

Reflections Expanding the Vision of What Our World Could Become

Letter from the Executive Director

"I now feel clearer about my return to Friends education. This Institute has helped me to understand myself, the leadership role, and how I can fit into that role. This has expanded my vision of who I might become."

Expanded my vision of who I might become? Isn't this our goal with children in Friends schools? Isn't this our goal as staff in Friends schools? Isn't this our goal as trustees in Friends schools? These words were spoken in May 2004 by a participant in the Institute for Engaging Leadership in Friends Schools. I believe that these words succinctly reflect the goal of all of our work in Friends schools and the Friends Council on Education.

Here we are in the fourth century of Friends education in America. In 1689 William Penn established the first Friends Public School with a vision of universal, compulsory education based on the principles of religious toleration, participatory government, and the nonviolent resolution of differences. Since that time, Friends schools have been committed to education for children from all religious backgrounds, all socioeconomic means, all races, religions, and cultures. Friends schools serve the public and develop strong citizens by providing a curriculum with emphasis on the values of tolerance, respect for diversity, participatory democracy, and collaboration in learning and problem solving. Today, Friends schools and the membership of the Friends Council on Education are thriving and well. The '03-'04 year saw a record number of new Friends schools popping up across the country, extraordinary giving to Friends Council initiatives, and vibrant and active participation in Friends Council workshops, programs, and peer networks.

The commitment to fostering human goodness is the organizing principle of Friends schools, and as a result, many Friends schools have been recognized, not only for academic

and intellectual excellence, but also for moral excellence. We are engaged in the work of expanding individual people's vision of who they might become and expanding the vision of what our world could become based on this commitment to fostering human goodness.

How do we do this?

- By developing our capacity and skills for the distinctive practices of Quaker pedagogy and Friends dialogue and decision-making processes.
- By the peculiar art of sustaining the value-based ethos of a Friends school.
- By ensuring that central to the program in every Friends school is a focus on the Quaker dimension of school life.

I am grateful to you, to each and every teacher, administrator, staff member, trustee, and student engaged in the extraordinary work in Friends schools. I thank you for your commitment to Quaker education.

Irene McHenry
Executive Director

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FALL 2004



CONNECT TO THE FRIENDS SCHOOL NETWORK! WORKSHOPS & PEER NETWORKS

FCE PEER NETWORKING EVENTS

See the FCE website for information on these supportive network sessions.

BRIDGE FILM FESTIVAL: APRIL 16, 2005, at Brooklyn Friends School, New York, N.Y.

EARLY CHILDHOOD EDUCATORS: MARCH 3-4, 2005, at Friends Center, Philadelphia, Pa.

FRIENDS ENVIRONMENTAL EDUCATORS NETWORK (FEEN): MAY 4-6, 2005, at Friends Central School, Wyncote, Pa.

FRIENDS SCHOOLS DAY OF PEACE: FEBRUARY 27, 2005, at Friends Center, Friends Select School, and Arch Street Meetinghouse, Philadelphia, Pa.

LIBRARIANS: FEBRUARY 14, 2005, at William Penn Charter School, Philadelphia, Pa.

MULTICULTURAL PEER NETWORK: OCTOBER 29-30, at Pendle Hill, Wallingford, Pa.

QUAKER LIFE IN LOWER MIDDLE SCHOOLS (QULMS): OCTOBER 25, 2004, and APRIL 15, 2005, at Friends Center, Philadelphia, Pa.

QUAKER YOUTH LEADERSHIP CONFERENCE: FEBRUARY 3-5, 2005, Philadelphia, Pa.

SERVICE LEARNING: NOVEMBER 8, 2004, at Friends Center, Philadelphia, Pa.

UPPER SCHOOL RELIGION TEACHERS: DECEMBER 3, 2004, at Friends Center, Philadelphia, Pa.

FOR EVERYONE!

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

This workshop addresses the attitudes, practices, and skills that can help your teaching and build connections with other Friends school educators.

EDUCATION 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.

JANUARY 26-28, 2005

FEBRUARY 16-18, 2005

MAY 11-13, 2005

DEVELOP SKILLS THAT CULTIVATE INNER AWARENESS, THE CAPACITY FOR LEARNING, CONCENTRATION POWER, RELAXATION, AND PHYSICAL AND EMOTIONAL WELL-BEING.

GATHERING OF HEADS OF FRIENDS SCHOOLS

Start the new school year in fellowship with other leaders of Friends schools.

OCTOBER 7-8, 2004

FOR TRUSTEES & HEADS OF SCHOOL

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

NOVEMBER 5-7, 2004

FRIENDS SCHOOL GOVERNANCE

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

FEBRUARY 9-11, 2005

WORLD SITUATIONS

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

QUAKER EDUCATION: EXPLORING PHILOSOPHY AND PRACTICE

A reflective, inquiry-based workshop designed for teachers, administrators, and trustees of Friends schools to focus on current research on Friends education. Quaker pedagogy, and Friends schools' responses to the current world situation.

JANUARY 26-28, 2005

MINDFULNESS: SKILLS FOR POWERFUL LEARNING & INNER PEACE

Develop skills that cultivate inner awareness, the capacity for learning, concentration power, relaxation, and physical and emotional well-being.

MAY 11-13, 2005

OFFERED TWICE: OCTOBER 22, 2004 & FEBRUARY 25, 2005

Implement the Quaker decision-making process in Friends schools.

THREE SEPARATE OFFERINGS:

JANUARY 26-28, 2005

FEBRUARY 16-18, 2005

MAY 11-13, 2005

FOR TEACHERS & ADMINISTRATORS

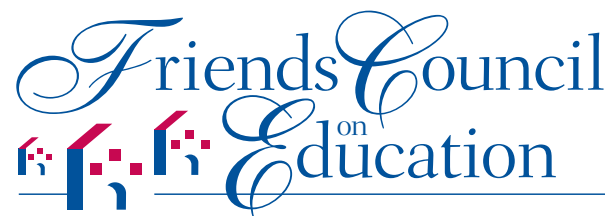
FINANCIAL ASSISTANCE FOR FCE WORKSHOPS

Great news! FCE has funds available to help Friends school educators attend FCE workshops and peer networks. Financial assistance is available for educators from schools in need. There is also a special fund for African-American teachers and administrators in our member schools.

To apply for aid: 1. Register for the workshop. 2. Fill out a financial assistance form. 3. FCE will discount the registration fee for qualifying participants.

Questions? Email Sarah Sweeney-Denham, sarah@friendscouncil.org.

REGISTER ONLINE: WWW.FRIENDSCOUNCIL.ORG
OR BY PHONE (215) 241-7245



FALL 2004

Chronicles

OF QUAKER EDUCATION

Stewardship for the Teacher's Soul

"The SPARC program gives us the opportunity to draw upon each other for support and attention to the interior life, to remember why we teach, and to inspire one another to continue to grow."



Participants in the 2004-2006 cohort of the SPARC (Spirited Practice and Renewed Courage) program at Pendle Hill at the Spring 2004 retreat, and (above) on the porch of The Chalfonte Hotel, Cape May, N.J., at the Fall 2003 retreat. The group chose to return to Cape May this fall.



The Friends Council is offering two new professional development programs, both of which engage a cohort of Friends school educators in a two-year commitment to professional growth as collegial learning communities:

1. The Institute for Engaging Leadership in Friends Schools (featured in *Chronicles*, Spring 2004), and
2. SPARC—Spirited Practice and Renewed Courage for teachers in Friends schools.

The SPARC program is based on the principles of teacher formation from Parker Palmer's "Courage to Teach" work. In which teachers explore the strength of their inner spirit to re-energize their work.

Twenty-three teachers from twelve Friends schools make up the current cohort of the SPARC program, in the midst of their second year as a collaborative community, they are using reflective tools for self-directed professional development. Together, the group explores the "who" of teaching, as explained by Palmer in this way:

The question we most commonly ask in teaching is the "what" question — What subjects shall we teach? When the conversation goes a bit deeper, we ask the "how" question — what methods and techniques are required to teach well? Occasionally, when it goes deeper still, we ask the "why" question — For what purpose and to what ends do we teach? But seldom, if ever, do we ask the "who" questions — who is the self that teaches? How does the quality of selfhood form — or deform — the way I relate to my students, my subject, my colleagues, my world? How can educational institutions sustain and deepen the selfhood from which good teaching comes?

SPARC participants:

- Reflect on classroom practice.
- Share stories from our own journeys.
- Draw upon the insights of others — poets, philosophers, and storytellers from diverse cultural traditions.
- Take time for silence, reflection, and solitude.
- Explore questions of purpose and inner life.

An Interview with a SPARC Participant



Maritza Hoquee Davidson,
Spanish Program Coordinator and Teacher,
Sidwell Friends Lower School

Maritza has taught at Sidwell Friends School for four years. In addition to her participation in the SPARC program, she was recently chosen to receive Sidwell's Venture Grant for curriculum research and development. With her grant, Maritza explored new teaching techniques and the conceptualization of the Spanish curriculum that she has created for lower school, incorporating games, songs, and movement to teach the sounds in the Spanish language. See "The Hola Corner" of the Sidwell Friends Lower School website for mini-movies of lower school class activities: www.sidwell.edu.

What attracted you to the SPARC (Spirited Practice and Renewed Courage) program? What led you to become part of it?

I was attracted to the SPARC program by its title and program description. It directly addressed my current thoughts and issues about my teaching vocation and practice. (See the program description and application at www.friendscouncil.org, under programs.)

How has your teaching or your self-awareness been changed as a result of being in SPARC?

Being part of SPARC has affected me profoundly. Specifically, being a part of a group that faces a common mission and challenges has helped me accept things that I cannot change in my school community and relish those that I can.

Has your participation in SPARC had any spill-over effects on the larger school community? Of what sort?

I think that as more teachers participate in SPARC it will begin to have an additive result across the years. The spiritual, pedagogic, and financial investment that FCE and our schools are making are long term, thus the two-year commitment to be part of the program. This initiative will take time to flourish at the aggregate level, but at the individual level, I believe it is already blooming.

What are your hopes for the second year of the program?

To be with our group. Even though I have not stayed in touch as I had planned there is a very warm, alive part of my heart that is longing for our next meeting. When I think of my expectations last year at this time and I compare them with my SPARC experiences this past school year, I can only smile because I could have never envisioned how much I was going to grow as a person and a teacher as a result of our retreats.

FCE will begin reviewing applications for the next two-year cohort of SPARC this fall, and we'd like to give people some ways to consider whether SPARC is right for them. Based on your experience as a founding participant, what sort of person would you urge to apply to be part of the SPARC program?

I would say, join the SPARC program if you are seeking a spiritual renewal, if you are looking for teaching growth, and if you want to become a better teacher and person. ■

New Leaders in Friends Schools

Congratulations and a warm welcome to these newly named heads of Friends schools:

- Mark Dansereau**
Co-Head, Connecticut Friends School
- John Harkins**
Orchard Friends School (interim)
- Deborah Kost**
Haddonfield Friends School
- Jan Luchini**
Scattergood Friends School (interim)
- Laura Torres**
Whittier Friends School (interim)

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

Friends School Students Working for Change

Whether through peace education activist events, or through a semester-long immersion in peace studies, students and faculty in Friends schools are providing opportunities for young people, both within and outside their own school communities, to engage in deep learning around issues of social justice and change. Read on to hear news of these efforts.

Friends Schools Day of Peace: A Tradition Growing in Strength



Friends Schools Day of Peace, April 2004.

Last April 4th, three hundred students and faculty from twenty-five Friends schools and a dozen local Meetings braved a cold, driving rain in Philadelphia for a day of workshops, activism, and community-building during the second annual Friends Schools Day of Peace. Despite the weather, the day was filled with positive spirit, which was spread further by good coverage on local TV, radio, and print media.

Joining from Afar

Friends schools around the country added their energies to the collective spirit of the event by planning events around the same time. Friends School in Detroit planned an entire day of activities for the whole school community.

Students from kindergarten to 8th grade participated in age-appropriate activities around peacemaking including reading stories, art projects for peace, doing service learning work, learning about the Middle East conflict from guest speaker Dr. Fred Pearson, and discussing Jimmy Carter's work and campaign, "Waging Peace." (www.cartercenter.org)

Looking Back, Looking Ahead

Thanks to the momentum of the first two events (and owing to the continuing need for a world free from war and the threat of war), the Day of Peace appears to have taken root as a new tradition. Friends schools and young Quakers everywhere are encouraged to take part in the third annual Friends Schools Day of Peace on February 27, 2005. Ideas for how you can join in from afar will be posted on the Friends Council website soon!

The first Friends Schools Day of Peace, in February 2003, was an enormous success, drawing on the groundswell of energy in relation to the apparent likelihood of the United States initiating a war against Iraq. (The rest, as they say, is history.) By contrast, the lack of an impending war in 2004 meant that event organizers did not

have a single point of focus around which to rally people's attention and energy. As John McKinstry of Westtown School observes, "We weren't marching 'against' or 'for' something as concrete and imminent as in the previous year. Nonetheless, there remained a strong desire among Friends school students and faculty to do something active and expressive, to give witness and testimony to the need for peace and peacemaking in our world."

Looking ahead, whether the 2005 Day of Peace takes place in the context of a new Kerry administration or another Bush administration, it is evident that our communities will still desire what this new tradition offers: a focal point of education, activism, and community-building in support of the peaceful world that we carry in our hearts, and in our minds. ■

Tom Hoopes
Director of Education
and Religious Education,
Philadelphia Yearly Meeting

Friends Council on Education Board Members 2004-2005

- John Baird, Westtown School
- Martha Bryans, Friends School Haverford
- Lisa Carbone (Treasurer), Moorestown Friends School
- Lisa Darling (Clerk), Wilmington Friends School
- Darryl Ford (Assistant Clerk), William Penn Charter School
- Karen Hallowell, George School
- Scott Harrington, Friends School of Baltimore
- Karen Horikawa, Wilmington Friends School
- Anne Javscias, Plymouth Meeting Friends School
- Beth Johnson, Friends' Central School
- Joseph Ludwig, Friends' Central School
- James McKey, Earlham College
- Edward Marshall, Greene Street Friends School
- Richard Nourie, Germantown Friends School
- Linda Patterson, Friends Select School
- Thomas Price, Abington Friends School
- Craig Sellers, United Friends School
- Damaris South, At large
- Nancy Starmer, George School
- Jane Stavis, Westtown School
- Bruce Stewart, Sidwell Friends School
- Michi Tashjian, At large
- David Tomlin (Secretary), New Garden Friends School
- Lawrence Van Meter, Moorestown Friends School

BUILDING THE FUTURE OF FRIENDS EDUCATION

Thanks to substantial giving from both new and steadfast supporters, the Friends Council on Education is hard at work implementing these strategic initiatives, which were named as priorities by our member schools:

- National Voice:** To advance Friends education as an influential voice in the national dialogue on improving education;
- School Governance:** To support boards, school committees, and heads with school governance in a changing society;
- Developing & Engaging Leadership:** To develop a strategic network of Friends school leaders who work together as a learning community, through the Institute for Engaging Leadership in Friends schools;
- Faculty Renewal & Retention:** To develop a program for faculty renewal and retention in Friends schools — Spirited Practice and Renewed Courage (see p. 1);
- School-Meeting Relationships:** To support Friends schools and Friends meetings in developing more effective school-meeting relationships with the common goal of advancing the values of the Religious Society of Friends.

What's NEW at FCE

- New Website:** Visit FCE's new website with enhanced services for browsing resources, online registration, discussion boards, and purchasing publications: www.friendscouncil.org
- New Email:** Stay in touch with us via our new email addresses:
Irene McHenry: Irene@friendscouncil.org
Sarah Sweeney-Denham: Sarah@friendscouncil.org
Carolyn Friedman: Carolyn@friendscouncil.org
April Diop: April@friendscouncil.org
- New Listserv:** Be sure to sign up for our new and improved listserv: E-Quakers. Improved features include searchable archives! See www.friendscouncil.org for more info.
- New Imagery:** We're branching out into a new look with tree imagery. Stay tuned, as this new look for FCE blossoms over time.

New Members of FCE

Welcome to these new members of the Friends Council on Education.

New Member School

■ **Friends Western School**, Pasadena, California
www.friendswesternschool.org
Opened in September 2002, Friends Western School currently serves 20 students in K-3 and plans to expand to serve K-8.

New Affiliate Educational Organizations

■ **Farm & Wilderness Camp**, Plymouth, Vermont
www.fandw.org
Summer Camps and Year-round programs
Farm & Wilderness consists of six summer camps for children and adolescents, a family camp, and year-round educational programs. All programs are rooted in the Quaker understanding of respect for our selves, each other, and the natural world.

■ **Vihiga Friends Council on Education**, P.O. Box 168, Vihiga, Kenya
Phone: 254 0722 794 666
Joseph Kisia, Coordinator
The Vihiga Friends Council on Education is an association of Friends schools in the Vihiga District of Kenya, Africa. Contact Joseph Kisia to explore sister school partnerships.

■ **William Penn House**, Washington, D.C.
<http://penn-house.quaker.org>
Promoting the Quaker vision of a peaceful and just society by providing educational seminars, opportunities for dialogue, and simple, inexpensive lodging for those who come to the area to learn, lobby, or serve.

See the FCE website, [Directory of Schools](http://www.friendscouncil.org), for more information.

Grants for Student Projects

Congratulations to these schools, which were awarded grants for 2004-2005 from FCE for collaborative student projects centered in the Quaker testimonies.

- Delaware Valley Friends School Cultural Diversity Workshop
- Fairville Friends School PreSchool-5th Grade Partnership Across Schools
- Frankford Friends School Urban Science Garden
- Friends' Central School PeaceWorks: Rwanda
- Haddonfield Friends School Lewis & Clark Live
- Mary McDowell Center for Learning Focus on Quaker Testimonies
- Moorestown Friends School Beyond Bullying: Creating a Climate for Peace
- Olney Friends School Student Leadership Development
- Plymouth Meeting Friends School Service Learning with Spanish Community-Based Agency
- Westtown School Friends School Day of Peace 2005

Online Grant Gallery See the FCE Grant Gallery of highlights from past projects, for great examples of Quaker education in action: www.friendscouncil.org

Each spring the Grants Committee reviews proposals based on the Council grant guidelines and criteria. For 2005-2006, the deadline for proposals is April 15, 2005. Proposal guidelines for all grant programs will be available by November 2004. See the website, or contact FCE for details.

NEW Grant NEWS:

• **Dandelion Art Grant** This year there will be a NEW \$500 grant given to a junior or senior in a Friends school to be used toward an adventure in learning about and creating wearable art. The proposals must be submitted jointly by a teacher and a student. In addition to the grant award, the recipient will be able to have the artwork on display at one of the Dandelion sites (currently in Ardmore and King of Prussia, Pa., and Princeton, N.J.).

JUST PUBLISHED!

Readings on Quaker Pedagogy: Philosophy & Practice in Friends Education

Friends schools are known to be learning communities centered around Quaker values. The latest publication from FCE emphasizes that the pedagogy in Friends schools — how we teach — is as valuable as what we teach. Students leave Friends schools with keenly developed critical thinking skills, and the ability to understand and value multiple perspectives. The pedagogy of Quaker education strives to develop students who have the skills to solve problems and are compelled to do so as members of the world community. The collection includes essays by Irene McHenry, FCE; Jane Fremon, Princeton Friends School; George School, with applications for pedagogical design prepared by Friends educational consultant J. Harry Hammond.

NEWLY available through FCE...

Thinking Together With Young Children: Weaving a Tapestry of Community

By Susan Hopkins, Sierra Friends Center
Practical, unique strategies are presented in an interactive workbook format to help you develop your learning community in ways that build compassion, respect, cooperation, responsibility, and creativity.

Everyone Wins!

By Sambhava & Josette Juvmour
This handbook of more than 150 cooperative games and activities for enhancing conflict resolution and communication skills and building self-esteem lists activities according to appropriate age level (1+ to adult), size of group, indoor or outdoor location, and activity level, and includes notes on materials needed, special hints, and variations for group leaders.

Order online: www.friendscouncil.org.

PEACE SUMMIT

Sandy Spring Friends School, Sandy Spring, Maryland, hosted the second annual Youth Peace Summit for upper and middle school students in March 2004. Some 80 students and faculty from Friends schools and other independent and public schools in Washington, DC, Maryland and Virginia participated in studies of conflict resolution, peace movements, and peace advocacy training. The two-day conference featured presentations by Dudley Weeks, two-time Nobel Peace Prize nominee and author of *The Eight Essential Steps to Conflict Resolution*; Bette Hoover, Director of the American Friends Service Committee for Washington, DC; and Randolph Carter, founder of Eastern Educational Resource Collaborative.

The weekend included student-facilitated workshops and a viewing of the movie *Bringing Down a Dictator*. A group of independent and public school students and faculty organized the event, in connection with local peace advocates. "The students learned a great deal about conflict resolution, as well as current issues and concerns in which they could practice peace," said Karen Cumberbatch, Assistant Principal and Head of Upper School at Sandy Spring Friends School. The first annual Peace Summit was held at Sidwell Friends School, Washington, DC, in spring 2003. Plans are unfolding for a 2005 Summit. ■

PEACE EDUCATION DAY

Friends School of Atlanta (Georgia), students have organized their own Peace Education Day for the past two years, holding their first in March 2003, in response to the United States involvement in Afghanistan and the impending war in Iraq. "The Peace Education Day grew out of our student government. Students wanted to be part of witnessing for peace in our community," said head of school Waman French. After attending peace vigils in downtown Atlanta and holding their own, the students began seeking out and connecting with students in area schools who had the same concerns for peace. Now planning their third Peace Education Day, Friends School of Atlanta hosts 120 students from five area middle schools, for workshops, peace vigils, and activism. "Peace Education Day is for students who are devoted to envisioning a peaceful world and learning skills and tools to make that vision a reality," Waman said. "Peace Education Day is the greatest experience for our middle schoolers. They create it, they look forward to it: it is a life-informing gift for pre-adolescents to create something meaningful and useful around their learning." The theme for Peace Education Day 2005, set for March 10, will be "Voices United for Peace," exploring a diversity of perspectives while keeping one's own voice and values. ■

Friends School Honors

Innovative Teaching

Goshen Friends School, West Chester, Pennsylvania, was honored for innovative approaches to teaching, as part of the Institute for Educational Excellence and Entrepreneurship's "Educator 500 Program" at West Chester University. The school was selected because of its team teaching across all grades for an all-school study of Costa Rica.

Presidential Award Finalist

Lea Gaslowitz, a science teacher at Friends School of Atlanta, Atlanta, Georgia, was named as a state finalist for the 2003 Presidential Awards for Excellence in Mathematics and Science Teaching, the nation's highest commendation of its kind. "There are many ways to learn," says Gaslowitz. "I thank my students for good questions, for catching my mistakes, and then they feel comfortable asking questions." Gaslowitz helped to create the math and science curriculum at FSA.

Newly Accredited in Connecticut

Connecticut Friends School has been accredited by the Connecticut Association of Independent Schools, making it the first Friends school in the history of the CAIS. After completing a community-wide comprehensive self-study, Connecticut Friends School welcomed a visiting team from CAIS peer schools. "The members of the visiting team were new to Friends education, and were deeply impressed with the program on many levels," head of school Kim Tsoanos said. "The team discovered that CFS has an informal, comfortable welcoming look, yet delivers a powerful, solid classical education using a model that incorporates the best of recent findings from studies on learning and brain research."

Congratulations!

Celebration of Friends Education: June 2006

The Friends Council and the Friends Association for Higher Education will co-sponsor a conference June 22-25, 2006, at George School, Newtown, Pennsylvania, with the theme, *Deepening our Roots: Spreading our Branches*.

Educators in Friends schools from PreK-12, college, and beyond will come together for workshops, panel discussions, and worship, as we also celebrate FCE's 75th anniversary! A call for workshop proposals will be issued in Fall 2005. Plant this idea in your mind, plan to attend, and present a workshop.

Woolman Students Immersed in Peace Studies



Mandy Janoo was one of three graduates in the inaugural semester-long immersion in peace and sustainability studies at the Woolman Semester, Nevada City, California. "I learned that when love is shown, peace does exist," Mandy said. Photo: Doug Hamm

What do standing up for what you believe, planting pine trees, service work in Mexico, and academic research have in common? The Woolman Semester at Sierra Friends Center!

In May 2004, The Woolman Semester celebrated the graduation of its first three students. The program has

risen from John Woolman School, which for 38 years operated as a four-year boarding school on 230 acres just outside Nevada City, California. The site, now called Sierra Friends Center, hosts students in a Quaker setting grounded in Quaker testimonies and practices as well as the tradition of more than three hundred years of Friends' influence on social change. The program gives motivated teens an opportunity to challenge themselves in a college-like setting. Six students have enrolled in fall 2004, and Woolman Semester staff look forward to continued growth as young people learn about the program.

The Woolman Semester takes 11th, 12th, and 13th grade students through a one-semester experience, immersing them in peace and justice work while exploring sustainable living. "We've designed the program to allow students to take their dreams of a better world and turn them into realities," says Amy Cooke, director of the program. Students earn full academic credit for the program's rigorous coursework.

When asked what their impressions were of the Woolman Semester, the class of '04 responded with the following:

Mandy Janoo, from Vermont, says, "I come from a very hard school. The Woolman Semester is rigorous on another level; it's not about busy work the way some high schools are. We read amazing authors and we have discussions, in-depth conversations. So, we have tons of reading every night and we're constantly busy, but at the same time, it's a really rewarding experience." Colin Bussiere-Nichols, who has served as clerk at New England Junior Yearly Meeting, noted, "The amount I've learned in this short period of time is really amazing when reflecting upon how much I normally learned in public schools. I feel that I'm learning because I want to learn instead of learning to prove what I have learned to teachers. I think in the long run that's going to make a difference as to what I remember and that's important." For more information on the The Woolman Semester, visit www.woolman.org. ■

More Leaves on our Tree: Sustain our Growth

Within one year, FCE supporters more than doubled in number, joining together to support the future of Friends education as we met and exceeded a challenge from the Clark Foundation. This success takes the work of the Council to a new level of vision that will require continued funding if it is to be successful. The Friends Council on Education's annual giving campaign is an opportunity for us to sustain this new vision, allowing us to take action on priorities identified by leaders in our member schools. We need your continued support! An envelope is enclosed for your convenience.

Thanks!