsunami devastation. How is your Friends school responding? In what ways do these actions promote connections across cultures? Here are some recent responses to our bulletin board:

- **Friends' Central School:** Notecards made by students are being sold at the the School's book fair. Middle and Upper School basketball students gathered pledges for each point scored in basketball games this past week.
- **Friends School Haverford:** The 6th grade studied Indonesian culture last year and are re-learning a performance of Indonesian song, dance and drumming to raise awareness of the beauty of Indonesian culture.
- **Media-Providence Friends School:** Used book exchange-Students bring used books in good condition to exchange. Each book will be sold for \$1.00, and funds raised will go to AFSC (75% to immediate tsunami relief and 25% to general fund of AFSC for on-going service and ability to respond to crises). We are studying the geography, the science, and some of the cultural backgrounds of people in the areas of destruction.

Celebrating Diversity

Sidwell Friends School, Washington, DC, just received the National Association of Independent Schools Leading Edge Award for Equity & Justice Initiatives. The award was given for Sidwell's Diversity Advisory Group (DAG), created to provide advice and education on matters related to economic, racial, national, ethnic and religious diversity, as well as gender, sexual orientation and physical disability. The individual members of the DAG represent a cross-section of the community and meet regularly with senior administrators across the school. "Making the DAG part of the School's senior management team works to ensure diversity at all levels," says Carol Swainson, All School Diversity Coordinator. Since the DAG's start three years ago, more persons of color have been hired, and new tools for managing diversity-related conflicts have been put in place. Employees routinely engage in diversity education workshops, and the DAG drafted new disciplinary procedures, created a peer coaching program for students, added Middle School affinity groups, improved faculty mentoring, established two S.E.E.D. (Seeking Educational Equity & Diversity) programs, and has core responsibility for maintaining a leading-edge multicultural curriculum in all divisions of the School.

FRIENDS COUNCIL GRANTS FOR STUDENT PROJECTS DEADLINE: APRIL 15, 2005

Each year the Friends Council on Education awards grants to Friends schools for projects that promote Quaker studies and the Quaker testimonies; collaborative efforts across classrooms, disciplines and schools; diversity and multiculturalism. The Friends Council Grants Committee reviews proposals every spring, awarding up to \$2000 per project. A school is eligible to apply again two years after last receiving a grant.

Proposals for the 2005-2006 school year are due on April 15, 2005.

Visit the online [Grant Gallery](#) to see reports from past projects; these are beautiful examples of Friends education in action! More information and revised grant application guidelines are available on the Council's website: www.friendscouncil.org. Please apply!

NEW: Dandelion Art Grant A Wearable Art Adventure

Friends Council announces a new fund to encourage student autonomy in the arts: the Dandelion Art Grant (\$500) is awarded to a junior or senior in a Friends school to be used toward an adventure in learning about and creating wearable art. Wearable art can include jewelry or other personal ornamentation art. Each Dandelion Art grant proposal must be submitted jointly by a teacher and a student. In addition to the grant award, the recipient is invited to have the artwork on display at one of the Dandelion stores (currently in Ardmore and King of Prussia, Pennsylvania and Princeton, New Jersey).

Proposals will be reviewed by a committee of artists and Friends Council staff, and are due on April 15, 2005 for project to be completed during 2005-2006. Dandelion Art Grant application guidelines are available on the Council's website: www.friendscouncil.org.

Featured Grant Project

This year, **Frankford Friends School** and Frankford Monthly Meeting together bought from the City of Philadelphia a vacant lot across the street from the school. A grant from the Friends Council on Education will allow Frankford Meeting members and Frankford Friends students, parents and teachers to work together to design and create an Urban Science Garden with trees, shrubbery, flowers, herbs, and eventually, vegetables. Students will work together on projects including composting and recycling. The garden will be cared for by members of the School and Meeting communities, building community through tending a green space together in the midst of a block of row houses in Philadelphia. "The School and Meeting have always worked closely together, and Meeting members have already helped by bringing mulch in by the truckload this fall to prepare the soil for working this spring," said Terry Farley, Head of School.

Friends Council Web: Redesigned

Friends Council has unveiled a newly designed website: www.friendscouncil.org. Browse around to see searchable and downloadable resources, message boards, and areas specifically organized to meet the needs of teachers, administrators, heads, trustees, students and parents in Friends schools.

- **Looking for peace education resources, or have some to recommend?**
Go to Resources.
- **Want to see Quaker education in action?**
Visit the Grants Gallery to see interactive projects centered on Quaker testimonies, funded by Friends Council grants.
- **Couldn't make it to the Upper School Religion Teachers Peer Network meeting?**
Download notes from the guest speaker Dr. Mark Wallace, from the Upper School Religion Teachers Message Board.
- **Looking for Friends Council events happening this month?**
Check out the FCE Calendar; you can even schedule an email reminder for yourself.

Our new design and software provide many more ways for us to connect educators across Friends schools and serve as a voice for Friends schools in the national dialogue on education. Friends Council's site lives at the same url address: www.friendscouncil.org.

The website design will evolve to include password protected areas for member schools and archived listserv dialogues of perennial interest to educators.

These increased features derive from our use of InfoServeCM content-management software, and a positive collaborative relationship with Global Internet Management, Bala Cynwyd, Pa. If you have questions about the website, contact Sarah Sweeney-Denham, Sarah@friendscouncil.org, or April Diop, April@friendscouncil.org.

ANNOUNCING: Newly Named School Leaders

Congratulations to the following school leaders, newly named as heads of Friends schools, to begin in June 2005:

- Scott Baytosh *Buckingham Friends School, Lahaska, Pa.*
- Jan Luchini *Scattergood Friends School, Scattergood, Ia.*
- Matt Micciche *Friends School of Baltimore, Baltimore, Md.*
- Julia Eells *Lincoln School, Providence, R. I.*

Good Governance in Theory & Practice



Last fall, State College Friends School, State College, Pennsylvania, sent four trustees along with the head of school to attend the Friends Council on Education's workshop on Friends School Governance, offered each November. Clerk Colleen Pike Blair wrote the following about the value of that experience:

"The Board of

Trustees of State College Friends School (SCFS) began the school year with some acute governance issues. We hoped to immerse ourselves together with some of our challenges in the crucible of Friends Council's Governance Workshop, to give us new perspectives on how to become a more effective board. The trustees on our team already spend a lot of time working together on the more urgent matters of school business; what we have somehow avoided is any meaningful work on school governance. Friends Council's Governance workshop presented a unique opportunity for trustees to clarify our understanding of good governance, in both theory and practice.

Having the participation of the head of school in this endeavor was deeply affirming and enriching for trustees. We found it intense, highly focused and productive to work together with the head on our central question of how to become a more effective board, and we expect to implement some major changes this year.

Attending the Governance Workshop was the best thing our trustees could have done to get focused on what our priorities are and how we might bring that focus to the board as a whole. Our board has asked an ad hoc group of trustees to develop a strategy for bringing the board from a position of staying the course to one of setting the course. We're also hoping to establish a practice of having new trustees attend the Governance Workshop together with senior members of the board, to help not only with trustee orientation but also to continue the board's conversation and work on the best governance and best service we as trustees can provide to our school." ■

FRIENDS SCHOOLS IN NORTH CAROLINA EXPAND

With the spiritual support of New Garden Meeting, New Garden Friends School (NGFS), Greensboro, North Carolina, will be opening an upper school starting in the fall of 2005. Strategic plans were in place for NGFS to open an Upper School in August 2008. However, this summer the administration and board of a small, independent high school contacted NGFS about taking over the governance of the school beginning July 1, 2005. After much consultation, research, and holding this issue in the light, the board of NGFS accepted this proposal in August. The NGFS community is excited to add an upper school to its already progressive, spirit-based program.

The school's expansion is similar to that of its neighbor, Friends School of Wilmington, Wilmington, North Carolina. Friends School of Wilmington added an elementary and preschool program to its middle school three years ago, growing from 60 students to its current size of 170 students on two campuses. Having pursued expansion for three years, Friends School of Wilmington's growth quickly solidified as families from two other area schools that were closing found a new home at Friends School of Wilmington.

Now Available from Friends Council

- **Lives That Speak: Stories of Twentieth-Century Quakers**
Published by Friends General Conference, *Lives that Speak* is ideal for use with middle and upper school students and for intergenerational use in a Meeting or school. Fifteen contemporary Quakers and one Quaker couple are profiled with mini-biographies of Quakers who have won Nobel peace prizes, followed by queries and suggested activities. Each story tries to answer how this person's Quaker faith informs their witness as well as how this life speaks to contemporary Friends. The Friends included in the book worked as peacemakers, scientists and journalists; Steve Angell, Bayard Rustin, Signe Wilkinson and Elise Boulding are among those whose lives and witness are described. *Lives that Speak* is an inspiring and thoughtful examination of how one person can live out his or her faith and change the world in the process.
- **What Do Quakers Say? What Do We Do in Quaker Schools?**
A useful tool for outreach, Friends Council's colorful bookmark highlights Quaker beliefs and defining characteristics of Friends education, and includes statistics about Friends Council member schools.