We & Thee

WINTER 2024



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Carolina Friends School is a vibrant and inclusive learning community empowering students to think critically, creatively, and independently. We foster active exploration and quiet reflection, individual endeavor and collaborative engagement. Inspired by Quaker values—pursuit of truth, respect for all, peaceful resolution of conflict, simplicity, the call to service—we teach our children that it is possible to change the world.

We & Thee is published by

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Upper School chemistry teacher Spencer Ware visited the Campus Early School for a morning of exciting experimentation this winter.

The children learned about acids and bases and watched reactions take place before their very eyes! The group's favorite creation was "elephant toothpaste," which created an exothermic reaction that released heat.



A NOTE FROM KAREN

As this issue of our magazine arrives, we are already eagerly making plans for the celebration of the sixtieth anniversary of the School next year. In casual conversations, I hear curiosity as to why we would celebrate that particular milestone, as opposed to perhaps waiting for the seventy-fifth.

Carolina Friends School is still young enough that a decade feels like an incredible marker of growth. What began as an experiment to provide a purposefully integrated educational opportunity for a small group of preschool students has become a thriving, dynamic learning community nurturing students from pre-K all the way through Upper School and beyond. We maintain our commitments to progressive pedagogy, our Quaker values, and preparing students not just for whatever their next journey might be, but for learning and living with purpose for the rest of their lives.

We are also incredibly grateful to be in a time when some of the individuals so crucial to our School's founding are still here with us, actively keeping us connected to our past. Throughout the years, so many have contributed their unique talents, perspectives, and spirit, like a patchwork quilt united by the bonds of friendship and respect. Even when there are tears in the fabric, carefully tending to our shared mission with integrity has created something beautiful.

While we are excited to look ahead to next year, there is also plenty of rich teaching, learning, and planning to celebrate right now. In these pages, you'll find a sharing on how to support our children through some of the social, cultural, and environmental challenges they are facing today, a recap of our vibrant community gathering in honor of Martin Luther King Jr. in January, a discussion of what it means to be a Quaker school today, an update on our comprehensive campus planning, and more.

In a world that feels ever more fractured, fragile, and perilous, our students are hungry for meaningful ways to think, act, and be in the world—as agents of change and advocates for peace. Being in community with all of you, whether near or far, and sharing human connection helps fuel my own sense of hope. I hope it does for each of you as well.

In peace,



Karen

STRENGTHENING CONNECTIONS, BUILDING COMMUNITY

Nurturing Children In A Fast-Moving Digital World

The following interview, published in Health & Healing in the Triangle *in September 2023, examines what social, cultural, and environmental factors are most affecting students now. Karen Cumberbatch is in her seventh year as Head of School. John Sharon is in his second year as the Assistant Head for Teaching and Learning, having served in schools throughout the Triangle and Northeastern United States. Lisa Wilson Carboni is in her second year as Director of Curriculum. She began her career at Carolina Friends as the Lower School Head Teacher in 2007.*

Q: Deeply relational learning has long been core to the educational program of Carolina Friends School. How do you see that manifested today? Are there ways it has changed as society has changed?

Lisa: We've always held up the importance of relational learning. Moving through a global pandemic really shone a light on how important that aspect of an education is. As children were experiencing that trauma, it wasn't the reading, math, or other skills that helped students. It was the relationships that our staff built and continued to nurture, even remotely, that helped see our students through. Even with that, students have come back to us with social-emotional challenges that we feel arose from pandemic conditions, and we've had to put extra attention and care into creating and sustaining those supportive, intentional relationships, to help rebuild the students' sense of safety and belonging.

John: The irony for me is that we are both connected to the global village and disconnected at the same time—adults and children alike. In trying to teach from a distance, all educators saw just how "incarnational" the role of relationships are in teaching and learning.

Lisa: Students need to truly be seen by their teachers, friends, and family. They need to relearn to trust people around them, so that they have opportunities to act on that trust and have it pay off for them. They need to be surrounded by plenty of laughter and lightness. And it's important for us all to provide children with intentional, authentic spaces to really express how they're thinking and feeling.

Karen: When we're talking about education, broadly, we're often talking about the landscape of building habits through repetition. For us (as teachers), we have to be really mindful not to make assumptions about what habits our students are bringing to our community and the classroom. We can't assume that everyone has the same understanding about how to be in relationship with others. It is important to make visible the intentional work (needed) to build and nurture those relationships, and to articulate that importance to students as moments arise, throughout the day and year.

John: Students need a sense of safety in which failure and struggle are expected. That was really lost during the pandemic, and parents/guardians were panicking about things their children were losing, which inadvertently created an unspoken bar of not failing. The "magic sauce" to a powerful educational experience is cultivating a sense of joy in the classroom. Joy is an important and unexplored notion of teaching and learning. When you ask kids who their

favorite teachers are, it's always the teacher that brought joy to the work.

I once heard a child psychologist say to parents and guardians: "be the thermostat, not the thermometer." As a child's emotions heat up, bring the temperature down—don't reflect that rising temperature. It's not about preventing struggle from happening, it's about offering perspective when that struggle occurs. And providing a space for their emerging identities as people to grow.

As parents, we can give our children the gift of experiences and failures, not a smooth path. Let them experience other adults in their lives. Sometimes a child needs to hear something from an adult that is not their parent, and having those people in your life ahead of difficulties is really important.

Q: What about the role of technology and social media? How is that impacting children's ability to develop their whole selves, as individuals and in relation to others?

Karen: As both a connector and a potential dislocator, social media does allow you to develop community that is not delimited by geographical proximity but by interests or identity. Conversely, those same tools and communities can ostracize, such as how "cancel culture" on a global scale can affect people.

John: Social media has really altered the landscape with regard to truth. Not just the American political landscape, but so many things. What is trustworthy? What is true? What is real? Those are hard questions that both children and adults grapple with all the time. Social media in particular can be an "echo chamber," because of algorithms and AI. It becomes a place for confirmation bias for any particular belief. I've also really been thinking this summer about the role that social media plays in warping rather than developing identity.

Karen: One thing that has really been resonating with me is how a culture of affirmation through "likes" on social media causes more inflammatory statements or ideas to be spread more widely. That's what's being demonstrated by so many of the adults in children's lives. What we are paying attention to in the news is often the biggest, the loudest.

You miss your ability to use your own self as a witness to what is real and experienced, which removes the chance that something has been doctored or that someone is misrepresenting the reality. For instance, someone might be tempted not to travel to a place because of the information they have about that place—information that may not be accurate.

> "The 'magic sauce' to a powerful educational experience is cultivating a sense of joy in the classroom."
>
> — John Sharon

Q: Noting the ways in which children have tools to both create community and isolate themselves and each other, how can we best help children build interconnectedness?

Lisa: One way we do that at Carolina Friends is through advisory groups in the Middle and Upper Schools and intentional classroom groupings in Lower School. With younger children, we do a lot of role-playing for interpersonal situations that might arise, particularly those we may have previously assumed children would have awareness of, pre-pandemic. We like to provide children with choices to make in times of conflict.

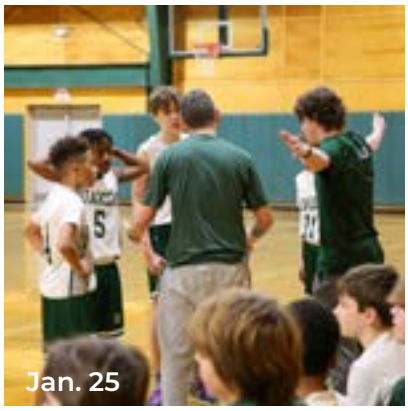
SOCIAL CONNECTIONS

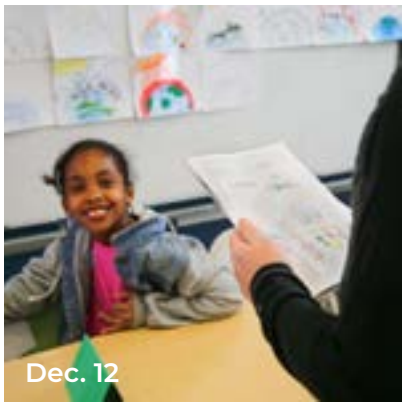
Check out some of our most popular photos from social media this fall! Be sure to follow us on Facebook, Instagram, and YouTube: @CarolinaFriends.


Nov. 13


Nov. 21


Dec. 18
The Durham Early School shined at its annual Festival of Lights.


Jan. 25


Dec. 12


Jan. 29

John: A parent/guardian only has one perspective. Multiple perspectives are necessary in the growth of a child, and that (means that) no one person oversees the whole process. There's a lot of trust in that, and a lot of humility. This is why we at Carolina Friends School offer so many different perspectives and opportunities for children to grow, because everyone has a role to play in educating a child. You can't do it in a two-dimensional space.

Lisa: That's why I sent my own children to Carolina Friends, so they would have that village, and the other families and staff helped raise my children. I don't have the hubris to think I could do it all on my own—that would be so high-stakes. I knew that areas in which I was lacking were addressed and filled by others. Teachers here don't just teach subject lessons; they take as a charge teaching children how to be and become fulfilled humans.

It takes active engagement from all roles to really do that. If I could ask only one thing of parents or guardians, it would be to be calm, be a listener, help celebrate challenge and discovery. It's hard. There's a study that compared parents whose highest value was their child's happiness versus those who more highly valued their child's ability to be kind. As they tracked those children, the ones who reported being happiest in adulthood were the ones whose parents wanted them to be kind.

Karen: In our society, there are diminishing numbers of people in community and faith organizations, and extended families are further spread. It meant something to me that on my block growing up, if my parents weren't watching, I knew my neighbors were! That tangible sense of community is feeling diminished. Schools have a huge potential to help fill some of that need. Intentionally building connections among our families strengthens and deepens the potential for our community.

John: That loss of some other community types is a real one, to not have more adults be representative perspectives. That pressure is really being put on schools now. There

"Teachers here don't just teach subject lessons, they take as a charge teaching children how to be and become fulfilled humans."

— Lisa Carboni

are school libraries in some places that are hiring social workers, because the losses of those community spaces outside of home and school is so real. We're all feeling more isolated, under the illusion that we're more interconnected.

Karen: There's that often-used metaphor of putting on your oxygen mask first. How are we, as adults, self-regulating and setting our own emotional thermostats. There are so many potential things we could be reacting to at any given moment. We also need to give ourselves the tools to cultivate joy and self-regulate emotionally.

Lisa: All those things that kids need to feel belonging and a sense of safety are also true for adults. We have to tend to ourselves as well as our children. Recognizing when we need to step back and take a breath is a powerful way to help our kids feel less anxious and unsettled.

— Katherine Scott





SERVICE TOGETHER

After Middle Schoolers learned about hunger, food scarcity, and food insecurity in our community, they challenged all families across Carolina Friends School campuses to contribute to the **all-school food drive**. In total, they donated a remarkable 1,670 pounds of food for PORCH and Table NC.







MLK DAY 2024







Photos by Satsuki “Sunshine” Scoville ’90 and Erin Reitz Adams









On January 15, Carolina Friends School hosted all in the greater community for the annual Martin Luther King Jr. Day program. This year's theme was "Love is the only force capable of transforming an enemy into a friend..." and the program also honored the legacy of Pauli Murray, a transformational civil rights activist from Durham.

Members of the community performed as drummers, sang in the choir, and shared poems and words of wisdom. We were especially grateful to be joined by Rosita Stevens-Holsey, niece of Pauli Murray and author of the middle-grades book *Pauli Murray: The Life of a Pioneering Feminist and Civil Rights Activist*.

This year, Pauli Murray will be honored on a US quarter. In the weeks leading to the gathering, students in Lower through Upper Schools were invited to create their own quarter designs celebrating other individuals they felt were under-recognized.

In the afternoon, the Parent-Staff Association (PSA) organized a variety of service opportunities with partners at Durham Rescue Mission, Urban Ministries of Durham, and Book Harvest. This year, over 3,300 books were collected from the community to donate to Book Harvest as part of their "Dream Big" annual event.

— Katherine Scott

SPREADING THE LIGHT



Amelia Shull is leveraging her 23 years of experience to uphold and amplify Quaker values in the Upper School.

Tell us, Amelia, how did your journey with Carolina Friends School begin?

I worked at Southeastern Camera in Carrboro, while teaching at Durham Tech, Durham Arts Council, and the Carrboro Arts Center. Steven Whitsett, the Carolina Friends School photography teacher (at the time), was a camera shop regular. I began subbing for him, and when he decided to leave the school, I filled his position as a part-time photography teacher here, then swapped into a full-time role. Over the last 23 years I have created many End of Year Experiences and group programs, been an advisor, and taught more than 30 different arts, social studies, PE, and adolescent wellness and health classes.

What has inspired your long tenure as a Quaker educator?

The Quaker Youth Leadership Conference has always been a deep source of energy for me. It's an annual gathering that connects about 150 staff and students from Quaker schools all over the world.

Initially, I went to these conferences with beloved Carolina Friends teacher Jamie Hysjulien. He and I then hosted the conference in 2018 at Carolina Friends School. Sadly, he passed in 2019. He was one of my most influential mentors and favorite people. My own kids called him Grandpa Jamie and are friends with his grandchildren. He was the person I would go to for answers and for grounding in my understanding of Quaker education.

I've also built so many rich relationships with other Quaker school staff; they continue to be a really important anchor for Quaker identity as I work at Carolina Friends School. I get so many ideas from other folks doing similar work. My new role was inspired by conversations with Friends School colleagues at other schools who do similar work.

Tell us about your new role.

This year, in addition to teaching art and CFS Life, I'm serving as the Upper School Quaker Education Coordinator.

I recently co-clerked the Religious and Spirituality Educators' gathering hosted by Friends Council on Education, we've had meaningful discussions about how the number of young people in Quaker schools greatly outnumbers the number of adults who are currently members of Quaker meetings—so Quaker schools are the places where most Quaker-centered education is happening. I'm really excited to fill a position at the Upper School where I can spend intentional time ensuring that we are infusing Quaker values and practices into the work we do.



Amelia Shull (L), Jamie Hysjulien, and the 2017 Carolina Friends School Quaker Youth Leadership Conference attendees in Brooklyn, N.Y.

In your first year as Upper School Quaker Education Coordinator, what has been your focus?

At the beginning of the year, we put out an open invitation to Upper Schoolers to participate in a Quaker Youth Leadership Club. Six committed and thoughtful eleventh graders joined. Not only did they participate in this year's Quaker Youth Leadership Conference, but they also have been intentionally planning the calendar for Meetings for Worship and enhancing Upper School Quaker life all year long.

The other thing that this role has allowed me to do is infuse Quaker values and practices into our student-run clubs in partnership with John Utz [Upper School Dean for Students].

This job has allowed me to actively teach leadership skills through a Quaker lens. We are able to look at clerking practices as having the potential to engage together through anti-racist, non-patriarchal structures of decision-making, where each individual can bring a piece of their truth to the group. At other schools, students have to be voted on to become club leaders. But not here. If there is something our students want to share with others and build community around, they can do that. There needs to be space for every individual to believe that they have the ability to lead, either boldly from the front or in supporting roles. In some ways, Leadership is redefined as community-building. Many hands make light work, and diverse points of view are vital. Teens are poised to imagine as individuals and bring forth ideas collectively in a way that is exciting and inspiring. I have enjoyed having the time to support them and help create focus through the use of our Quaker lens.

What excites you about coming to work at Carolina Friends School?

Quakers believe that everyone has a piece of the truth; so, I get to be in a community of people seeking answers together. As an educator, this means I'm actively engaging in an anti-hierarchical model, which is really rewarding and allows me to be open to new ideas.

There's also some degree of novelty and joy that I seek in my work and as an educator. Every day provides new discoveries. I really love teenagers. They are funny and audacious, bold and curious, cautious and brave. And I love that the central part of my work is to support their arc toward independence, while building their capacity to listen deeply to themselves and others.

— Erin Reitz Adams





In January, the Quaker Youth Leadership Club (right) attended the Quaker Youth Leadership Conference in Philadelphia. Next year, Carolina Friends School will host this keystone event.

WHAT'S QUAKERISM GOT TO DO WITH IT?

What does it mean to be a Quaker school in 2024?

Across campus, it means providing a nurturing environment centered on developing the whole child. In the classroom, it means embracing open-minded educators and truth-seeking learners. In the community, it means valuing the Light in everyone.

But there's an intangible quality—a vibrant energy that permeates the spirit of our school—that is instantly felt and hard to describe.

"Sometimes people come here and they say, 'This community is so amazing,' and they think it's magic," says staff clerk and Middle School teacher Ida Trisolini. "But it's not magic. It's work; and it's work that we choose every day."

Carolina Friends School was founded upon this steadfast stewardship in 1962 and is one of 76 Friends schools currently in operation across the country – the oldest tracing its roots back more than three centuries, to 1689.

Each school maintains a distinct identity while sharing a common commitment to the "SPICES," an acronym for the Quaker values of simplicity, peace, integrity, community, equity, and stewardship. All 76 schools also benefit from resources provided by the Friends Council on Education, which aims to help Friends schools maintain their Quaker identity and their relationship with the Religious Society of Friends.

In early January, Drew Smith, Executive Director of the Friends Council on Education, came to Carolina Friends School to lead a staff development day and an evening presentation for current parents and guardians as part of our "On Mission" series. Both events examined the ways in which our Quaker philosophy informs the mission and work of our school.

One of the most readily apparent practices that connects us to our philosophy, and to the SPICES, is the use of silent reflection.

"Silence seems simple, but it's not easy," said Smith."It took me a lot of practice to get good at settling down and preparing my heart and mind for deep listening."

When Drew Smith was in fourth grade he visited a Quaker meeting for the first time with his family. He expected music, a sermon, and congregant conversation. Instead, he sat in complete silence. He was stunned. Visitors to Carolina Friends who are able to experience a Settling-In at the beginning of the school day often share that same surprise and appreciation for the ways in which shared silence is practiced—even by our youngest students.

During the "On Mission" panel, Smith passed the mic to Carolina Friends School teachers to speak about how Quaker values show up in their work.

"We listen," shared Lower School teacher Linda Dixon. "Teachers listen to students... students listen to each other...and parents have roles as listeners and ones who are listened to. Because we believe that truth may be revealed through anyone in the community—no matter their age or role—we all listen."

Middle School Science teacher Tommy Johnson explained, "We look at each student to see what they need and through continual feedback, we adjust our approach to teaching. Many of the decisions we make, as teachers and as a school community, stem from our commitment to being reflective and responsive."

The "On Mission" series itself has bloomed from this commitment. In response to the detrimental social impact of COVID-19, staff members saw a need for community re-building and introduced "On Mission" to gather and educate families on issues that are important to them. Past "On Mission" discussions have covered diversity, equity, and inclusion at Carolina Friends School, anxiety in youth, and conflict resolution practices for families.

By holding space for meaningful conversations—like the panel with Drew Smith and Carolina Friends educators in January—the "On Mission" series invites families and staff to connect, learn, and engage in deep inquiry and self reflection.

Work like this is what allows us to remain rooted in stewarding our school for past, present, and future community members.

"We're not just attaching the ancient cobwebs of Quakerism to our educational settings," Smith shared during his presentation. "Quakerism should constantly be in flux—inspiring today, tomorrow, and the next day."

— Erin Reitz Adams

peaceful schools nc

Peaceful Schools NC is a program of Carolina Friends School that provides strategies for building and sustaining positive relationships within school communities so that all members can thrive.

Sharing our Quaker values of peace education and conflict resolution with so many teachers and students beyond our campus is more important than ever.

To learn more, visit **peacefulschoolsnc.org**.



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750
educators and school leaders trained, impacting 8,000+ students

$5K
allocated to training and support for Title 1 public schools

98%
of participants rated their experience with Peaceful Schools NC as valuable

CAMPUS PLAN UPDATES

Our holistic look at how we are utilizing and stewarding the more than 126 acres of our Main Campus is shaping up, as the architects at WFArchitecture (formerly Weinstein Friedlein) have digested rich feedback and idea generation from the greater learning community.

The firm was selected after a competitive process, with proposals from eight architecture firms, in fall of 2022, and we are continuing our nearly thirty-year relationship with them as we seek to ensure that our campus is sustainable, meets the needs of our program, and continues to be deeply connected to our natural resources. After a comprehensive site assessment was conducted with landscape architect firm CLH Designs, Ellen Weinstein and Andy Goolsby of WFArchitecture began meeting with the steering committee and conducting listening sessions with staff, unit by unit, as well as Upper School students. In June of last year, a walk-and-talk event hosted on campus and an online survey expanded the gathering of ideas to the larger community.

Director of Facilities Mark Shanahan notes, "This whole campus planning process has allowed all stakeholders to be involved and have a voice in the direction of the school's land and building designs for our present and future generations."

Initial plans based on that feedback incorporate more intentional outdoor spaces for learning and gathering, greater campus accessibility, safer and more logical vehicle and foot traffic patterns, and creek habitat restoration, among other ideas.

The facilities already identified as needing the greatest attention are those of the Upper School. Through this process, two options were identified: to renovate or add to the existing buildings or to build a new facility for the program and repurpose and reimagine the existing buildings. Current Upper School staff and students have been integral in thinking through these options. In January, a robust group of current Upper School staff spoke to the Board from their perspective about the needs of the program and their visions for the future.

"We're excited to bring a greater match between the teaching and learning we want to do and the spaces in which that can happen," reflects Upper School Head Jon Lepofsky. "Over many years, as the Upper School staff and student populations have grown, it's become clear that our physical spaces can limit what we do. At times it feels like staff and students make magic happen despite, rather than because of, the physical spaces. We're so excited to envision an Upper School with spaces that embody our values and our teaching so that the physical spaces facilitate what is unique about our school."

The Board will now examine the data collected on current facility use, including programmatic connection and square footage per student, together with a cost-benefit analysis, and the feedback from students and staff, to determine the best way forward.

"In the coming months, we aim to have clarity on the core elements of the campus plan, including meeting Upper School's physical plant needs," says Head of School Karen Cumberbatch. "Among the considerations are how to best steward financial resources, including future fundraising, while keeping our tuition as affordable for families as possible. It is exciting, particularly as we are approaching our sixtieth anniversary, to be thinking about improvements to campus that will benefit families another sixty years into the future and shape the formative memories of our students for decades to come."

— Katherine Scott,
Director of Marketing and Communications



NEW WOODED PLAY STRUCTURES

This spring, construction will begin on a new Lower School playground to replace aging structures that are at the end of their lifecycles. This whimsical, wooded play space is being designed by the firm that created The Museum of Life and Science's Hideaway Woods.

THANK YOU!

Below are the community members whose financial donations in 2023 helped support our students and staff. We are grateful to each and all of you for helping make our students' daily experience more, better...different by design!

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Micah Guindon and Gigi Burkhalter
Mustafa Gultekin and Mabel Miguel
Katie Gustafson and Ron Westlund
Claire Guze '32
Jon and Karen Guze
Tessa Guze
MJ and Terry Hackney
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Sarah Hakes
Chip Hale
Pete Hall
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Jason Hart and Elizabeth Hart
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Fran Houck '83
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Emily Hull-Ryde and Bill Webster
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Mike Iskandar '97
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Tommy Johnson and Beth Ann Brubaker
Danielle Johnson-Webb
Doug Johnston and Kathleen Davidson
Jana Joksimovic
Alice and Jim Keighton
Steve Keighton '82 and Debbie Keighton
Scott and Sarah Keller
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Alison Kibbe '08
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Laura Lamberson
Susanna Lambert
Terry Landers and Barry Bassett
Andrew Lane '17
Lisa Lanier
Rick and Cynthia Larrick
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David and Becky Laudicina
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Cortney Lo
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Claire Millar
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LEARNING IN RELATIONSHIP

Among the advice our seniors recently gave the ninth-grade class was to “take advantage of the resources you have—build real relationships with your teachers.” Our staff work hard to fully see each student. Relational learning remains as crucial to our program as sixty years ago.



ALUMNI NEWS



Pictured above:
Mallory Konell '04 and Nico Boyd

CALLING ALL ALUMNI!

Henry Walker would like your reflections on "What are things I learned at Carolina Friends that I use in my life?" sent to punmasterhenry@gmail.com.

Sutton Freedman '06 and his wife, Jenna McMullan Freedman, are expecting their second child in October. They have a two-year-old named Zoey. Sutton is a public defender in Decatur, GA. He graduated from Emory University in 2010. He then earned a graduate degree from the University of Georgia in 2016 and a law degree from Georgia State University School of Law in 2019.

Will Cross '96 spent the spring researching information policy issues at the Universiteit van Amsterdam and conducting research in Glasgow, Dublin, London, and Paris as a Fulbright Schuman Innovation Fellow. He was joined by his wife Kimberly and son Michael, who made a formal study of the playgrounds and patisseries of Europe.

Lance Britt '75 founded his company Across the Canvas Productions in 1978 to give others the opportunities he had growing up in the entertainment industry. In 2022 he was named vice president of Next Level Aquatics, founded by Major Matthew Prane. In 2023 he was also named vice president of We Kan Tu Kidz Kamp. His show *Blank Surfaces* is currently in season 24 and his film *Consoling the Stars III* went into production in October of 2023. In addition to his roles at his company and at nonprofits, he is an advisor to companies all over the world.

Julie Rose Hinson '09 opened a pop-up art gallery featuring her pottery and that of another local Durham potter last November in downtown Durham.

Zoe Lindsey-Mills '16 started her masters program for genetic counseling at the University of Cincinnati.

Mallory Konell '04 (also a former MS teacher) and Nico Boyd were married on May 20, 2023 at Windy Hill Farm in Cedar Grove, NC. All the flowers were lovingly provided and masterfully created by alum teacher Lisa Joyner of Fireside Farm. Mallory and Nico met in 2019 and developed their connection as rock-climbing buddies. They reside in Los Angeles, CA, where Mallory continues to teach math and social studies at an independent school. Nico is an urban planner for the city of LA.

In Memoriam

On Tuesday September 26, 2023, alum **Chris Smith** passed away at the age of 61. Will Anderson writes, "I knew Chris most of my life, first meeting him at CFS. He was a brother to me and a family member to our family. He will be deeply, deeply missed. His smile, contagious laugh and positive outlook, even when the future wasn't always positive for him, was an inspiration. Rock on brother." We're grateful to Will Anderson for sharing this news.

ALUMNI, SHARE YOUR UPDATES!

Births, marriages, professional news—whatever you'd like to share.

cfsnc.org/alumnotes







It was wonderful to welcome alumni home this winter for basketball, volleyball, and Ultimate games with current students. Many thanks to all who helped organize and who attended!

CAROLINA FRIENDS SCHOOL

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JOIN US IN CELEBRATING OUR 60TH!

Save the date for the weekend of April 26, 2025.

We're planning reunions, a Meeting for Worship, and an all-community party at the Haw River Ballroom with family-friendly activities, music, food, and drink.

Throughout the 2024-25 school year, expect invitations to come back to campus. We need you, for you are part of us!