

All workshops are held at Pendle Hill, Wallingford, Pennsylvania, unless otherwise noted. Find full program details and registration information on the FCE website.

FOR TEACHERS & ADMINISTRATORS

EDUCATORS NEW TO QUAKERISM

Explore the Quaker identity of your school, learn how Quakerism can impact your teaching, and build connections with other Friends school educators.
SESSION 1: JANUARY 28-30, 2004
SESSION 2: FEBRUARY 11-13, 2004
SESSION 3: 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. Phone Sarah Sweeney-Denham to learn more: (215) 241-7291.

FOR HEADS OF SCHOOL

NEW HEADS WORKSHOP

Heads newly appointed to Friends schools meet to build community and develop a mentoring network.
OCTOBER 10, 2003

ELEMENTARY AND SECONDARY HEADS MEETING

Start the new school year in fellowship with other leaders of Friends schools.
OCTOBER 10-11, 2003

FOR TRUSTEES & HEADS OF SCHOOL

ISSUES AND ANSWERS ON THE CRITICAL RESPONSIBILITY OF GOVERNANCE

Explore and develop action plans for issues of concern to school leaders, including decision making, multiple approaches to leadership, fund raising and finance.
NOVEMBER 7-9, 2003

FOR EVERYONE

FACILITATING QUAKER DECISION MAKING IN A FRIENDS SCHOOL: A WORKSHOP ON CLERKING WITH ARTHUR LARRABEE

This workshop addresses the attitudes, practices, and skills that can help implement the Quaker decision-making process in Friends schools.
Offered twice! FRIDAY, OCTOBER 24, 2003 & FRIDAY, FEBRUARY 20, 2004, Friends Center, Philadelphia, Pa.

PEACE IN ONESELF, PEACE IN THE WORLD: A MEDITATION WEEKEND FOR EDUCATORS

Participants will explore a variety of meditative practices drawn from several spiritual traditions as they work on approaching our role as educators from a deeper place of inner peace.
JANUARY 16-18, 2004

QUAKER EDUCATION: EXPLORING PHILOSOPHY AND PRACTICE

An exploratory weekend designed for teachers, administrators, and trustees of Friends schools to focus on Friends schools' responses to the current world situation.
New Date! APRIL 2-4, 2004

FCE PEER NETWORKING EVENTS

See the FCE website for information on these sharing sessions & supportive networks of peers

BRIDGE FILM FESTIVAL:

MAY 15, 2004, at Brooklyn Friends School, New York, N.Y.

EARLY CHILDHOOD EDUCATORS:

MARCH 11-12, 2004, at Friends Center, Philadelphia, Pa.

FRIENDS ENVIRONMENTAL EDUCATORS NETWORK (FEEN):

DATE TO BE ANNOUNCED

FRIENDS SCHOOLS DAY OF PEACE:

SUNDAY, APRIL 4, 2004, at Friends Center, Friends Select School, and Arch Street Meetinghouse, Philadelphia, Pa.

FRIENDS SCHOOLS PHOTOGRAPHY NETWORK:

MARCH 5, 2004, at Delaware Valley Friends School, Paoli, Pa.

LIBRARIANS:

JANUARY 26, 2004, at Friends Center, Philadelphia, Pa.

MULTICULTURAL PEER NETWORK:

NOVEMBER 7, 2003, at Delaware Valley Friends School, Paoli, Pa.

PROFESSIONAL DEVELOPMENT PEER NETWORK (PDPN):

OCTOBER 3, 2003, AND APRIL 29, 2004, at Westtown School, Westtown, Pa.

QUAKER LIFE IN LOWER AND MIDDLE SCHOOLS (QULLMS):

OCTOBER 27, 2003, AND APRIL 16, 2004, at Friends Center, Philadelphia, Pa.

QUAKER YOUTH LEADERSHIP CONFERENCE:

FEBRUARY 5-6, 2004, at Friends Seminary, New York, N.Y.

SERVICE LEARNING:

NOVEMBER 10, 2003, at Friends Center, Philadelphia, Pa.

UPPER SCHOOL RELIGION TEACHERS:

DECEMBER 5, 2004, at Friends Center, Philadelphia, Pa.

Chronicles

O F Q U A K E R E D U C A T I O N

Laying the Groundwork for Peace: Building Collaborative Learning Communities in Friends Education



Panelists speak about collaborative learning as a building block for peace: (from left) Richard Brady, Sidwell Friends School, Washington D.C.; John Colgan-Davis, Friends Select School, Philadelphia, Pa.; and Hope Hawkins, Wilmington Friends School, Wilmington, De.

ing their actions. In her book *Thinking Together with Young Children: Weaving a Tapestry for Community*, Susan emphasizes that children who develop these skills grow up to be adults who can solve complex problems. Susan Hopkins has served as clerk of the board of Sierra Friends Center, Nevada City, California.

Lower School: Elder & Child Program—Mutual Mentoring

this kind of teamwork has great benefits for both the teachers and their students, John emphasized that it is not possible without clear administrative support. "If you want to know what a school truly values, forget the mission statement and the view book, and look at the schedule. Pat and I have frequent, regular planning times built into our schedule, which reflects the school's commitment to collaborative teaching."

Upper School: I Learn for You
Richard Brady, Sidwell Friends School, Washington, DC, creates collaborative learning teams in his math classes. Math is a subject that is traditionally taught with an emphasis on individual growth in a competitive atmosphere. In his teaching, Richard adapts a concept of mutual interdependence from his Buddhist practice to

tive larger groups also serves as models for the students in their work with their pupils. Ann noted that as students move into field-based practice, they are encouraged to draw on their experiences to support practicing teachers in their use of collaborative methods.

Adult Learning: "Collaborate: To Labor Together"

Paul Raser, Dean at Pendle Hill, a Quaker study center in Wallingford, Pennsylvania, spoke about the Latin root of collaborate, "to labor together." He related the concept of co-laboring to the experience of adult students at Pendle Hill. Pendle Hill students work to create a Meeting for Learning, in which the Spirit is part of the collaboration. The program blends work, worship, study, and service, and collaboration on these tasks is



1507 Cherry Street, Philadelphia, PA 19102

Phone 215.241.7245

Fax 215.241.7299

e-mail quakered@aol.com

web www.friendscouncil.org

Non-Profit Org.
U. S. Postage
PAID
Philadelphia, PA
Permit No.248

FALL 2003

O F Q U A K E R E D U C A T I O N

Reflections Letter from the Executive Director to Help Friends Education Collaborating Across the Nation

engaged in a strategic planning process that illuminated the following essential initiatives, which will benefit from the funds raised through the Clark challenge grant:

- Expanding Friends Education as a National Voice.
- Supporting School Governance within a Changing Society.
- Launching The Institute for Engaging Leadership in Friends Schools.
- Initiating Spirited Practice and Renewed Courage, a professional development program for teachers in Friends schools.
- Supporting Friends Schools in their Collaborative Relationships with the Religious Society of Friends.
- Building an Endowment to Ensure the future of the Friends Council's programs, services, and publications that nurture the Quaker spirit in Friends schools.

Enclosed with this newsletter is a gift envelope. Please make a gift of any size today and it will undergird the work of the Friends Council as we initiate vigorous support for Friends schools, including programs and seminars for teachers, administrators, and trustees. If you have not given to the Friends Council on Education in the past, your entire gift will be celebrated as a new gift to the Friends Council, and, as such, it will be matched by the Clark Foundation. All gifts given today will help to build a strong legacy of Friends education for today's world and for the future.

Warmly,
Irene McHenry

The Friends Council on Education (FCE) is the only national association of Friends schools. The main office for the Friends Council is located in Friends Center in Philadelphia, Pennsylvania, with a staff of 3. Yet, the Friends Council on Education represents more than 4,000 faculty and staff in 80 schools across the country that are interconnected as members. And, many new prospective member schools are springing up in new locations, such as the Smokey Mountains of Tennessee, the beautiful area around Burlington, Vermont, and a busy metropolis in northern Virginia. FCE is also reaching out to global affiliates in the Friends education network. (Visit our website: www.friendscouncil.org or order a Directory of Schools to see the vast variety of Friends schools in the United States and the world.) In essence, this national association of Friends schools is really all about YOU! And now, we need your help.

The Friends Council on Education is calling out for help to all of the people it serves. The Clark Foundation, a large non-Quaker foundation in New York, has offered a \$100,000 matching grant to the Friends Council on Education, because it believes that Friends schools have an important role in American education. The Clark Foundation's \$100,000 challenge grant deadline is fast approaching, and that is why I am taking this space in *Chronicles* to remind all of us that we can still help to raise funds that will benefit everyone connected to Friends education. We have less than 90 days to complete this extraordinary funding challenge.

Friends Council on Education is in a unique position to assist all of our member schools, as well as our global affiliates, by providing consultation, programs, and publications to support Quaker values in the classroom, in the life of the school community, and through the outreach of Friends education to the larger world community. In 2003, the FCE board

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?

One of the fundamental goals of Friends education is to teach students how to live and work together, to develop their own and recognize each other's strengths, while learning to live with, value and even capitalize on differences in the shared search for truth. A group of Friends school educators spoke to this query in a plenary session organized by the Friends Council on Education during the joint conference of FCE and Friends Association for Higher Education, "A Praxis of Peace: The Sacred and the Secular," June 2003.

A praxis, or practice, of peace depends upon the foundational skills of collaboration and resolution of conflict in partnership. Panelists shared vibrant programs and ideas from their work with students from early childhood through college and beyond. Each presentation is briefly summarized here.

Preschool: Out on a Limb — Together, Problem Solving with Young Children

Susan Hopkins began with a story about two four-year-old boys at Peace Camp, who were arguing while trying to climb the same branch in the same tree. She told of the success of leading them through the steps of problem solving: 1) supporting the children in clearly defining the problem, each from his own point of view, 2) helping each to find common ground, 3) thinking collaboratively to suggest solutions, and 4) realizing that they could be friends and solve the problem together. Susan shared the importance of letting the kids own the problem-solving process, rather than suggesting her own solutions and direct-

Hope Hawkins spoke of her work at Wilmington Friends School, Wilmington, Delaware, where she taught 2nd grade for 13 years and successfully created the Elder and Child program, an intergenerational service learning partnership that pairs elders from the community with elementary students for "mutual mentoring." Elder and child partners learn and serve side-by-side, mentoring each other as equals and dissolving stereotypes through developing ongoing relationships. Through telling a story of how she evolved from agonizing over which student to pair with which elder, to making matches between elder and child by picking names out of a hat, Hope learned to avoid over-managing the collaboration process and the importance of allowing natural human interaction and connections to occur between people. Hope's Elder & Child program continues at WFS and also at Debnam House, an inner city, after-school program. Hope wishes to replicate the program in other settings in the future.

Middle School: Adult Collaboration in Team Teaching

While the focus in talk about collaborative learning is often around student work, John Colgan-Davis spoke about the value of modeling collaboration among adults through team interdisciplinary teaching, as he does with Pat Ryan for 7th and 8th grades at Friends Select School, Philadelphia, Pennsylvania. "Collaboration is an important tool in building a united, non-competitive learning community for kids," he said. "One thing that the students see in our classes is the adults collaborating; the teachers model the positive effects of working in a collaborative fashion." John and Pat teach courses that combine English, social studies, history, and literature. While

"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?"

the learning environment: The students are not doing the assignments just for themselves, but for everyone in the class. At the beginning of the school year, Richard gives the students stickers for their books that read, "I learn for you," to help them see the value of the whole community learning together. "High school students are happy to work with others of their own choosing, usually people like them. However, in using small group learning, one of my main goals is for students to learn to work with and appreciate others who are different," Richard said.

College: Collaborative Teacher Training

K. Ann Renninger, Professor of Educational Studies at Swarthmore College, Swarthmore, Pennsylvania, gave an overview of the collaborative context of content and pedagogy in the teacher-training program at Swarthmore. "In collaboration models, parties come together and each grows through the experience of their work together. This differs from cooperation where people may work side-by-side productively but do not stretch their understanding," Ann said. A series of small group experiences early in the term allows students to familiarize themselves with each other as thinkers, and provides the basis for participating in large group discussions. Work together in small groups and in produc-

an integral part of the curriculum. "We try to structure our classes and other activities so that they provide a focused context for the transformative work for the Spirit," Paul said.

Panelists then led breakout sessions, providing participants with an opportunity to benefit from reflection, discussion and action planning, as they considered how these ideas translate into their own educational settings. ■

For more information and resources about their programs, contact the panelists via e-mail.

- Susan Hopkins SDHPeace@aol.com
- Hope Hawkins hopehawk@comcast.net
- John Colgan-Davis johncd@friends-select.org
- Richard Brady brady@sidwell.edu
- K. Ann Renninger krennin1@swarthmore.edu
- Paul Raser Paul@pendlehill.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

www.friendscouncil.org

Organizing Across Schools to Make Change



Mike Mangiaracina and Janet Chance, Sidwell Friends School, Washington D.C., learn about FCE's SPARC program: *Spirited Practice and Renewed Courage for educators in Friends schools.* Janet and Mike are among the 25 educators accepted for the first cohort, to participate in a two-year cycle beginning this fall.

At the FCE/FAHE conference, the workshop "Organizing Across Schools to Make Change," examined organizing cross-school collaborations for action in faculty and student peer networks. "The two great resources we have for doing this work are the Quaker practices of daily living in community and the profound living legacy of the testimonies," said Rich Nourie, Associate Head of Germantown Friends School, Philadelphia, Pennsylvania, as he introduced the workshop. "In these we have both well-defined processes and a deeply developed body of teachings on which to draw for our moral work with students," Rich said. He spoke about the responsibility we have as leaders in school communities to balance our personal convictions with making openings for the truth for our students: "We often present students with our conclusions, rather than our search. We need to engage in the process of keeping open, making space for students to engage in their own search and realize their own convictions." Rich held up the Friends Environmental Educators Network (FEEN), as well as its successes and challenges. The group has met annually for a conference for the past four years. Planning has been led by teachers across schools, or by a group at the host school: both models have worked well. The number of participants has ranged from 24 to more than 60 in 2003, with a small core of people attending more than once. The group's most difficult challenge has been staying involved and active between meetings, when the demands of teaching take priority.

Lessons from Friends Schools Day of Peace

In February 2003, as the United States was gearing up for war with Iraq, over 300 students from 25 Friends schools came together in Philadelphia for a student-led day of education about peace and a demonstration. John McKinstry, middle school teacher at

Westtown School, Westtown, Pennsylvania, helped coordinate student and faculty efforts and synthesize participants' hopes for the program. The event was designed to help educate students about the issues behind the tensions in the Middle East and to develop their leadership skills. "It was also designed to give Friends schools an opportunity to come together to lift up our common mission, to reaffirm our common religious traditions and testimonies, and to voice to the world our support for peaceful resolution of conflict in the world," John said. Committees were formed to help plan publicity, educational workshops, organize banner making, and to research legal issues surrounding the peace march and liabilities for participants and organizers.

There were many logistical challenges for nurturing student planning across schools in a short period of time. Garnering administrative support from the Friends schools helped to open the way for planning: Westtown's head of school John Baird wrote to the heads of all Friends schools to encourage participation. At the heart of the process, the sheer commitment of the organizers to the idea helped enormously to bring about the event, despite all the difficulties. Plans are underway for the next Friends School Day of Peace (to be held in Philadelphia, April 4, 2004), as all agree that the call for peace need not be tied to any one conflict.

FEEN: Successes and Challenges

Geoffrey Selling, a lower school science teacher at Germantown Friends School, Philadelphia, Pennsylvania, shared the evolution of the Friends Environmental Educators Network (FEEN), as well as its successes and challenges. The group has met annually for a conference for the past four years. Planning has been led by teachers across schools, or by a group at the host school: both models have worked well. The number of participants has ranged from 24 to more than 60 in 2003, with a small core of people attending more than once. The group's most difficult challenge has been staying involved and active between meetings, when the demands of teaching take priority.

A major accomplishment for FEEN is the development of its mission state-

ment. Geoffrey, the editor and shepherd of the project over two and a half years, shared the satisfaction and frustrations involved in the use of Quaker process in drafting, editing, and agreeing upon a Statement of Purpose that would speak for the group, especially because the group's membership is so fluid.

Some of the core members of FEEN met this spring to consider the purpose and future of FEEN: "Are we just a group of concerned folks that get together once a year? In that model, can we succeed in making environmental education fundamental in Quaker schools?" With this in mind, they made these suggestions to FEEN members at the 2003

"We often present students with our conclusions, rather than our search. We need to engage in the process of keeping open, making space for students to engage in their own search and realize their own convictions."

meeting: 1) encourage Quaker schools to formally adopt the FEEN Statement of Purpose as an institutional commitment; 2) put major effort into "greening our schools"; 3) develop a FEEN website; and 4) focus on a single environmental education issue each year. "We have agreed upon our mission. Our challenges are how to achieve that mission; how to find the common ground of action that will lead to a focused effort; and how to keep our network alive across schools, especially when our schools are so different in their current commitments, locations, population served, and involvement with environmental education," Geoffrey said. ■

FRIENDS COUNCIL ON EDUCATION

BOARD OF DIRECTORS 2003-2004

Welcome to our new board members:
John Baird, Head, Westtown School;
Martha Bryans, Head, Friends School Haverford;
Karen Horikawa, 7th grade Dean and science teacher, Wilmington Friends School; Jim McKey, Vice President of Institutional Advancement, Earlham College; and Rich Nourie, Associate Head, Germantown Friends School.

- John Baird, Westtown School
- Martha Bryans, Friends School Haverford
- Lisa Carbone (Treasurer), Moorestown Friends School
- Lisa Darling, (Clerk), Wilmington Friends School
- Eleanor M. Elkinton, Germantown Friends School
- Darryl Ford (Assistant Clerk), William Penn Charter School
- Karen Hallowell, George School
- Scott Harrington, Friends School of Baltimore
- Joanne P. Hoffman, Moses Brown School
- Karen Horikawa, Wilmington Friends School
- Anne Javiskas, Plymouth Meeting Friends School
- Beth Johnson, Friends' Central School
- Joseph Ludwig, Friends' Central School
- Edward Marshall, Greene Street Friends School
- Jim McKey, Earlham College
- Rich Nourie, Germantown Friends School
- Linda Patterson, Friends Select School
- William Ravdin, Member-at-Large
- Craig Sellers, United Friends School
- Damaris South, George School
- Jane Stavis, Westtown School
- Bruce Stewart, Sidwell Friends School
- Michi Tashjian, Member-at-Large
- David Tomlin (Secretary), New Garden Friends School

SEEKING A PRAXIS OF PEACE:

FCE/FAHE CONFERENCE 2003

The session topics around "A Praxis of Peace: The Sacred and the Secular" at a conference sponsored by the Friends Council on Education, Friends Association for Higher Education, Pendle Hill and Swarthmore College, June 2003, were widely varied, and yet, the common thread of practicing peace globally, nationally, locally, and inwardly, made for a gathered experience. This issue of *Chronicles* lifts up those parts of the conference that explored the idea of collaboration in Friends schools as a foundation of learning and a key to peace.

Presenters from FCE member schools included:

- Arthur Morgan Friends School Elisabeth Dearborn
- Brooklyn Friends School Andy Cohen
- Delaware Valley Friends School Jim Talone
- Friends Academy Ed Dugger, Rachel Hall, and Herb Lape
- Friends Meeting School Annette Breiling and Jane Tucker
- Friends School Haverford Martha Bryans
- Friends School Ramallah/El-Bireh Colin South
- Friends Select School John Colgan-Davis
- George School Linda Heinemann and Nancy Starmer
- Germantown Friends School Geoffrey Selling
- The Meeting School Michelle Bos-Lun, Sheila Garrett and Jackie Stillwell
- Oakwood Friends School Randi Chalfin and Peter Bailey
- Sidwell Friends School Richard Brady
- Sierra Friends Center Susan Hopkins
- State College Friends School Larry Boggess
- Stratford Friends School Julia Haines
- West Chester Friends School Don Smith
- Westtown School John McKinstry, J.E. McNeil, Jonathan Ogle, and Jane Stavis
- William Penn Charter School Stephanie Judson
- Wilmington Friends School Rick Grier-Reynolds and Lisa Darling

JOIN THE MIX IN 2006!

Friends Council on Education joins with FAHE every three years to present a conference. The next jointly sponsored conference will be held in June 2006, hosted by George School, Newtown, Pennsylvania.



Special thanks to Eleanor M. Elkinton (left) for her leadership as clerk of the Friends Council on Education's Board of Directors, 1996-2003. "Ellie guided the Council through some wonderful times and some challenging times, all with a quiet, firm conviction about the importance of our endeavor. I am grateful for her mentoring and ongoing connection to the Council," said Lisa Darling, Head of Wilmington Friends School and incoming board clerk. "Out of all of Lisa's leadership qualities, it's her wisdom that I appreciate the most," Ellie Elkinton said in welcoming Lisa Darling to her new role. Ellie is the Director of Admission, Financial Aid, and External Affairs at Germantown Friends School. ■

NEW FCE PROFESSIONAL DEVELOPMENT PROGRAMS LAUNCHED!

- Institute for Engaging Leadership in Friends schools
November 19-21, 2003 & March 17-19, 2004
- Spirited Practice & Renewed Courage (SPARC) for educators in Friends schools
October 8-10, 2003 & April 21-23, 2004

FINANCIAL AID AVAILABLE FOR FCE PROGRAMS!

For African-American teachers: Financial assistance is available for the 2003-04 school year for African-American teachers to attend FCE workshops and peer networks through a special grant from the Richard Humphreys Fund.

For young Quaker teachers in PYM schools: Financial aid is also available for young Quaker teachers (40-years-old or younger) in Friends schools within the Philadelphia Yearly Meeting to attend FCE workshops and peer networks through a special grant from the Friends Institute.

For more information, contact FCE prior to registering: (215) 241-7245, QuakerEd@aol.com

Check the FCE website for online registration for workshops and peer networks:
www.friendscouncil.org

PUBLICATIONS NOW AVAILABLE THROUGH FCE!

Testimonies

Sidwell Friends School's Quaker Life Committee prepared this booklet with the advice and participation of constituencies throughout the school community (see article "Testimonies to Guide School Communities"). This booklet can serve as a basis for continuing exploration and discussion of the values, commitments, and practices of Friends school communities.

What is the Role of Quaker Education in a Time of Terror? By Paul Lacey

Reprints of Paul Lacey's article are now available. Originally published in the *Journal of Religious and Theological Information* (December 2000), Paul presents not only the distinctive pedagogical philosophy of Quaker education, but also discusses the special relevance of Friends values and educational methods in a time when America is at war. The article also includes a listing of print resources on Quaker values and education, compiled by FCE.

Recognition Without Rewards, by Cameron Tate, MacNaughton & Politano

Stickers, trophies, and points all are forms of rewards used every day in schools. But do they help students become internally motivated, lifelong learners? Written by a group of educators who have all used rewards in the past, this book explores the differences between rewards and recognition. It offers K-6 educators ideas for moving away from rewards and replacing them with recognition, including recognizing students' efforts and accomplishments in the classroom and school, through sports and games, and at the end of the year.

Time to Teach, Time to Learn - Changing the Pace of School, by Chip Wood

Chip Wood, co-founder of the Northeast Foundation for Children (Responsive Classroom), confronts the busyness in our schools. He offers practical strategies for creating time in the school day for reflection, deeper dialogue, more rigorous academics, and more meaningful social interactions; guidelines for making changes in how time is structured and used in the classroom; and guidelines for making changes at the administrative level.

Everyone Wins! By Sambbava and Josette Juvmour

Games and activities to teach grades PreK-8 students how to resolve conflict, enhance communication, build self-esteem, and have fun together. This quick reference includes more than 150 cooperative games and activities, suggested group size, age level, activity level, and location.



Testimonies to Guide School Communities

Sidwell Friends School (SFS), Washington, DC, has published *Testimonies*, a booklet that outlines nine Quaker testimonies, poses queries for their application in the life of the School, and lists supporting quotations from the Dalai Lama to Dr. Seuss. A small group of parents engaged in a deeply reflective

to get a broad sense of Quaker testimonies before discerning which to include in the booklet. Finally, it came down to the purpose in writing the document: "We are writing this material for Sidwell Friends School. Which testimonies will speak to the condition of Sidwell Friends?" The committee united

Which testimonies will speak to the condition of Sidwell Friends School?

process to produce the booklet. "A few of us went to a workshop about parents as moral partners in schools, and got the idea that we could produce a document that would speak to the spiritual nature of Sidwell," said Tom Corl, trustee and alumna parent at SFS, and a Quaker. Tom proposed the project to the School's Parents Association, which formed a subgroup of its Quaker Life Committee to undertake the work. The Quaker Life Committee's responsibility is to strengthen the expression of core Quaker values in daily life of Sidwell Friends School. The *Testimonies* project took approximately two years to complete.

The *Testimonies* Committee studied *Faith & Practice* and source documents

behind the testimonies of: integrity, peace, compassion, simplicity, stewardship, justice, service, learning, and community. In addition, "that of God in everyone" and Meeting for Worship were set forth as fundamental to the life of Sidwell Friends. Tom described the group's many rich discussions throughout the process: "Some people would say, we must include equality, and so we would talk about it, and together realize that it's not really 'equality of condition' that one is after, but justice. It was a meaningful process." The *Testimonies* Committee met with and received input from faculty, administrators, parents, and students. "All school faculties are incredibly busy with their work, and many schools have a population of enormously

talented parents who really want to be involved in the life of the school—parents are a great resource," Tom said.

The booklet, available through FCE, is as beautiful to the eye as it is inspiring to the soul. Schools may wish to use it as a model to guide a similar process in identifying their own core values, as an educational piece for new families and faculty, or to inform faculty and/or board discussions on the role and expression of the testimonies in your school community. See the FCE website to order, or call (215) 241-7245. It can also be viewed online through the SFS website: http://www.sidwell.edu/About/testimonies/testimonies_main.htm ■

OUR MISSION

The Friends Council on Education exercises leadership in drawing Friends schools together in unity of aim and spirit and in cooperative endeavors. The Council helps Friends schools maintain their Quaker identity and ethos, strengthens the network of support across schools, promotes Friends education through consultations, programs, and publications, and assists new Friends school initiatives. The Friends Council on Education serves as a voice for Quaker schools in the national dialogue on education and to the Religious Society of Friends.

NEW LEADERS IN FRIENDS SCHOOLS

Congratulations and a warm welcome to these newly named heads

of Friends schools:

- Mary Newman
Cambridge Friends School
- Michael Hanas
Carolina Friends School
- William Morris
Friends Academy
- Waman French
Friends School of Atlanta
- Lila Lohr
Friends School of Baltimore
(formerly interim)
- Sandy Trezza
Haddonfield Friends School
(interim)
- Susan Stone
Lansdowne Friends School
- Richard F. Sidwell
Olney Friends School
- Kim Brubaker
Richmond Friends School
- Sean Egan
Scattergood Friends School
- Steven Bates
Whittier Friends School

QUERIES

FOR FOSTERING COLLABORATIVE INQUIRY IN SCHOOLS

The following queries arose out of our discussion of organizing across schools to make change:

- How do we support young people in developing and responding to their conscience?
- How can we support students and teachers in cross-school collaborative efforts in a way that is compatible with rigorous academic pursuit?
- Do we force a choice between academic excellence and conscience?
- How can we integrate these pieces in our schools?
- Joining together for collaborative inquiry is deeper than it seems during the organizational process: these events plant the seeds. How do we tend the roots?