We & Thee

SUMMER 2026



THERE IS NO AGE LIMIT TO LEARNING AND LIVING WITH PURPOSE.



Carolina Friends School's curated trips for curious adults are rooted in reflection, connection, and joy. Upcoming travel opportunities include:



Racial Myth & Memory | Wilmington
October 4–5, 2026

Join this immersion into Gullah Geechee history and culture, the city's 1898 racial coup and massacre, the injustice of the 1970s Wilmington Ten, the visionary art of Minnie Evans, and more.



Creative Justice Journey: Race, Art & Memory | Montgomery & Atlanta
November 11–15, 2026

With artists and other seekers, bear witness to the history of racial injustice through the transformative lens of the arts at the Equal Justice Initiative's Legacy Sites and beyond.



American Musical Journey | Memphis & Mississippi
Early March 2027

Enjoy live music and learn from music historians and performers as we explore the connections between race and the soundscapes of the Delta: blues, country, gospel, hip hop, jazz, rock, soul, and more.

Learn more at cfsnc.org/AdultEnrichment.

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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We & Thee

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Cover photo and above: Students in the Upper School End-of-Year Experience “Friends through Film: Al-Andalus,” led by Ahmed Selim, Carter Hodge, and John Utz, explored the rich cultural and historical connections between Morocco and Spain, including an unforgettable camping excursion in the Sahara Desert.



A NOTE FROM KAREN

Preparing for this issue of the magazine, I have reflected on two of our most deeply held Quaker values: cultivate peace and seek truth. We talk about these Quaker tenets in Meeting for Worship and wrestle with them in our classrooms. But as I look at the world today, it feels critical to add a vital caveat about both: neither peace nor truth nor any of the other Quaker tenets is possible without taking risks.

To seek peace is not to seek comfort; it requires the brave risk of confronting injustice. To seek truth is not to settle for easy answers; it requires the vulnerability of admitting when we are wrong and actually listening to others.

Quaker discernment asks us to approach challenges with an open heart and "proceed as way opens," to seek a deeper place of discovery with patience and attentiveness to our Inner Light, or conscience. In contrast, our society often associates risk-taking with speed and recklessness. Are these concepts at odds?

For me, they are not. Thoughtful discernment does not mean avoiding risk. In fact, it requires that we embrace uncertainty. "Proceeding as way opens" is an active, living process. It is not an excuse to sit back and do nothing. Sometimes, way only opens after you take a terrifying first step into the fog. Sometimes, the path forward becomes clear precisely because you leaned into vulnerability, hit a roadblock, and had the courage to pivot. And even when the pieces fall neatly into place, taking action still requires the bravery to step forward into the unknown.

To fully live a purpose-filled life, we have to engage in positive risk-taking and embrace the possibility of failure. In a culture that treats failure like a permanent stain, we must know that failure is only permanent when we choose to let it be the end of the story.

The legendary Toni Morrison once said:

> *As a writer, a failure is just information... I recognize failure—which is important; some people don't—and fix it, because it is data, it is information, knowledge of what does not work.*

Think about that. When you stumble, you have not lost. You have simply gathered data. You have acquired the invaluable knowledge of what does not work. When we take risks without fear of this data collection, we free ourselves. We realize that the worst-case scenario isn't making a mistake—it is letting the fear of making a mistake keep us frozen in place.

In 1964, when our founders, including Peter and Martha Klopfer, envisioned Carolina Friends School, they were engaging in courageous, reflective risk-taking. And for more than sixty years, with the guidance of Peter and Martha and so many others, we have continued to lean into their audacious dream. Even as we mark Peter's passing, that legacy continues to drive us forward.



Karen Cumberbatch

SOCIAL CONNECTIONS

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


Feb. 5


April 23


April 3
Thanks to everyone who joined us for a joyful Grandparents Day!


May 14


May 22



June 17

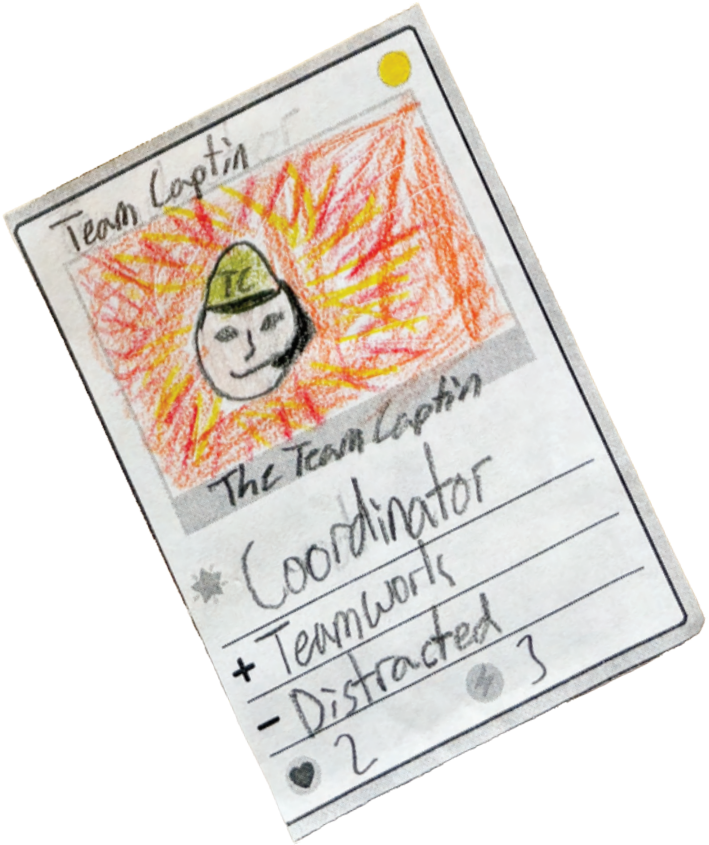
DISCOVERING OUR SUPERPOWERS

One morning in the Dogwood Class, teacher Jules Collins posed a question to her students: If you had a superpower in our classroom, what would it be?

The answers came quickly. Students named flying, teleportation, and invisibility. Giggles ensued. There was a lull. Then the tone shifted. “Creativity,” one student offered. Others picked up the cue and listed empathy, peacemaking, curiosity, and helping people feel better when they are sad.

The conversation invited students not to imagine powers of fantasy, but to reflect on the strengths they already carried within themselves and the ways those strengths could support their community.

What began as a classroom exercise soon became a powerful example of the kind of learning Carolina Friends School seeks to cultivate every day.



As we celebrate our sixty-first year, our community continues to ask an essential question: How do we prepare students for a future we cannot yet fully imagine, while helping them grow into people who will shape the world with courage, compassion, and integrity?

At Carolina Friends, the answer begins with our mission. We seek to empower students to think critically, creatively, and independently while fostering both active exploration and quiet reflection. Inspired by Quaker values, our learning community encourages students to engage deeply with one another, wrestle thoughtfully with complex ideas, and discover the unique strengths they bring to the world.

In many ways, the Dogwood Class project became a vivid expression of that mission in action.

Jules’s teaching partner, Brad Stackhouse, took the students’ ideas home and, drawing on his background in game design, began imagining how their “superpowers” might come to life in a collaborative game. He created character cards and team-based challenges where players work together to solve problems, navigate emotions, and support one another.

The first version was imperfect. Then came another, and another. Students tested the game, refined the rules, suggested new ideas, and shaped the experience together. Through the process, the classroom became a laboratory for collaboration, imagination, and community-building.

As Brad reflected on the project, he described wanting to create something that helped students “work collaboratively, identify emotions, and find pathways from being dysregulated to regulated.”

What emerged was more than a game. It was a way for students to practice empathy,

teamwork, self-awareness, and fairness while discovering how their individual strengths contribute to a larger community.

Brad noticed deeper growth unfolding as the project evolved. “They’re really interested in fairness and balance, and are starting to develop their values and what they believe in,” he observed. “That sense of ‘Oh, I’m not the only one…,’ the sense of community and group identity starts to be important.”

The experience also reinforced something essential for the adults involved: education at Carolina Friends is not simply about delivering information; it is about creating the conditions where truth, creativity, curiosity, and connection can emerge collectively. As Brad reflected, “It’s better if we do it together.”

Moments like this unfold every day across Carolina Friends School. They happen in classrooms, on the playground, in Meeting for Worship, and through artistic expression, scientific exploration, athletic competition, and service to others. They happen because talented educators create spaces where students feel safe enough to ask questions, take risks, and grow into themselves.

In a rapidly changing world, students need more than academic preparation alone. They need empathy, resilience, creativity, and the ability to work collaboratively across differences. Through a conversation about superpowers, they discovered something deeper: that the strengths we bring to a community become most powerful when they are shared.

— Deb Feinberg, Director of Advancement



Opposite: An example of a student-made game card that shows attributes of a particular character. In the game, students take turns playing cards in their hand and watch as the group dynamic shifts in the unfolding scenario.

Above: Lower School teacher Brad Stackhouse guides students through a card game in which a real-world conflict is presented, and students play cards that can increase the negative energy of the situation or de-escalate it.

SEEKING TRUTH IN THE AGE OF ARTIFICIAL INTELLIGENCE

In the 2023-2024 school year, when Director of Technology Chip Hale created an artificial intelligence (A.I.) ad hoc committee with Middle School Librarian Ruffin Powell, the question they were asking felt largely hypothetical: how might A.I. tools someday change teaching, learning, and the daily life of our school?

That "someday" arrived fast.

The committee has since expanded to include Director of Curriculum Lisa Wilson Carboni and Assistant Head for Teaching and Learning John Sharon. Their perspectives on artificial intelligence vary, but everyone agrees: the use of A.I. demands critical attention and thoughtful discernment.

Holding Complexity

When Chip attended a state-wide conference on technology in education last fall, he estimated that more than half of the sessions focused on implementing A.I. in schools as quickly and comprehensively as possible.

"Most folks at the conference were *all in*—not pumping the brakes," Chip reflected.

Meanwhile, as Ruffin connected with librarians from other Quaker schools, she encountered a much more skeptical tone toward the technology: artificial intelligence prioritizes speed, efficiency, and scale, while Quaker education asks us to slow down, seek truth together, and remain accountable to one another and the Earth. And for every benefit A.I. promises, an equally pressing concern exists, such as:

- Inclusivity vs. Bias: A.I. can help create more inclusive classrooms by supporting students with diverse learning needs. At the same time, research has shown that generative tools can reproduce biases and amplify harmful stereotypes.
- Convenience vs. Sustainability: The technology offers unprecedented convenience; however, that convenience carries massive environmental costs. Beyond the enormous energy and water demands required to train and operate large-scale models, the intensive mining of raw materials for A.I. hardware inflicts severe, toxic damage on local ecosystems.
- Insight vs. Privacy: A.I. can analyze vast amounts of information and identify patterns humans might miss. But sharing data with these systems raises ominous questions about privacy, ownership, and surveillance.

Such tensions resist black-and-white conclusions.

To explore this further, Chip and Ruffin attended "A.I. Across Friends Schools," a gathering at George School in Newtown, PA, that brought together educators and administrators from Quaker institutions across the country. Unlike many technology conferences centered purely on rapid A.I. adoption, this event invited participants to dwell in its complexity.

"As Quaker educators, we are deeply practiced in questioning, listening, and sitting with uncertainty," Ruffin said.

Designed as an "unconference," the two-day event was entirely participant-driven. Attendees proposed conversation topics on sticky notes, collectively determined the agenda, and moved freely among sessions. Throughout the entire experience, their shared Quaker testimonies—simplicity, peace, integrity, community, equality, and stewardship (SPICES)—served as ethical touchstones.

A Living Document, Guided by Queries

One message echoed throughout the conference: trying to write a permanent A.I. policy today is like trying to carve internet regulations into stone back in 1995. Because the technology is evolving so quickly, guidance must be grounded in core values rather than fixed prescriptions.

At Carolina Friends School, the ad hoc committee has met this challenge by developing the "AI Guidance for Staff Use" document, now integrated into the staff handbook. Rather than relying on rigid rules, the framework anchors itself in queries designed to inspire ongoing conversations and discernment.

While certain boundaries are non-negotiable—student information must remain private and staff are to use only the school's secure Google Gemini platform—the day-to-day application of A.I. is left to some professional discernment.

Because of this, the integration of A.I. looks different from classroom to classroom. Many teachers are already weaving media literacy training into their lessons, explicitly outlining where technology can enhance the learning process and where it threatens to cut corners around critical thinking.

Ultimately, the goal for us is to protect the heart of a Friends education. The productive struggle of wrestling with complex ideas, learning from mistakes, and discovering one's own voice cannot be outsourced to an algorithm—nor can the sacred work of learning to live in community. These require a deeply human connection.

"As artificial intelligence reshapes education, perhaps the most important questions are not simply what these tools can do, but what kind of people we hope our students become."

What's Next

As artificial intelligence reshapes education, perhaps the most important questions are not about what these tools can do, but what kind of people we hope our students become. The committee is next working on documented guidance for student use, mindfully tailored for different age groups.

Technology will continue to evolve. New tools will emerge. Policies will shift and adapt. But the practices that have guided Friends education for generations—deep listening, thoughtful questioning, communal discernment, and a commitment to truth—offer a constant compass.

There are no easy answers, and the ad hoc committee isn't rushing to fabricate them. But as Carolina Friends navigates this new frontier, the community is proving that the best way to face an uncertain technological future is to lean heavily into our oldest, most deeply held human traditions.

— Erin Reitz Adams

GLOBAL CONNECTIONS, RELATIONAL SPACES

How our Early School educators incorporate best practices from around the globe into highly intentional program design

As sunlight streams through the windows, a group of three- and four-year-olds gravitate toward different parts of the classroom. One of the children enters a building area, wondering what new materials might be waiting, and discovers a new bin with bungee cords and plastic shower hooks has been placed on the floor. Turning excitedly to the others, the child says, "Let's make snakes!" and they begin to connect the cords to the hooks.

What might look to an adult like a collection of random materials is, in fact, a thoughtful invitation to learning. Carefully curated by an Early School educator, these objects help children explore the physical properties of materials and discover new ways to connect with the world around them. In this particular case, the unexpected but sturdy and tensile objects enabled the students to stretch their bodies and their minds. It is an actual example from co-teacher Hallie Montgomery in our Chapel Hill Early School's Rainbow Class room.

"We notice children connecting things all the time," Hallie, who just celebrated her twentieth year with us, observed. "It could be lines they're drawing on paper, or connecting one truck to another with pipe cleaners. Finding different materials that are interesting, and being willing to observe their play and not impose your own ideas for the materials' use, allows the children to show us what they need to continue that discovery."

For Hallie, this relates to an observational theory that identifies nine universal schemas of children's play: connecting, enclosing, orientation, positioning, rotation, transforming, trajectory, transporting, and dismantling. Seeing this framework in action was a highlight of a recent visit to the Mulberry House Playschool in Brooklyn, New York, The site visit was just one of the many ways that the highly skilled educators across our three Early School campuses—Durham, Chapel Hill, and Main Campus—continue to seek out new ideas and inspirations from educators around the world.

Another recent pivotal experience was Durham Early School Head Teacher Carmen Raynor's study tour of New Zealand's early childhood program—an opportunity to observe and learn about their national early childhood curriculum, Te Whāriki. The Māori word Te Whāriki translates to "woven mat," and the curriculum's bicultural framework is organized around key values of Māori and English worldviews. The curriculum includes four core principles: Empowerment (Whakamana), Holistic Development (Kotahitanga), Family and Community (Whānau Tangata), and Relationships (Ngā Hononga). It also includes five strands of learning and development: well-being, belonging, contribution, communication, and exploration.

Durham Early School has long drawn inspiration from the Reggio Emilia approach, and Carmen was eager to compare the early childhood programs in New Zealand with what she's seen in action in Reggio Emilia itself and in our Quaker classrooms. A key feature of Reggio is documentation of children's work, which is displayed in classrooms. Carmen, entering her thirtieth year with us, noted that streamlined documentation in New Zealand, with more visuals and fewer words, made the intellectual work of the children more accessible to families. She also noticed that, like our Early Schools, those in New Zealand heavily emphasized outdoor learning, and



Materials organized into areas of play-based learning at our Durham Early School, a common feature across our three Early School campuses.

she was inspired by the seamless transitions between indoor and outdoor spaces.

Last spring, Carmen shared her observations from her time in New Zealand with the teachers across all three Early Schools. One component of the Te Whāriki curriculum is that children are continuously in a cycle of making intentions, experimenting, and reflecting on their discoveries. Campus Early School teacher Willette Zigbuo said, "This is already an integral part of Campus Early School's program, because so much of our work is inspired by the HighScope curriculum." HighScope emphasizes scaffolded, participatory learning through direct experiences to build problem-solving skills.

Because our Early School educators are so experienced and trained, they are able to nimbly shepherd the students as they learn and grow each day. This requires constant planning outside the classroom so that the children are challenged to make their own discoveries and develop a lifelong love of learning.

"The culture of lifelong learning permeates every part of the Early School program," Carmen said. "We embrace our Quaker belief that Truth is continually revealed through our research of other early childhood models and schools. United in our Quaker values, the Early School staff is excited to share our learning with one another to enhance the overall quality of our program, and to create a place of joy, belonging, and intellectual curiosity for our students."

—Katherine Weaver Scott













SPRING
PERFORMANCES

1

MIDDLE SCHOOL

Seussical Jr.

February 20–21

2

UPPER SCHOOL

High School Musical

April 17–18

3

AN EVENING WITH FRIENDS

Robbie Fulks

The Maudlin Brothers

Upper School Bluegrass Ensemble

May 3

4

UPPER SCHOOL

Arts Fest

May 9

5

MIDDLE SCHOOL

ArtsEve

May 21

6

LOWER SCHOOL

Spring Fest

May 28

NEW UPPER SCHOOL HEAD TEACHER



JEFF EDMONDS has joined Carolina Friends as head teacher in the Upper School. Jeff comes to us from University School of Nashville, where he served as assistant head for academics.

Please join us in welcoming Jeff Edmonds. He holds a PhD in philosophy from Vanderbilt University in Nashville, where he focused on the philosophy of education of John Dewey and William James, and a BA in philosophy with a minor in physics from Williams College. He is both an experienced classroom teacher and deeply relational and collaborative leader. In each stage of the hiring process, Jeff's deeply held values around professional growth and the pursuit of learning shone through.

What is one of your favorite teaching moments?
In my physics classes, I have loved goiing out onto the roof of the school to launch objects There is something deep in us that loves to watch things fall from great heights. It was always interesting to see how the data determining the height of buildings compared with student estimates. In philosophy, I have loved watching and hearing the students read aloud Aristotle, Descartes, or Dewey to each other. I love when ideas—old and new—fill the air and the classroom transforms into a place of wonder and curiosity.

DIFFERENT BY DESIGN



EPISODE 1
INTRODUCTION TO WORLD PHILOSOPHY



EPISODE 2
AN UPPER SCHOOL THEATER WORLD PREMIERE



EPISODE 3
NAVIGATING HARD HISTORY IN THE LOWER SCHOOL

In 1962, Carolina Friends School was founded to be different by design—purposefully integrated, student-oriented, and radically equal. Watch real classroom stories to see this mission in action.

Visit cfsnc.org/different or scan the QR code to watch.

REIMAGINING THE UPPER SCHOOL

An Update on the Path Forward

The vision for a reimagined Upper School has been shaped, from the very beginning, by the voices of this community. We want to share the progress we have made together and how we are preparing for what comes next.

Many of you helped imagine and refine the vision over the past two years, contributing through surveys, gatherings, and the dedicated work of a steering committee of students, staff, and trustees. Working with our architectural partners at w/Architecture, we completed the design development phase for our proposed new Upper School facilities, guided throughout by our educational priorities and Quaker values. We are grateful to all who took part. We look forward to sharing these designs widely as part of our capital campaign planning and implementation.

This past year, we sought the community's input once more, partnering with consultants from Capital Development Services on a feasibility study to gauge our readiness for a campaign of this scale. The study confirmed broad and genuine support for a new Upper School, along with the importance of the vision behind it. It also made several recommendations that, given the magnitude of this effort, will substantially improve our campaign readiness and confidence in the success of this campaign.

In response, after careful discernment, the Board of Trustees has begun a pre-campaign readiness phase, focused on building the staffing, infrastructure, and donor relationships a successful campaign requires. We have welcomed Deb Feinberg as our new director of advancement, and are growing her team and strengthening our annual giving. Important groundwork is in place as well: a recently completed rezoning gives us greater flexibility to plan for the School's future.

This readiness work will allow us to transition into a formal capital campaign with confidence. Targeted work will continue through this year, and the Board will conduct an assessment at the end of the 2026-2027 school year to update the project timeline.

Above all, we are committed to stewarding this process responsibly, ensuring we are well prepared for the campaign ahead and that our facilities support our teachers and enrich our students' learning, now and in the future. As we reach the milestones we have set, we will keep you informed and continue to call on your support.

In peace,

Tabitha Blackwell and Rebecca Palmer,
Board of Trustees Co-Clerks



This architectural model—showing potential new construction within our existing structures and landscape—was created as part of the design development phase of new Upper School facilities.



ATHLETICS UPDATE

The 2025–26 school year marked Carolina Friends School's final season in the Central Carolina Conference, which had dwindled to just three member schools. Next year, Carolina Friends will join the **Mid-Carolina Conference** alongside The Burlington School, Sandhills Classical Christian, New Garden Friends, Cape Fear Academy, Crossroads Christian, and Lee Christian.

The move brings greater scheduling stability and stronger competition—an exciting opportunity for our teams as they prepare for conference and state playoff competition. Regular matchups against high-level opponents promise to elevate the experience for student-athletes across all sports.





CENTRAL CAROLINA ALL-CONFERENCE

FALL

Cross Country
Will McDuff, Catherine Seashore, Xiyue Zhang

Boys Soccer
Liam Anderson, Jose Chirino, Coach Sefton Dennis (COY), Ian Dolina, Christopher Keller, Fareed Selim

Girls Tennis
Phoebe Cheek, Evie Fodchuk

Volleyball
Ria Joksimovic-Roberson

WINTER

Boys Basketball
Coach Allegra Berry (COY), Niley Richardson, Ronin Sorensen

Girls Basketball
Millie Beam, Evie Fodchuk

Swimming
Vinny Abbenante (AS), Colette Abbenante, Nina Abbenante, Chance Biehn, Nina Covati, Averie Davis, Chloe DeCamp, Willow Evers, Rylie Fiorentino, Jessa Kernodle, Louisa McKee, Emeline Miel, Henry Miel, Celia Petrie, Archer Powell, Lucien Rousell, Anabelle Young

Indoor Track
Max Chottiner (AS), David Cloues (AS), James Hallquist (AS), Xiyue Zhang (AS)

SPRING

US Girls Soccer
Millie Beam (HM), Belle Bolick, Daisy Leeb, Sydney Watson

Boys Tennis
James Hallquist, I'Jah Sinclair

*AS – All State Team
*COY – Conference Coach of the Year
*HM – Honorable Mention









CONGRATULATIONS TO THE CLASS OF 2026!

Nina Abbenante
Isabelle Ancona
Sol Baker
Johnathan Bassinger
Ellora Bhatt-Mackin
Chance Biehn
Zoë Boardman
Jose Chirino Alegria
Vivian Crowley
Ryn Fraser
Maggie Gillespie
Gillian Herskowitz
Elsa Hoekstra
Makizel Jackson
Ryder Katz
Leigha Kernodle
Chris LaVelle
Daisy Leeb
Iria Linton
Kevin Lu
Sasha Marks
Sophie Martin
Savannah McKinzie
Aries Pafford
Oscar Pendergrast
Lian Petrella
Clay Rasch
Lola Richardson
Livy Roberts
Josh Rugani
Fareed Selim
I'Jah Sinclair
Emma Smith
Ruby Van de Ven
Townsend Walls
Sydney Watson
Elena Whetten
Kai Zimmerman

Where They're Headed

Appalachian State University
Boston University
Case Western Reserve University
College of Charleston
College of William & Mary (2)
Durham Tech (4)
Duke University
Earlham College
Elon University
Grinnell College
Hollins University
Macalester College
NC A&T University
NC State University
Northeastern University
Oberlin College
Randolph-Macon College
Rhode Island School of Design
Rose-Hulman Institute of Technology
Sarah Lawrence College
Savannah College of Art and Design (2)
UNC Charlotte (3)
UNC Chapel Hill (5)
UNC School of the Arts
Virginia Tech
Williams College

Two students are planning gap years before attending college.
We applaud all graduates on the next stage of their personal and educational journeys!
Photos by Satsuki "Sunshine" Scoville '90 and Trevor Holman









REMEMBERING PETER KLOPFER



Peter Klopfer passed away on June 5. Peter was a true visionary who helped reshape education and civil rights in the South. In 1962, guided by Quaker values, he, his wife Martha, and others co-founded Carolina Friends School as one of the first racially integrated schools in the region. As a lifelong Quaker, Peter didn't just advocate for these values. His life was an example of Quaker values well-lived.

He was deeply committed to the ideal of Carolina Friends as a sanctuary where children could learn, play, and grow in harmony with each other and nature. Peter valued simplicity, living simply himself, and demonstrating that deep and joyful learning thrives when stripped of pretension. His financial stewardship ensured the School grew on a foundation of sustainability, while his educational leadership helped establish a community where "that of God in everyone" is honored.

Peter's dedication to Carolina Friends was not just foundational; it was a lifelong, active engagement. Over the years, he stepped directly into our classrooms to teach, always willing to share his deep scientific expertise, wisdom, and personal story with new generations of the learning community. His guidance as a member of the Board of Trustees has helped ensure that the School never strayed from its founding principles and spiritual groundedness.

Beyond our campus, Peter's legacy as a passionate activist and leader has permanently impacted the broader Durham-Chapel Hill community and the world. As a distinguished professor emeritus of biology at Duke University, his research in ethology led him to co-found the Duke Lemur Center, now home to the world's largest collection of lemurs. Fueled by his love for community and running, he also founded the Duke Track Club in the 1970s, which afforded women the opportunity to participate in varsity athletics when Duke did not yet offer it. His commitment to equity and peace famously culminated in a landmark U.S. Supreme Court case (Klopfer v. North Carolina, 1967). The result was a historic, unanimous decision that permanently applied the Sixth Amendment's right to a speedy trial to all state courts. Throughout his life, Peter directly touched tens of thousands of lives as an educator at both Carolina Friends School and Duke University, and through his extensive global research and community initiatives. His was truly a life of purpose.

Peter lived a life infused with spirit, the search for truth, a courageous commitment to a life of peace and activism, a focus on stewardship of his community and the natural world, and a deep love for Carolina Friends School. Peter's story, alongside that of his wife, Martha, is intricately woven into the very fabric of Carolina Friends School. While we mourn his physical absence, his enduring legacy lives on in the thousands of families and children who have been shaped by his vision. We remain steadfastly committed to carrying forward the dream he so beautifully manifested.

On October 24, we will host a celebration of Peter's life here on Main Campus—stay tuned for more details. In the meantime, please join me in holding Peter, Martha, and his daughters—Erika Klopfer Honore, Lisa Klopfer '77 and Gretchen Klopfer Wing '79—and the entire Klopfer family in the Light. **I also invite you to share remembrances or reflections with us at cfsnc.org/peter.**

—Karen Cumberbatch

NEWS & UPDATES

Chris Carter ’76 hosted the “Small Wind Workshop” for Handy Village Institute in his off-grid shop near Saxapahaw last March 23–28.

Aaron Rosenstein ’99 is a fourth generation optometrist at Rosenstein Vision Center in Durham.

Dave Henderson ’05 has operated Red’s Quality Acre for a dozen years. Several former Carolina Friends students have worked at the farm, and many staff and families have supported it through the years by becoming members of its CSA.

Eric Love ’05 recently directed Paradox Opera’s production of the rock musical *Next to Normal*. Eric is currently based in New York City. From 2016–2022, he served as director of education and associate artistic director for Northern Stage, a regional theatre in White River Junction, Vermont.

Lucius Robinson ’05 performed his solo show *Danger!* in June as part of Burning Coal Theatre’s “Second Stage” series. Lucius received his MFA from the Dell’Arte International School of Physical Theater and has spent the past decade devising and performing new theater across the US.

Caitlin Linney ’07, who performs as Linney, won two 2026 Electronic Dance Music Awards: Vocalist of the Year (“Act of God”) and House Song of the Year (“Friends“).

Sefton Dennis ’08 was named Central Carolina Conference US Varsity Boys Soccer Coach of the Year for 2025–2026.

Naomi Carbrey ’10 recently began a position as a project manager at the New York State Office of Mental Health. Naomi lives in Brooklyn with her partner, cat, and dog. Outside of work, she writes, plays soccer, and searches for the best food in the city.

Crispin Whittier ’13 will serve next year as interim Upper School art teacher with us.

Carter Hodge ’14 has accepted the role of Carolina Friends Upper School music teacher



Lucius Robinson ’05 performs in his solo show *Danger!* Photo by Gustavito Cook.



Yana Levy ’20 (third from right) in the field in Indonesia as part of her fellowship with the Oberlin Shansi Memorial Association. Photo courtesy of Yayasan Solidaritas Aksi Peduli.

ALUMNI NEWS

for the coming year. Carter served as the interim music teacher last year, and rose to the top of the search process for the permanent position.

Allegra Berry '14 was voted Central Carolina Conference US Varsity Boys Basketball Coach of the Year for 2025–2026.

Lucy Farrell '21 graduated from Appalachian State University in December 2025, with a BSBA in hospitality and tourism management. Lucy is now working for Omni Hotels and Resorts in Charlotte in the Leadership in Development Program. Lucy attended CFS for Middle School prior to graduating from Riverside High School.

Jonah Chapman '19 graduated from Appalachian State and is preparing to launch Soule Outsoles, a business that will provide an external basketball show tread that supports sustainability by extending the life of shoes while maintaining their grip on the court.

Kevin Pignone '19 and **Noah Bush '22** were recently named to the Carolina Flyers roster, a professional team with the Ultimate Frisbee Association. Kevin and Noah are both former players and coaches with our program.

Zoe Debenedette '20 is pursuing a master's degree in environmental management at Western Colorado University. She recently joined other graduate students in presenting their research on local trash, recycling, and organics management to the Salida City Council.

Yana Levy '20 is a fellow with the Oberlin Shansi Memorial Association, one of the oldest international educational and cultural exchange organizations in the United States. She has recently been working in partnership with Yayasan Solidaritas Aksi Peduli (YSAP) for "English for Rohingya," a short-term learning project aimed at expanding access to education for Rohingya refugees in Lhokseumawe, Aceh, Indonesia.

SHARE YOUR UPDATES!

Births, marriages, professional news—whatever you'd like to share. Submit your announcement or update your contact information online:

cfsnc.org/alumnotes



Alumni and students held a pickup game of ultimate on June 5.

Owen Bauer-Lepofsky '23 is currently at Boston University and recently interned with the Office of Economic Empowerment (OEE) at the Massachusetts State Treasury.

Talia DeBenedette '23 was featured in the App State news this spring for her participation in an intensive archaeology field course in Boone's historic Junaluska neighborhood.

STAFF NEWS

Linda Dixon is retiring after thirty years. Linda's roles have included Lower School head teacher as well as as a classroom teacher in Mountain and Sky Classes. She is also mom to Lucy Dixon '19.

Amelia Shull is now deputy director of The ArtsCenter in Carrboro. Amelia taught in the Upper School for twenty-six years, teaching visual arts and serving as an advisor. Other roles within the school included Quaker education coordinator and collaborative education day coordinator. Amelia is also mom to Olive '25 and Donovan '28.

HOLDING IN THE LIGHT

Shirley Block passed away peacefully on May 7, 2026. Shirley was a lifelong learner who believed deeply in the power of education. She served as Lower School head teacher with us for fourteen years and later ran her own successful tutoring business.

Robert Bittle '74 passed away on February 17, 2026. He was in the first graduating class of Carolina Friends. After earning degrees in journalism and philosophy from UNC-CH, he returned to spend thirty-seven years teaching students of different ages subjects including history, mythology, and religion. He had a rare gift for connecting with students, using creativity, humor, and storytelling to make learning fun.

Adrian Menapace Quattlebaum '79 died of ovarian cancer on December 12, 2025. She is survived by her dear husband David Quattlebaum (Asheville, NC), sisters Julia Menapace '77 (Freestone, CA), Gianna Menapace-Drew '81 (Lyndonville, VT), extended family, and many dear CFS friends.

Anna Jaffe Wilson '08 passed away suddenly in the presence of family on the night of November 20, 2025. Anna faced and overcame many challenges, earning a BA degree from UNC-CH. She was attending a graduate program in Spanish at the time of her passing.



Upper and Middle School students were able to play with and learn from Robbie Fulks '80 during a residency connected to his recent performance at "An Evening with Friends" in May.

CAROLINA FRIENDS SCHOOL

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