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Message from the Head of School
Paying it Forward by Giving Back—Young Alum Alaska Burr ’01 Making an Impact
Because We Believe...Character Counts
The Responsive Classroom: Building Connections
You’re Never Too Young to Learn Everything You Need to Know
Creating a Culture of Connectedness in Middle School Advisory
The Power of One! First Grade’s Answer to Building an Inclusive Community
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Growing Green: Sprinkling Gardening into the Science Curriculum
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MESSAGE FROM THE HEAD OF SCHOOL

Dear Friends,

As I write this, the calendar clearly says spring, but the weather isn’t quite sure—a mild, sunny spring day is followed by chilling, dreary rain and the threat of snow. While the weather may have some difficulty making up its mind, Friends Academy does not. As much of this issue of Blue and Gray shows, Friends continues to exhibit a firm belief that “character counts” in all that we do.

Embedded throughout the Friends experience is the commitment to building relationships, to fostering community, to giving back, and to nurturing the whole child. While this is not at all new at Friends, it is becoming more critically important. Large cultural shifts around social media, including and especially the embracing of smartphones and other digital devices, are transforming social norms in dramatic and often quite unsettling ways. While technology holds the promise of bringing people together, and in fact succeeds in certain ways, research shows that families are actually becoming more fragmented and stressed. Children and adults both find themselves frazzled, lonely, and isolated as they navigate endless and shallow connections.

Students especially find themselves living in two worlds. One is the recognizable world of traditional human interactions, including eye contact, reading social cues, sharing polite vocabulary, and modulating tone. The other is the anonymity of texting and social media where the behavioral norms can be harsh, cruel, fluid, and often impossible to interpret with accuracy. The nationwide spike in demand for occupational therapy and social skills training is undeniable. The social and emotional aspects of the Friends Academy curriculum, in which students encounter and practice problem solving, mediation, careful listening, give and take, teamwork, and the concepts of mindfulness, are now more valuable than ever.

This edition of the Blue and Gray features articles that highlight the ways in which we build connections, emphasize character, and experience “giving back.” How do Responsive Classroom, the Middle School Advisory program, the use of portfolios, reading Moby-Dick, having school outdoors, and running cross-country teach positive values and build community? How did an innovative and emotional drama production by the first grade cut to the essence of bullying, capture everyone’s heart, and bring the entire school to its feet at All-School Meeting?

As the graduates’ voices in this edition attest, the lasting value of a Friends Academy education stretches far beyond the academic subjects and study skills that are learned. In a world now defined by constant innovation and disruption, the enduring ability to connect with others, to communicate effectively, to persevere, and to know oneself provide resilient touchstones that will mark a life’s journey of accomplishment and success. Friends Academy continues to swim diligently and proudly against the stream.

Enjoy this issue of Blue and Gray. What’s happening every day at Friends Academy, all that purposeful nurturing and thoughtful sowing, reflects our optimism that the garden will bloom. An education that believes in character development, and acts that way, is an education that transforms.

Stephen K. Barker
Head of School
It takes a while to realize how important your education has been to the formation of your life view,” says Alaska Burr ’01. “For me, it was when I got to high school and started comparing notes with my new friends who had attended many different schools from around the state and around the country. I felt so well prepared for high school and so grateful for the educational experiences I’d had.”

For a girl named Alaska, it’s not surprising that the emphasis on outdoor education and the natural sciences would make a lasting impression. “I clearly remember building animal forts in second grade science and how much I loved learning that way,” she says. “When I got to Tabor and started talking about those kinds of experiences, I realized that my Friends education was unique. Not everyone has had the same opportunities that we had on this beautiful 65 acre campus with vernal pools, ropes course elements, woods, fields and streams.”

“I’m extremely grateful to Friends Academy for the strong foundation I received during those formative years,” Alaska says. “I get excited when I receive the Blue and Gray and read about the ways the school is constantly putting its resources back into building new and ever-amazing programs for the kids.”

Not all young people understand the concept behind making a yearly charitable gift to their alma mater, but Alaska, who also works as a Class Agent for Tabor has seen the impact that she and other young alumni can make.

“We are the people we become because of our formative experiences,” she says “and it doesn’t take much for an individual to make a pretty big impact.” Participation in annual giving, no matter what the amount, can really make a difference to small institutions like Friends Academy. “When funding organizations look to make grants to independent schools, one of the first things they want to know is the percentage of alumni who give back.”
Alaska likes to know what she is contributing to so when she sees a list of possible uses for her gift, she gets motivated. “A gift of $20 can buy 5,000 carrot seeds for the garden, and $25 will buy an iTunes gift card to go toward educational apps. If you played soccer, you can give $50 to the athletics program and have your gift directed toward new uniforms, or soccer balls,” she says. “The possibilities are endless.”

After graduating from Tabor, Alaska went on to study at George Washington University where she majored in Economics. She worked first as a researcher for North Run Capital, an investment company in Boston, and today is a Financial Advisor for Morgan Stanley’s Core Group, also in Boston. Her efforts are geared toward female entrepreneurs and heads of household.

Alaska understands the importance of motivating people to give back. In addition to her work for Friends Academy and for Tabor, she participates in events for hospitals and other charitable organizations. “It’s hard for people to understand intangible giving,” she says “but when they realize that a $65 donation will buy someone a ‘No More Chemo’ party, they feel empowered.”

Maybe you remember the comfort of a visit to the school nurse or the warm smile of the receptionist. Was it that teacher who rattled you into thinking outside your comfort zone, or the coach who reminded you that you had what it took to make that foul shot? “From the day you receive your first paycheck, even if it’s eight years from when you graduate, you can help support the kind of education that Friends provides,” says Alaska. “When I look back, I realize that my ability to express myself with language, both written and out loud, and my understanding of the importance of service and giving back, it mainly grew out of my formative years at Friends Academy. Now that I am in a position to remember the people and places that made a difference in my life, I want to pay it forward.”
From its inception as a Quaker school in 1810, Friends Academy has believed that an education should empower students with both necessary academic skills and positive personal traits. While some academic skills have evolved in two hundred years, especially with new developments in science and technology, the personal traits we want our graduates to possess have pretty much remained the same. In ways that would be easily recognizable to Benjamin Rodman, the first graduate of Friends Academy and grandson of William Rotch, one of the school’s founding fathers, character still counts.

The mission of Friends Academy uses phrases such as responsible citizenship and respect for diversity and differences. In expanded form, those phrases encompass characteristics and concepts such as honesty, respect, integrity, responsibility, justice, and community. These values help define every interaction at the school, whether it takes place in the classroom, in the Commons, or on the athletic field. Each assignment given, every conversation had, our presentations at All-School meetings, and our interactions in the halls, at recess, and on the playing field are all opportunities to model and internalize the values that will combine to form the character of each Friends graduate.

While the expression “person of good character” may sound a bit archaic, it is in fact more timely than ever. The current climate of global competition, wage and job insecurity, a growing lack of trust in government institutions, the decline in traditional social group memberships, and the graying of many organized religious groups serve to erode many of the touchstones that have defined and contextualized accepted and trusted norms of civility. Good character, worn with ease, confidence, and sincerity, is an asset of great value, a bulwark, in a climate of constant disruption.

At recent All-School meetings I have been speaking with students and faculty about some of the values that have long been cherished here at Friends Academy. Values and virtues such as integrity, respect, compassion, empathy, community, creativity, and service, are concepts with which our community is very familiar. Wanting to tap our faculty and students’ energy and exuberance, I have challenged the school to even more actively create the community that reflects these values through everyday habits and behaviors. Invoking Gandhi’s challenge to “be the change you want to see in the world,” I have been advocating for an activism of character trait building in order to keep values at the forefront of our school’s collective consciousness in a way that is natural and accessible to children of all ages.
Time and again we hear graduates tell us, “I learned how to think at Friends Academy,” or “I didn’t realize how important that foundation was until I started comparing my experience with that of my peers at other schools,” or “FA prepared me to balance academics with service.” Each June on Class Day, when we exhort our departing students to “let their lives speak,” we know the formative years of Friends Academy will be a reliable and solid foundation that is with them every day. And, as we all know, when it comes to character, especially when no one is looking, yes character still counts in ways that truly add up.

To help make the connection to our younger students, I framed “the seeds” of character as actions. These became the Friends Academy Bees, a compilation of behaviors that has infinite potential to grow: Be honest, be kind, be respectful, be inclusive, be engaged, be resilient, and be generous for starters. Today the list goes on, because in discussions back in their classrooms, students have spontaneously added to the list while weighing the meaning and nuances of those values and what specific actions might look like. Subsequently, ideas are becoming actions; concepts are becoming concrete and knowable. Best of all, we can revisit the “FA Bees” as a community, citing examples, recognizing exemplary behavior, and keeping the whole idea of good character buzzing for our young learners throughout the school year.

Our graduates leave us after eighth grade. The lessons they take with them from Friends Academy will include academic knowledge, skills with written expression and technology, confidence born of self-knowledge, an eagerness to engage with ideas, and a foundation of good character that will not only last but also deepen. These strengths position our graduates to navigate the straits of high school with great success.
It was as a student teacher that I first heard about Responsive Classroom training and I was thrilled when after accepting the job here, I learned that I was going to begin training before the school year started. When the four-day course finally got underway, I realized what a powerful program it truly was. The fact that Friends sent me, a newly-hired teacher, for a week of intensive training before I had even set foot in the classroom, let me know that Friends was as deeply committed to the tenets of the program as I was anxious to learn them.

The course so clearly illustrated the link between strong social-emotional connections in school and student success that I could not wait to begin my teaching assignment and put the techniques I was learning to work.

Students need to know how to talk with each other, handle difficult moments, and face adversity. They need to understand the importance of stepping up to a challenge, and they have to be willing participants in all they say and do. The lessons they learn are extremely important...maybe even as important as academic content at this stage of their education.

Responsive Classroom training (RC) gave me the tools to physically set up my classroom, plan lessons, and problem solve in ways that best take into account the social-emotional needs of my fifth grade students within the context of an academic setting. It is one thing to care about your students and their social and academic needs—but it is so much more useful to model the behavior and patterns of learning that you are hoping to teach. Your students learn when you show them what you mean, rather than tell them. By participating in my students’ social learning process—launching meaningful discussions and thoughtful curriculum, I have time to cover my lesson plan while simultaneously allowing time and space for important and spontaneous teachable moments.

Most broadly, my RC training comes into play as I strive to infuse joy into all learning, be it academic, social, or emotional. I find that it is much more effective to focus on reinforcing positive behavior, than it is to tell students what they “should” or “should not” be doing. For example, I recently noticed a student losing confidence and disengaging from the progress s/he was making on an essay. Instead of reminding the student of the impending due date and that s/he was expected to have moved on to the editing stage rather than continuing to draft, I praised the student’s persistence in finding interesting facts for the piece. I also mentioned that I was really looking forward to reading the finished draft. Thirty minutes later, the student approached me holding a completed draft in hand, beaming with pride. By simply conveying my faith in that student, s/he was able to motivate her/himself to dig in.

RC training emphasizes the importance of clear, kind, and helpfully direct teacher language and word choice to promote student learning. I now know for example, that rather than saying, “Great work on your essay,
Sam,” it is much more helpful to Sam if I say, “You have strong supporting details and I notice your frequent use of transition words between sentences.” This way Sam knows exactly what he did correctly and how he can continue to succeed with his writing. By using carefully refined teacher language I reiterate that Sam’s goal is not to seek approval from me, his teacher, but to produce quality writing through explicit methods.

The most concrete takeaway I brought to school from my RC training was a skill set that helps me to host a true daily morning meeting. I knew beforehand that morning meetings are a nice way to start the day and that students benefit from a routine (especially one that sets a positive tone for the work ahead), but I learned so much from the training that helped me bring morning meetings to a whole new level.

Morning meetings are an incredibly valuable time for connecting with students, modeling positive behavior, discussing intense topics, solving problems, and setting goals as a group. I’ve recently started using my RC voice when helping students redirect negative behavior. For example, if a student interrupts me during my morning meeting greeting, my natural inclination might be to say: “Please don’t interrupt me.” However, I have noticed that it is much more effective if I explain to that interrupting student why his/her behavior is unacceptable. I will now say, “It upsets me when you interrupt me, because it seems like you don’t think what I have to say is important. When you sit quietly and make eye contact, I know you are paying attention and that you care about what I am saying.”

My direct and honest response to the behavior gives an authentic reason for my high expectations. Then I outline exactly what the desired expectations are in a concrete way. This may seem like I am speaking to younger students, but even fifth graders (as well as adults!) need reminders about expectations sometimes.

This spring, as fifth graders are beginning to step up to the responsibilities and maturity level that will be required of them as Middle Schoolers next year, I am delegating the responsibility for our “greeting” and “sharing” segments of the school day. As students take on more responsibility, I can see leadership qualities emerging and a sense of ownership of the classroom culture they create.

Fifth grade is a time of joy. By using RC training to fine tune and direct these emerging adolescents’ social and emotional skills, I know that together, we are building on their individual strengths to create a vital classroom community and a positive model of kindness and compassion that will serve them in the years ahead.

Responsive Classroom has given me the confidence to build a classroom community in which all students feel safe and accepted. We act as cheerleaders for each other, and are then able to take classroom learning to the next level.
To paraphrase Robert Fulghum’s famous essay: All I Really Need to Know I Learned in Kindergarten, all you really need to do to succeed in life is:

- play fair
- clean up after yourself
- say you’re sorry when you hurt someone
- live a balanced life that includes work, play, learning, art, and music
- take naps
- keep the wonder in your life
- be present.

Sounds simple enough. And if you take any one of those items and put it into more sophisticated language and apply it to your family life, your work, or the institutions, governments, and world events that affect you, its simple wisdom holds true and clear. Think what a better world it would be if governments had a policy of always putting things back where they found them and cleaned up their own messes, if politicians especially during the campaign season, stopped to apologize once in a while, and if we all had cookies and milk around 3 o’clock and then took a nap.

At Friends Academy, kindergarten is still the place where life’s major lessons are first introduced. From that very first day of school in late August/early September, our young students begin a journey that starts with the signing of their Kindergarten Compact, a contract of sorts that lists the rules and standards they will use to govern their classroom time throughout the year.

Both classrooms have a laminated sign prominently displayed on the wall and signed by each student. “It’s symbolic,” the teachers say, but the children understand right from the get-go that these rules are important. Both Angela Martin and Dana Bullard have worked with their students to draft their own set of behavioral guidelines. “We steer them toward the positive,” says Angela, “by focusing on the do’s instead of the don’ts.”

The rules include the following:

- work quietly
- keep ourselves and others safe
- be kind to each other
- respect one another
- take care of our classroom materials
- share and take turns
- listen to the speaker
- be safe and have fun!

In addition to group goals the children set individual goals based on their personal “hopes and dreams.” Goals like: “doing my best…reading a whole chapter book myself…counting to 100,” head the list.

So much of kindergarten is about establishing routines and repeating those routines on a daily basis. “You see an amazing transformation after winter break,” says Dana. “When the children return to school in January they want to get right down to work, they know what’s expected of them, and they can’t wait to demonstrate their knowledge of the daily routines that define what it means to be a kindergartner.”
Visiting the kindergarten in early January, it’s readily apparent that the classes are back in business. After a half hour of free play, a quiet chime rings softly and signals that playtime is over. The children put down what they are doing and begin picking up. Without a word from their teacher, a group of boys who have been playing with blocks and trains stack the blocks neatly in the block corner and put the vehicles back where they belong. The play kitchen is cleaned up and the tables, where minutes before crayons, markers, and papers were scattered, are cleared and ready for work. Not only is the room physically ready, the children have gathered in an area reserved for class meeting and have situated themselves on the carpet—all without a word from their teacher who has been busy talking with me.

When she joins them on the rug they are quiet and watchful. They play a greeting game by rolling a ball to one another and saying each other’s name. Then they dive into the lesson of the day, today, involving the letter “O.”

“How could you express that in a kinder way?” a teacher may ask. Or, “Can you try that again?” Teachers search for a positive way to send a message. “We help them to understand that their choice of words, as well as the tone in which they deliver those words, affects the message they send,” says Angela.

“Can we all look to either side of us and determine if we have enough room to stretch out?” the teacher asks? “Let’s see if we can form the letter that we will be studying today.” Students scramble to form a complete and perfect letter “O” while they wait for the white board to warm up.

By incorporating the “Responsive Learning” curriculum into their classrooms, kindergarten teachers more than ever, help their students learn to take ownership of their own behavior and the consequences of their actions. “Children are egotistical by nature,” the teachers report, “some have a great sense of others, some need time, experience, and the example of others to develop social skills. Kindness and tone is often taught first at home.”

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Teaching a child to apologize can be more difficult. First they have to understand just what it is that they are apologizing for. Once they understand that they have hurt someone’s feelings, or caused someone discomfort, then the “Golden Rule” is often a handy way to bring the lesson home. “How would you feel if someone said that to you?” “Try to put yourself in your friend’s shoes.” “How does that make you feel?”

Manners are another important kindergarten lesson. “It all boils down to thinking of others,” says Dana “and remembering for example, that when you make noise in the hallway, you are interfering with someone else’s learning. Or when you push someone out of the way in line, or interrupt someone speaking, you are putting yourself first at the expense of the other person.”

If a child is rolling around on the floor during morning meeting, the teachers try and point out how the child’s behavior might be affecting the people sharing the rug with them. “We try to empower children to see themselves as members of a community and as having responsibility for each other,” says Angela. “They don’t learn it all at once, but everyone here is a work in progress and we are going to keep at it until they get it,” says Dana.
As members of a close and connected community, Friends Academy believes that the relationships at our school are the foundation for continuous learning and a positive culture of friendship. Close relationships help students feel safe enough to take the risks that true learning entails, as well as help children communicate and collaborate with adults, peers and the community. We know that in order to build close relationships, our school needs to foster a culture of connectedness through our Middle School academic and social-emotional programs.

Inside Advisory Groups

In Middle School, students gather four times a week in small Advisory groups to facilitate the kinds of relationships between students and teachers that provide academic and social-emotional support and mentorship. Sixth grade students have Advisory in homerooms where they learn the organizational routines and receive friendly advice while they are transitioning from a self-contained classroom in Lower School (one main teacher for core subjects), to a Middle School learning environment. Seventh and eighth grade students meet in combined Advisory groups that foster connectedness. We recognize that the meaningful relationships with an Advisor and a small group of peers is directly connected to our students feeling supported at school. While the benefits of the strong relationships between teachers and students can be seen in the quality of learning throughout the day, our students often comment on the friendships that are a direct result of Advisory time.

According to seventh grader Sydney Andersen, a student in Ms. Trepanier’s Advisory, the close social bonding that happens in Advisory is valuable. “I’ve met new friends from different grades and we do fun stuff together. Taking the time to talk about what we are doing outside of school makes me feel like I know people better. My favorite memory was when we made gingerbread houses. We had to work together to make a plan, even though we all had different ideas. It turned out great in the end, but the
best part was when we smashed it and all got to eat it. Everyone is close because it’s like a small group of friends. Friends from Advisory are different from our normal friends, so it’s a safe place to share problems. The other kids will give good advice and encouragement. It always helps us feel better."

Latin teacher, Rick Beyer, noted the benefits of the mixed aged integration of Middle School’s Advisory. He also spoke of the improvement of Advisory over the years and the commitment faculty has had in making decisions based on the needs of students.

“One useful aspect of Advisory is that it creates a different mix of students—7th and 8th, Friends Academy and Sally Borden. When we had all-8th grade advisories a couple of years ago, the dynamics were completely different and not at all as beneficial, in my experience. It was just more of the same—like homeroom and classes—whereas the past couple of years, the kids have really enjoyed Advisory. Conversations range from silly to serious—what you did over the weekend, to contemporary events and issues like terrorism and immigration. The Advisory experience is often shaped by the students themselves. Lip-syncing, gingerbread house making, Advisory Game Day, Friday snacks are all student-driven activities. When it works, students are learning to interact civilly, to speak as well as listen, and to consider whether other members are getting a chance to participate. With faculty nudging, I’ve seen 8th graders this year make an effort to facilitate the involvement of younger and more reticent students.”

Ella Meninno, a student in Ms. Goldsmith and Mr. Dorsey’s Advisory group said she looks forward to starting her day in Advisory and spoke of the connections she’s made this year. “It’s a good way to connect with people that I didn’t know before. I’ve become really good friends with an eighth grader that I didn’t know. It’s nice to get a hug from her in the hall or to connect in between classes. We also talk about politics, bullying, or something that’s going on in the world. We often have a lot of different opinions, which is entertaining. Sometimes we disagree, but it ends up being a good way to hear other people’s opinions. At the very least, it’s entertaining!”

Faculty members look forward to Advisory group meeting time as much as the students. “In my Advisory, we are a unit,” says Hannah Wetmore, second year Spanish teacher. “I know that outside of our Advisory time, when they see each other in the hallways or at recess, my advisees are genuinely glad to see each other. It’s so good to see my group of eighth graders being able to mentor the seventh graders. It’s not that I can’t offer the same support and suggestions, but it is clear that when they feel heard by their older peers, the suggestions take on greater meaning.”

Ms. Wetmore suggests that health, wellness and mindfulness can also be helpful in supporting the social-emotional needs of her students. This year she and Jonathan Felix have collaborated on ways to include mindfulness opportunities during Advisory time.

According to Jonathan Felix, “When we connect our thoughts, feelings and needs, we can communicate from a place of authenticity.” Listening to students tell their personal stories during Advisory, faculty are better able to assess their needs and create ways to support them. Mr. Felix’s goal is to provide developmentally appropriate mindfulness instruction that promotes mental health and wellness. He talks with students about ways to strengthen attention and support academic performance. He also hopes to expand their repertoire of skills and stress management.

The benefits of mindfulness help students communicate their needs when dealing with the stress that so often comes with adolescence. For example, during the ERB testing in seventh grade, Ms. Wetmore’s seventh graders shared that they were nervous about the testing. Eighth grade students in the Advisory shared their own memories of ERBs and gave their
younger peers advice and encouragement on how to deal with anxiety. Students learned they weren’t alone in their fears and had a place to communicate their emotions.

Together, the two teachers demonstrate the importance of communication in learning and building relationships. They aim to improve communication skills as students get to know each other. “Everyone has a story to tell,” Ms. Wetmore said.

Advisors know and care about their advisees. Seventh and eighth grade English teacher Marlaina Trepanier explains, “Advisory in the Middle School speaks to celebrating the individual student and building relationships and community through that celebration of individuality. Seventh and eighth graders get to socialize, give each other advice, and form bonds with people they don’t often get to see in classes during the day. In Advisory, we are able to help students move up through the grades, while not losing the qualities that make FA a comfortable and inclusive environment. Students are celebrated, helped, offered leadership experiences, and chances to reach out to their community members. If nothing else, Advisory offers community time to remind each person that they belong and have a place here.”

Birthday celebrations are a favorite with Mrs. Pierce’s Advisory students. Ollie Pope spoke of these personal celebrations, “My birthday is coming up soon and I’m excited to celebrate in Advisory. Mrs. Pierce makes it special because she bakes us our favorite kind of cake. For me, she’s making angel food cake.”

Ollie also spoke of the benefits of connecting with other students in Advisory. “You can be with other people in different grades. It’s a fun way to start your day and be with people other than your friends in the grade. We talk about our plans for the day and upcoming events so we feel organized. On Mondays and Fridays, we bring food and eat together.”

Middle School advisors closely supervise the academic progress of their advisees. Students report that their advisors are aware of how they are doing in their classes, which they find helpful. This year, students began collecting work for their individual learning portfolios and Long Advisory periods to reflect on their work over time. Advisors also lead conferences with parents, providing a connection between home and school.

School connectedness is linked to school success. Connectedness is a characteristic of school cultures in which students feel a sense of belonging. At Friends Academy, we want students to have close relationships with both their peers and the adults in our learning community. Our Advisory groups facilitate these relationships and provide a genuine support system for students.
Despite the contentious state of political discourse this election cycle, here at Friends Academy, in our classrooms and hallways, the atmosphere we seek to create is counter-cultural. With a focus on advocating for the power of a pat on the back, a listening ear, an honest compliment, or the simplest of smiles, we try and teach young people that it is within their power to build a kind and inclusive community, one caring act at a time.

Sometimes our efforts fall short or are subject to forces beyond our control. When a community experiences a breach in trust, we look within for solutions. Should blame be placed? Should someone pay a price? How can we turn this into a teachable moment?

This year, first grade students in Ms. Gangi and Ms. Nelson’s classes helped the school take stock when they performed a powerful play in All-School Meeting. Student narrators read the allegorical story aloud while members of the cast acted out the parts. Based on the book *One* by Kathryn Otoshi, a community of colors is being made to feel small by the color Red, who tells the other colors that he is “hot” and they are not! Red takes particular issue with the color Blue, who is subject to the brunt of hurtful remarks, while the other colors look on because no one dares to stand up for Blue. “It’s a classic metaphor for bullying,” said teacher Alyson Gangi, “and the story has the potential to teach young people what it means to be an ‘ally’ and how standing up for someone can empower you and make you less afraid.”

The first graders read the story in class and then acted it out. “We felt that the acting process helped our students feel the full effect of the book’s message,” said Katie Nelson. “The message that resonated most with me was that mistakes get made, and they can provide learning opportunities to grow and change.”

What Ms. Nelson and Ms. Gangi didn’t anticipate was the power their students’ performance would have on the rest of the school.

The first graders performed the story for the entire school, from the Farmhouse to the Eighth Grade. One member of the audience said you could hear a pin drop as the students shared the compelling story. It resonated, as it ended with a prologue written by the first grade and read by three cast members. “Kindness will stop the meanness,” they read. And indeed, we hope it has.

Thank you to the first grade students and their teachers and congratulations on an awesome performance.
The power of the spoken word and the ways in which people learn—from both listening to stories and from telling their own—has long been recognized as an important teaching tool. We tell stories to remember people, to relive hilarious or harrowing experiences, to pass on traditions, teach values, and to entertain, comfort, and share who we are.

In our increasingly visual and tech-enhanced society, fast and temporary connections, that come by way of texting, posting, tweeting, and the sound bite, can leave us skimming the surface of our relationships to people and things.

Storytelling is one of the easiest and most natural ways we have of engaging our children in activities that build their vocabularies, their reasoning skills, and their powers of persuasion. It is also the most authentic way of passing on our histories, values, and memories. From our earliest days as parents, we practice this time-honored art and our children love to hear stories about themselves and revel in our memories of times past.

Last October, when master storyteller Bill Harley took to the Commons, students got a taste of the sheer joy and hilarious impact of a good storyteller. They also had a front row seat on the artist’s process as Harley wove his incredible range of stories and songs together with talk about his inspirations and the daily discipline that it takes to be a writer.

“Audiences always want to know if my stories are true,” he said. “Stories are the way we humans process our experiences and remember who we are,” he explained to a roomful of Middle Schoolers. “This is my job, so you have to understand that though it
might sound like I’m making this stuff up, I actually work at writing these stories. They are composites of many different events and people—real and imagined—that I’ve known in my life.”

Harley told students that he writes for at least one hour every day and always carries a notebook with him to jot down remembered details, conversations, and ideas that may crop up in the course of a day. As a performer, he sings and accompanies himself on the guitar, interspersing songs with stories from his vast collection of published work and his writing for spoken word albums and festivals. His harrowing and hilarious adventures and songs are chosen with the age of his audience in mind.

In between performances he recalled a conversation he had with the late Pete Seeger about the legendary folk singer’s joy in seeing three generations in the audience of one of his concerts. “I guess I’m going for that now too,” Harley said, relating how adult audiences now tell him they’ve been listening to his stories since they were children.

With his youngest audience, Harley shared a Japanese proverb: “Fall down seven times, get up eight,” and after leading the children in a song about a boy who was repeatedly challenged and didn’t give up, he asked his young audience if they knew what the proverb meant. “It means he tried,” they called out enthusiastically.

With a roomful of Middle Schoolers, Harley’s storytelling took a comradely turn, as he shared memories of adolescence and the ubiquitous field trip as a point of departure. He connected with his audience of 12- to 15-year-olds by recounting those feelings of “not quite knowing what you’re supposed to do next,” and he made everyone laugh with his spot-on imitation of the big, bland voice of authority, in this case, a tour guide at the Indiana State House, the site of a field trip-turned-adventure.

After third, fourth, and fifth grade classes enjoyed more stories and music making in the Commons, Mr. Harley stayed to sign copies of his books for loyal fans and readers, and to visit with his old friend, Lower School Head, Melinda Foley-Marsello. Ms. Foley-Marsello met the author when he was rooming with her husband Greg and all were students at Hamilton and Kirkland Colleges. Together with their eventual spouses the two families moved to the East Bay area, found work, and raised their children together remaining close family friends for over forty years.

After an evening wine/cheese and oyster reception (thank you Seth Garfield and Cuttyhunk Shellfish Farms) the energetic musician/storyteller put on a remarkable high-energy performance for parents and faculty. He opened on a serious note with the moving spoken word poem, “Nothing for Granted,” from his 2014 CD of the same name, then launched into a series of hilarious stories and songs centered around “grandma’s yeast rolls.”

So although we all may not be capable of sharing stories before a large audience while playing the guitar, there are plenty of opportunities to share funny anecdotes around the dinner table, the game board, or before bed. And if you need some help, you can always check out Bill Harley’s recordings and books, sure to inspire.
Blue and gray may be the school’s colors, but green is making its way into the second grade curriculum in a very intentional way. From the beginning of the school year, second grade teacher Brigid Conlon and LS science specialist Elizabeth Tammaro have joined with Mr. Walach to make use of the school’s garden for scientific inquiry.

In science classes with Ms. Tammaro, students are learning the names of the parts of plants from the roots to the buds and the role of each part in the growing cycle. When they go outside to visit with garden guru, Mr. Walach, they examine the many different varieties of vegetables being grown here and learn specific tips to guide them as they harvest.

“Second graders love getting their hands dirty,” says Ms. Conlon, “and their time with Mr. Walach reinforces their knowledge of plant parts with first-hand experience. They touch the plants, decide which leaves to harvest, and discover that the leaves they are picking will be transported to a church kitchen that makes soup for local residents.”

“We could only pick two leaves from each plant because the plant needs time to grow,” says student Keira Dussault. “We learned how to tell when to pick kale by the color of its leaf,” wrote Maks Borowicz, also a second grade student.

Second graders also learn that many different groups of Friends Academy students and teachers work in the garden throughout the school year helping to plant, weed, and harvest. Mr. Walach explains how the food from the garden impacts our local community by helping to feed people. Then he demonstrates how to harvest Swiss chard and Portuguese kale.

**MAKING SCIENTIFIC OBSERVATIONS**

The following week students observe the effects of temperature, sunlight, and insects on the harvest. Mr. Walach shows them how to effectively remove a cabbage leaf, reviews how to pull the tender top leaves off kale, and reminds his young gardeners that leaves that have yellowed or turned brown are past their prime and not good for eating. The children work in teams collecting the produce in plastic bins and weighing it using their math skills to deduce the weight of the produce by subtracting the weight of the empty bin from the weight when filled with produce.

“Mr. Walach gives the students an amazing introductory lesson prior to each visit to the garden,” says Ms. Conlon. He even prepared a slideshow overview that explained who tends the garden, when, and helped the class understand that the growing cycle takes place from early spring to the end of November. “I was amazed how the kids reacted,” Ms. Conlon said. “Mr. Walach has an easy way with young people, helping them to understand that the work they are doing is really important. They took what he said very seriously and understood that their work in the garden matters.”

Ms. Conlon believes that authentic experiences like these, “where children can understand that the food they are harvesting is actually being delivered the next day and is helping people” can be of real value. “The children never questioned Mr. Walach’s tasks or complained about the jobs they were given,” she says.
RECOGNIZING THE IMPACT OF THE GARDEN ON OUR LOCAL COMMUNITY

Grace Episcopal Church in New Bedford is one of a handful of recipients of fresh produce from the FA garden. Reverend Chris, minister at the church, toured the garden with our students and told second graders about the ways that vegetables are utilized in the greater New Bedford community. “Reverend Chris taught us that people who need a meal come to the food pantry to eat,” said second grader Charlotte Hess. “We were showing him our garden because the vegetables we pick go to his food pantry.” Students learned about the need for food pantries and how they operate. Reverend Chris explained that the produce FA donates is especially appreciated because it is unusual for a soup kitchen or pantry to receive fresh vegetables which are so much healthier than canned goods.

UTILIZING THE KITCHEN BY COOKING WITH VEGETABLES

To complete their unit, the class invited Mr. Dufresne, an avid cook and parent of Zoe, to teach them how to make vegetable kale soup using school-grown kale and assorted vegetables. The children were fully involved in the preparation process. Each had a job from harvesting the kale, to washing, peeling, and chopping the many ingredients. The aroma wafted down the hallway and the class invited the maintenance crew to join them for lunch in appreciation for their hard work around campus.

“One of the most rewarding parts of this experience has been that students learned that their work in the garden is valued and appreciated by people in our community,” says Ms. Conlon. “That’s a powerful message for a seven year old!”

RECIPE FOR VEGETABLE KALE SOUP

Ingredients:
- 2 cans of diced tomatoes
- 2 cans of beans (kidney, pinto, etc.)
- 3-4 carrots chopped
- 3 large potatoes cubed
- 2 bay leaves
- ½ cup dry split peas
- 2 T (wet) crushed red pepper (optional)
- 1 tsp dried thyme
- 3 cloves of chopped garlic
- 2 small onions or 1 large chopped
- 1 32 oz carton of vegetable broth
- ½ a small cabbage diced
- 1 large bunch of fresh kale with stems removed
- 2 cups of water
- salt and pepper to taste

Directions:
Put chopped carrots, onion, garlic, diced tomatoes, bay leaves, thyme and split peas at the bottom of the pan and simmer for 5-7 minutes. Then add in the rest of the ingredients except for the cabbage and kale (don’t drain the beans, add them as is). Bring to a boil and then lower to a simmer for 20 minutes (until the carrots and potatoes are starting to get soft) stirring occasionally. After 15 minutes add in the cabbage. Once you reach the 20-minute mark add in the kale and simmer for 10 more minutes. Enjoy!
Most agree that an American education is incomplete without a thorough reading—at least once—of Herman Melville’s classic American novel associated with New Bedford at the height of the whaling era. Some would argue that in order to fully appreciate the timeless, multi-layered, and metaphor-filled story, a rereading is preferable, if not necessary. And then there are those who choose to read the book annually, in a public forum, out loud, and non-stop over a 24-hour period.

Call them crazy? Not necessarily.

Although today the event attracts Melville scholars from far and wide, the Moby-Dick Read-a-thon began twenty years ago as the brainchild of a former New Bedford Whaling Museum docent who wanted to share the novel with historians, educators, and local folk—those who made their living by the sea. From all accounts, this docent’s vision has been successfully realized.

The novel, published in 1851, tells the story of a mad sea captain, his nemesis, a whale, and a fateful sea voyage—all from the standpoint of a first-time ship’s mate named Ishmael. It is filled with rich historic detail and with scenes from familiar and far-away places. But more than just a novel of adventure, or a collection of whaling lore, the book is seen as a timeless meditation on America, the sea, character, faith, and the nature of perception.

Over time, the reading of this locally-based treasure has morphed into a powerful neighborhood experience as well as an international event—this year with over 150 readers, mostly in English, but also in Portuguese, Japanese, Italian, Danish, Spanish, Hebrew, Russian and French—complete with translators—and streamed live to countries all over the world.

The readings take place at different locations within and around the New Bedford Whaling Museum. This year, author Nathaniel Philbrick read the first passage, including the familiar three-word opening, “Call me Ishmael.” He stood at a podium positioned with the Lagoda, the museum’s half scale model of a whaling ship, as the backdrop.
How does the museum logistically pull off a 24-hour non-stop participatory event? Readers and officials say that two decades of evolution have helped iron out the details. In order to keep things moving, as one reader finishes a passage, the next is already positioned at a second podium, poised to slip seamlessly into the next chapter.

“People come and go throughout the twenty-four hour reading,” reports Head of School Steve Barker, who together with his wife Sallie, were among the first from Friends Academy to read at the event in 2014 and have continued the tradition ever since.

“Friends Academy readers have been given a great time slot,” the Head of School reports. “We usually read on Sunday morning toward the end of the novel when there’s lots of action.” Mr. Barker has invited members of the faculty and staff to join him at the event and this year, Middle School English teacher Marlaina Trepanier stepped up. “I was a little nervous,” she admitted. “I wanted to be sure I had all my pronunciations down. Some of those old nautical terms can be tricky!”

This year for the first time Friends Academy’s fearless fourth graders, who study whaling as part of an in-depth social studies unit, also participated. They read an abridged version on Saturday morning. “The children had read the same version in school that was being used for the children’s marathon so it seemed like a natural fit,” said Steve Mogilnicki, their teacher. “They were asked to stand and read a full chapter, sometimes two, in front of dozens of on-lookers. It was a wonderful opportunity for them and I believe the event organizers were happy to have such enthusiastic young readers on board.”

“I was a little nervous when I first started,” says fourth grader, Spencer Sarmento-Jarabek, “but once I got used to the audience it was just like reading in class which we do all the time.”

Mr. Barker hopes to invite more members of our community to participate next year. “This is an invaluable way to connect with and celebrate New Bedford’s rich whaling heritage and the great literature that was an outgrowth of that period of time.”
Who among us doesn’t remember Parent/Teacher Conferences? As a child, the waiting while my parents were at the conference was, well, excruciating, as was the inevitable follow up conversation about what the teacher said. As a parent, I was also always anxious about what teachers had to say about my children—often not what I wanted to hear. As a teacher, I noticed this same uneasiness in the parents of my students.

When the Sally Borden Program was created, students were always included in the conferences. Teachers led these conversations and student participation was key. However, after reading the book *Leaders of Their Own Learning* by Ron Berger, and participating in Berger’s professional development at Friends in the spring of 2015, the SBP team began to take another look at putting students in the “driver’s seat” of these conferences.

Along with Middle and Lower School teachers, we began to delve into engaging students in their own learning in a very different way. Student-led conferences were the end product of a very transformative process. We began the year by having students develop their own learning goals, then having students reflect on their school work in relation to their goals, and sharing their insights with teachers and parents. It has been a watershed year for Friends as we have moved away from the model where the teacher is “the sage on the stage” to where the teacher is the facilitator of each student’s personal, educational journey.

The process began this fall with students framing their own goals. In a reflection, they identified their strengths, outlined their growing edges, and made goals for improvement. For example, a student might have understood that they had wonderful ideas for writing but recognized that they had trouble adding detail and depth to their written pieces. Once this had been identified, the student and teacher worked together to address this goal in ongoing written work. Individualization happens in the classroom—and a student can chart progress by seeing how their writing rubric has improved over time.

Over the course of each week, students pulled pieces from their daily work that showed the journey they were making towards, for example, a goal of writing more detailed pieces, or a goal of solidifying their math facts, or reading a certain number of words per minute. Often, they took time out to create a written reflection on why and how they were making progress (or not) and added this into their portfolio. Portfolios are not new to Sally Borden students, but in the past they had always been teacher driven—a place for saving tests, Orton-Gillingham work, projects, and writing. These portfolios had no particular meaning to students—it was just a place where their work was stored.

Now, however, the portfolio has been elevated in importance in students’ eyes. These have become students’ own scrapbooks, first hand witness to their hard work, a reference towards goals they have chosen themselves. In the words of fifth grade teacher Laura...
Velazquez, “Student portfolios have shifted the ownership to the student. They better understand their work, and have truly embraced their goals. They feel they can measure their progress and move ahead.” Furthermore, she says, “students take an active role in realizing where they need continued practice and why.” Students agree. Drew Ashekian, a fifth grade student in Ms. Velazquez’s class, recently said, “The portfolio helps keep me organized. I feel proud to share the good work I’ve accomplished in class.”

This approach has elevated and changed conversation around student work as well. Previously, students would focus on specific grades that they had received and bemoan or celebrate them. Now they are developing the ability to articulate what went well, what did not go well, and what needs to be changed to make progress towards their goals. For example, Steve Robitaille, SBP eighth grade teacher recently had a student who received a 72% on a writing piece. “Previously, students would have been anxious about getting a C, and would have focused only on that,” he says. “But by changing the way we look at work, the dialogue around the work has changed as well. I asked that student what she thought had happened? She said, ‘Well, I didn’t follow my goal to add detail. I would have done much better if I had added details to my paragraphs. I will definitely do that next time.’ The focus for her was rightly on what she needed to do to improve her work, not just the grade itself.”

By setting goals, reflecting often on work, and choosing pieces for their portfolio, students develop a very dynamic relationship with their work and how they shape their own progress. When asked, students are very articulate about what they are learning. Eighth grader, Hanna Franklin, recently explained, “What I have learned from the portfolio is how to learn from my mistakes and fix them in the future. I look back on my good work and use that work as a study guide for upcoming tests and quizzes. I think the portfolio system is a very helpful way to display my schoolwork throughout the year and to guide me successfully to the next level. I am glad I have learned how to use the portfolio system because I think it will be very useful in the future.”

The pride that is so evident in Hanna’s appreciation of her work really can be seen when student-led conferences take place. Portfolios become the portal through which students explain how they have progressed—and the proof of their progress is tangible in the work they have collected. It is also a time for students to let parents know what is really hard for them and what goals they have made to better approach success. For seventh grade teacher Colin Martin, “It is amazing to watch a student sit in a conference and lead their parents through their portfolio of work and progress. We as teachers often articulate for students what their experience has been, so to see students being able to talk for themselves about what they’ve accomplished and what their challenges are is impressive and inspiring. It also answers so many questions
for parents because rather than hearing about their child from a third party they are seeing their child in action.”

Student-led conferences have also become a place where problem solving occurs. Students can honestly and openly share their pride about successes but also their frustrations, fears, and burdens. Together with their “team” of teachers and their families, they can work together to help find the answers. Fifth grader Giovani Pandiscio explained, “I was feeling very overwhelmed with my homework. During the conference, I was able to express my feelings to Mrs. V., Mrs. Gaudet, and my Mom. We talked about Homework Club and my struggles. We agreed to try homework at home with some rules and it has been working much better. I feel like I helped in the solution and homework doesn’t feel as hard.”

As the year has passed the pieces that students have chosen to show in their portfolios has evolved as well. For fourth grade teacher, Jodi Lawless, it happened like this, “At the start of the year, work was selected by students because it looked nice, had a high score, or they remembered working hard on a task. Recently, students have been curious about how to interpret the reading data on their Lexia Core 5 charts. Prior to student-led conferences, these charts and graphs were shared with parents, but the student may or may not have seen them. Now some students are selecting these graphs to put into their portfolio, and they are well versed with why it is meaningful to them, thus enabling them to set goals for themselves such as completing a level by a specific date, seeing what areas are challenging, and seeing how they can complete additional work to help master a skill. Although the fall parent conferences were positive, I feel as though the spring conferences will showcase students’ awareness of themselves as learners.”

Initially, in conversations about this new approach, SBP teachers worried they would sacrifice the content of their studies to time devoted setting goals and examining work. Would teachers be able to help students cover what they needed to during the year? The outcomes were surprising. Steve Robitaille worried he might miss some instruction time. “But as we have changed the dialogue about learning, students aren’t afraid to fail—they do not feel guilty because they make a mistake. We tell kids to take risks and this offers them the experience to extend their learning. We might miss some instruction time, but the process of how students learn about themselves is a lifelong gift.”
Personalized nameplates...kokeshi dolls...LED jewelry...Friends Academy students in grades 2-6 will be learning to design in three dimensions and to use their designs to make simple objects employing the school’s new 3-D printer. The Ultimaker 2™, or “Fred,” (after the Flintstone character from the Paleolithic age) arrived on campus last fall, thanks to the generous donation of a Friend.

The realization of a five-year dream, the Ultimaker 2™ is something that Jonathan Felix, our technology integrationist, has imagined integrating into the curriculum since arriving at Friends Academy five years ago. “The possibilities are endless,” he says, and after working with the device since its installation in September, he believes that the 3-D maker has applications for all kinds of exciting projects.

So far this year, third graders made kokeshi dolls to coincide with their study of Japan, and fourth graders will begin modeling in the spring, Mr. Felix says. “Students will be taking two-dimensional drawings to three-dimensional objects via an application called Tinkercad™.”

In addition, Christine Moore-Berube, the school’s technology director, is conducting an afterschool enrichment class on E-Textiles. The class created LED lit bracelets. “The kids designed the bracelets themselves and sewed in open circuits using conductive thread and LEDs,” she explains. “Once the bracelet is snapped together on a wrist, the circuit closes and the LEDs light up.” The course is called E-Textiles because the class reviews basic sewing concepts, simple circuits, and conductive/nonconductive materials.”

“Since the very first day we unpacked the box we’ve been putting the Ultimaker2™ to work all day, every day,” says Felix. “With the average project taking a minimum of three to four hours to print, the challenge will be how well we can complete all the jobs we create for it.”

The actual process of manufacturing is the final step in a series of lessons that begin with drawing or designing in one of three possible software programs. Students work with Inkscape™ (a two-dimensional drawing program), Tinkercad™ (a computer-aided design program for children) and Cura™ (software that converts designs into readable form for the 3-D printer).

Once a design is ready to “print,” the Ultimaker2™ is fed from a spool of thick plastic filament or thread that inserts directly into the printer. The rest is up to the machine. Groups of curious second and third graders who lined the hallway earlier this year to get a glimpse of the 3-D manufacturing process, are slowly being introduced to the buzzing, bleeping robotic machinery housed in the computer office on the lower level.

It’s a fascinating but somewhat painstaking process. Computers are programmed, plastic is loaded, lights blink, buzzing and humming noises emanate, and molten plastic is slowly released onto a glass platform where a stylus makes hundreds of passes to form the plastic into a pre-programmed shape. Ninety minutes later a product is born.
The mind of a four-year-old is a gloriously inventive thing. Take a class of young ones into the woods for the morning and suddenly the world is transformed into a magical place. Mud puddles become lakes and toppled trees become bridges. Clumps of vines are forts with mossy beds and mushroom showerheads. Fresh air and acres of woods and fields contain all the ingredients for a morning of endless fascination. As long as everyone has a chance to use the bathroom before embarking and brings warm clothes and high boots for adventuring, Wednesdays are a day of uninterrupted outside play, a time for imaginations to take hold, and discoveries to be made.

"The more time we spend getting to know our amazing campus, this wild and beautiful place we call home, the greater we understand the ways in which children develop a truly intimate relationship with place," writes Cheryle Walker-Hemingway, Early Childhood teacher at the Farmhouse at Friends Academy. "We watch them exploring it, becoming part of it, taking off their mittens to experience how different forms and states of soil feel when kneaded in their hands, breaking off a chunk of rich moist humus and bringing it up to their noses to inhale the sweet earthy smell, then climbing up trunks on hands and knees and examining bright green lichen as they go. We witness emotions that indoor experiences can’t offer, the sense of power as they scramble to the top of a fallen tree’s root system and declare themselves queens or kings, the utter joy on their faces as they jump in puddles, splatter muddy soil with a stick and then squeeze it between their fingers, dropping to their knees in the damp leaves to help a sowbug cross the path and escape being stepped on by little feet."

Ms. Walker-Hemingway and co-teacher Amy Peckham have taken an initiative for the Farmhouse three- and four-year olds this year. Every Wednesday, they bundle up the children, rain or shine, snow or sun, and take them outside to learn.

"They help us to lose our adult scripts and cumbering years, and we think less about dirty clothes and wet shoes, and cringe less about the massive cleanup and en masse wardrobe changes that will ultimately result. We stop avoiding the puddles ourselves and begin to learn from the children how to experience place through hands and bodies, hearts and minds," the teachers’ write in their weekly blog.

Respectable scientific reports are beginning to suggest that when kids stop going out into the natural world to play, it can affect not just their development as individuals, but society as a whole. The teachers at the Farmhouse feel that there has never been a more

Getting Outside Ourselves

by Kyle Riseley with Cheryle Walker-Hemingway and Amy Peckham
important time for us as educators to make outdoor experiences a priority. “Indeed, we feel it is one of the best things that we can do for their health, education, and well being,” they say. “We are so blessed to have our beautiful 65-acre campus at our fingertips to explore. It is truly a gift beyond measure.”

The teachers cite a growing body of articles that suggest that emotional, social, psychological, and physical health improves for children when they spend time in nature on a regular basis. Studies in the US find that schools that use outdoor classrooms and other forms of nature-based experiential education lead to significant gains in social studies, science, reading, writing, and math, and significantly increase student performance on tests of their critical thinking skills, risk assessment, problem-solving, focus, and self-discipline. Additional studies show a reduction of autoimmune disorders and allergies, better sleep cycles, healthier body weight, and improved levels of serotonin, melatonin, and vitamin D, as well as the stimulation of the pineal gland, the part of the brain that regulates the “biological clock,” and is vital to the immune system, and our sense of well-being. Another study showed improvement in vision, eye muscle development, and visual tracking.

“Physically, when children are out in the woods, they are strengthening their vestibular system (also known as their balance system) and coordination by climbing logs, rolling down hills, navigating rock walls, and moving across challenging and uneven terrain,” teachers say. “We see a marked improvement in strength and endurance as we hike up hills, carry heavy stumps and rocks, and lengthen the distance we travel.”
This spring, Friends Academy Lower School Head, Melinda Foley-Marsello will begin a new chapter. Capping off eleven years at Friends Academy on top of a twenty-eight year teaching career, Ms. Foley-Marsello will realize her lifelong dream and embark on a long distance sailing trip to begin her retirement with husband, Greg Marsello.

“I’ve been a sailor my whole life,” she explained recently, “and Greg came by it later in life.” The two Rhode Island natives (she’s from Barrington and he’s from East Greenwich) met while students at Kirkland/Hamilton Colleges in the seventies.

“We met in the days when students shared rides home on weekends and holidays by posting on college ride boards,” she explains. “We found ourselves in the same car on a couple of rides home from upstate New York to Providence and that was it. Shortly thereafter their ride board romance blossomed.

The couple has been preparing for this next step over the last couple of years. To get himself up to speed with the sailing, Greg traveled to Sanibel Island last winter for a weeklong course. When he returned, the couple made the decision to go for it and set about finding a bigger, ocean-worthy vessel to take them down the Intracoastal Waterway to the Bahamas where they will spend the first winter of their retirement. Since Greg won’t retire until June of 2017, Melinda will spend the 2016-17 school year planning, provisioning, and preparing for the voyage.

Their tentative itinerary has them embarking in the fall of 2017, sailing to Chesapeake Bay and Annapolis, then around Cape Hatteras, North Carolina, and on to Beaufort and Charleston, South Carolina. “We’ll have bikes on board and friends to visit along the way,” says Melinda. As skipper, she wants to avoid the hurricane season and get to the Bahamas by December.
Kirkland College in the seventies was an all-women’s college in upstate New York—indeed independent of but affiliated with Hamilton College. The years marked a period of rapid social change, and Melinda and her contemporaries were influenced by the writings of Jonathan Kozol (Death at an Early Age) and Paulo Freire (Pedagogy of the Oppressed). These reformists were taking on the educational establishment and advancing the thinking to include more inclusive models of an educational system that served all people equally.

When Melinda graduated with a BS degree in education and psychology and a certificate to teach high school, she joined with a few friends (including Greg and his roommate the musician/storyteller, Bill Harley) and started the Free School of Clinton, New York. The group also founded the Free University Network, a non-profit resource organization that eventually morphed into LERN, the Learning Resources Network, a non-profit company that Greg has led since its founding in 1975. LERN provides support and educational initiatives to community-based (non-credit) adult educators.

Melinda taught high school social studies in New York Mills, a suburb of Utica, NY, and then moved back to Rhode Island where she and Greg “dove into the lake together” and married in 1979. Greg ran his family’s jewelry business in Providence and Melinda worked as a traveling education consultant to area schools for Slater Mill Historic site where she demonstrated spinning, weaving, and flax preparation.

Eventually, Melinda was hired by Moses Brown to teach fifth grade. She also taught kindergarten and first grade. Her interest in children’s literature and reading led her to pursue an M.Ed. with a specialty in reading. She spent eighteen years at Moses Brown, seven of those years as a first grade teacher. She also became a reading specialist and the Lower School Admission coordinator and Diversity coordinator.

After the family moved to Tiverton in 1998, Melinda was looking for a new challenge and saw an ad for Lower School Head at Friends Academy. “I was familiar with the school from attending my kids’ sporting events,” she says, “and the position seemed like a good fit.” She threw her hat into the ring and was hired by Head of School, Claudia Daggett. In subsequent years, she also worked for Andy Rodin (five years) and Stephen Barker (five years).

In the eleven years since she joined Friends, Melinda has witnessed and been a part of many changes. “The reading program needed updating when I arrived, and I worked alongside classroom teachers to implement new language arts standards with an emphasis on the Fountas and Pinnell individualized approach to reading,” she says.

Melinda is most proud of her work helping to institute the Responsive Classroom curriculum in the Lower School. “When I was working at Moses Brown, Ruth Charniak wrote Teaching Children to Care and started the Northeast Foundation for Children,” she says. “I participated in the training and it clicked with me. Giving children a sense of empowerment in the learning process by ensuring that they also feel safe enables them to take risks, and makes the classroom a vibrant learning environment for all.”

Today, all new teachers participate in a week-long program of training. New fifth grade teacher Sarah Bookstein has written about her experiences in an article on page 8.

One of the other initiatives of which Melinda is most proud is building a sense of community among the school’s constituents. She devotes much energy to creating a warm and welcoming environment for teachers, students, and families. She makes sure that lunchtime meetings between classroom teachers and specialists keep everyone well informed and provide opportunities to brainstorm ideas for a vital and integrated curriculum. Weekly faculty meetings give
new teachers the support and networking opportunities they need to establish roots in a new environment. “Melinda supports, guides, and mentors teachers drawing upon her life experiences as well as professional. Yet, her direction comes from a place far deeper than protocols. Her instincts, peaceful demeanor, and desire to unite her faculty allow her to access the essence of every teacher,” says fifth grader teacher, Putnam Murdock.

Finally, for families, activities like back-to-school potluck picnics, the Turkey Trot, and weekly All-School Meetings involve parents and students in the warm cloak of community throughout the school year.

Her long-time assistant, Jeanne Machado, has this to say: “It has been a pleasure working with Melinda over the years. Her calm and caring nature with children is wonderful to watch and has always amazed me. She will be missed, but Melinda and Greg have many new adventures to experience on the next part of their journey together.”

The lessons that begin in the Farmhouse, and the blueprint those lessons provide for student-directed/project-based learning have captured Ms. Foley-Marsello’s imagination over the past five years. She is hopeful that the Lower School will continue to develop research-related initiatives like one which begins this year and asks fifth graders to develop an expertise about something using what traditionally was called an independent study approach and is now referred to as project-based learning.

Looking back, Melinda Foley-Marsello believes that flexibility, the ability to multi-task, and good listening skills have contributed to her successful tenure. Sally Borden founder and director, Katherine Gaudet agrees. “When the Sally Borden program was established I couldn’t have had a better partner. Melinda was creative in her thinking about how to solve integration issues and has remained flexible with how she solves problems ever since.”

“You also have to be open to new ideas,” Melinda says. She cites the growth of outdoor education, the Turkey Trot, the evolution of Service Learning, the institution of special programs like the Wax Museum and Whaling Days, and the growth of AuthorFest as her personal favorites.

She also remembers the Lower School renovation project of 2011 at the midpoint of her career here. “When we began planning the physical changes to the Lower School, it was really exciting to take part, from the ground up, in a process that I think is unique among most building projects. We began by looking at our programs and then designed a school that would help us meet our goals for integrating SBP. This physical transformation redoubled our commitment to the mission and improved our ability to move forward with our unique and groundbreaking work.”

Though she is headed off on a life’s adventure, Ms. Foley-Marsello says she will miss the vibrant community of educators with whom she works. She will also miss the sense of building something together that is so satisfying to her as a member of the faculty here.

“We, on the other hand, will especially miss her spiritual guidance and strong moral compass,” says Head of School, Steve Barker. “As a Friend (Ms. Foley-Marsello is a practicing Quaker), Melinda provides an authentic link between Friends Academy, our Quaker founders, and the principles that guide us today.”
Whether it’s day camp, adventure camp, sports camp or drama camp, summer is the time to learn new skills, make new friends, and revel in endless hours of joyful invention.

With 65 acres of rolling woodland, open fields, and top-notch facilities, Friends Academy Summer Programs encourage personal growth in youngsters from Dartmouth and its surrounding towns. By providing excellent courses facilitated by an experienced nurturing staff, and anchored in a safe and supportive community, children have fun, feel valued for who they are, and develop a sense of belonging.

A sense of educational adventure permeates FA’s Summer Programs but the real nugget lies in the scope and substance of the individual courses offered. Over 50 classes taught by teachers with a passion for their subject offer campers the freedom to choose.

So how does it work in a nutshell? Summer Programs at Friends run by weekly sessions from June 13 to August 5. Broken into four CORE, age-appropriate sections, *Little Friends* is for ages 3, 4, and 5, *Summer Friends* for grades K to 3, *Adventure Friends* for grades 4 to 6, and *Survival Friends* for grades 5 to 7.

The titles of the many courses offered tell the story. “Historical Doll Camp,” (kids play with dolls in the context of different historical periods), “Girl Power,” (a week-long adventure based on the bestselling book *The Daring Book for Girls*, focuses on female empowerment) and “The Dangerous Camp for Kids,” (where kids experience old-style summer fun like woodworking, fort building, playing cards and creating secret codes) are just the beginning.

To nurture kids’ creative sides, there are courses in jewelry making, woodworking, and theater. A course entitled “Forts, Tunnels, and Mazes” offers hands-on building opportunities out of doors. “Art of the Graphic Novel” develops comic book writing and drawing skills. “Build Your Own Long Board” teaches campers to design, build and decorate their own personal long boards and take them for a ride.

“Party Planning” is the course to take if you’re interested in preparing theme-based food, decorations, and games. A course called “Create Your Own Comedy/ Variety Show” will teach impersonation, joke telling, sketch comedy and other techniques to delight and entertain. Songwriting, cupcake making, pastries and baking, and a class in pasta making, round out the entertaining options.

Digital photography, stop motion animation, movie making, web design, robotics, “All Things Minecraft,” video game development, mobile app development—the list of courses goes on.

And for kids who are looking for academic enrichment there are Orton-Gillingham Language Arts classes, Intensive Summer Math classes, Framing Your Thoughts, Writing Workshops, and a Civil War History class.

Fencing, archery, and Ultimate Frisbee, basketball clinics, and Challenger British Soccer Camp are all available in half-day sessions for those wishing to build athletic skill alongside other offerings.

For more information, visit the camp online. Click the camp tab on the front page of www.friendsacademy1810.org, where you can download the complete catalog and register electronically.
For many years, Friends Academy has used the opening days of school as an opportunity to provide an “outside the classroom” experience for students in Middle School (grades six, seven, and eight). These programs are designed to build teamwork, develop confidence, deepen student-teacher relationships, promote leadership, encourage independence, and broaden the definition of learning beyond matters of the classroom.

“By the second week of school, when most kids are settling into the books, we’re taking students away from the classroom,” says Charley Pelissier, Director External Programs. “There are three different things that happen that week,” he explains. “The eighth graders go to New York City for an urban orienteering exercise, the seventh graders go to Chewonki, in Maine to live and paddle among a series of small islands, and the sixth graders—they’re out on our very own ropes course.” Incidentally, the following week, the third, fourth and fifth graders each spend a day on the ropes as well.

Sixth graders participate in a number of different challenges. “The goal is to expose them to the complete array of both the low and high ropes elements,” says Charley. “But we do offer a challenge by choice option and students who feel uncomfortable can opt out of a given challenge.”

In addition to the high and low ropes challenges, sixth graders spend time exploring the local waters by canoe as well as camping, working in the school’s organic garden, and participating in a technology workshop to teach them about their new computers, internet safety, and etiquette.
For sixth graders the ropes course is clearly a favorite. “We’ve never really done the high stuff,” says Dylan Marshall. “It’s really fun,” he says shortly after completing the circuit.

Brooks Roach, another sixth grader says that while the advanced course was mostly a physical challenge, it still required mental courage. “The only tricky thing was your mind telling you ‘you’re high up’ and ‘don’t fall.’ Otherwise, it was easy,” he said.

“Every single individual has to succeed in order for the group to succeed,” says Mr. Pelissier. “It’s all about coming up with a plan, supporting each other, and keeping each other safe,” he says.

A new challenge tasks individual students with climbing high into the air and working their way across a series of suspended bridges. Even though the students are on their own, they’re held safe by a team of experienced belayers. In the end, students hop on a zip line that takes them down to ground level.

“We often say we’re focused on preparing students for next year’s “Outside-the-Classroom” week, but actually, we’re preparing them for the upcoming school year as well,” says communications director, Kyle Riseley. “Kids are learning to trust one another and to communicate better with one another, which is going to translate into the classroom.”

For sixth grader Pearl Mallick, after she came flying down a zip line at the end of the ropes course with the help and encouragement of her classmates, she says she learned another valuable lesson. “Take a risk,” says Mallick, “You usually imagine bad things happening, but as soon as you do it, you’re proud of yourself.”

This year’s Friends Fest, entitled “Learning without Boundaries,” was dedicated to raising funds to support Outdoor Education and Gardening at Friends Academy. The party featured indoor miniature golf, a glow in the dark dance party, a faculty/staff variety show, and food by Aaron DeRego of The Back Eddy.

Together, our community was able to fund the purchase of:
- new canoes, paddles, climbing helmets, materials to build an outdoor shelter near the vernal pool, life jackets, a new pamper pole high element and a whale watch low element for the ropes course,
- tents, rainsuits, and dozens of tools and supplies for the school’s organic garden.
Our Tucker Road campus provides a beautiful backdrop for runners who come out for the Friends Academy Cross-Country meets each autumn. Holding one event early in the season and a second at the close of the season, Friends Academy hosts competing runners in a one-mile (grades 4-6) and two-mile (grades 7-8) race. Students from Wheeler, Moses Brown, Pennfield, Nativity Prep, Johnston, West Bay, Blackstone Valley, and P.C.D. have come to rely on us for these well-run events. Last year, a parent from one of our opposing teams filmed the entire race by flying a drone overhead. The footage was spectacular and showcased the beauty of our campus and our cross-country trails.

Cross-country is a growing sport at Friends Academy. Twenty-six students in grades five through eight competed this past year. It was so popular that the team grew as the season progressed and when the soccer and field hockey players finished their fall commitments, they joined the cross-country team bringing the final roster to thirty-two. At the opening meet, Friends placed first in the one-mile and second in the two-mile, with A.J. Boxler ’18 finishing in the number one slot in the one-mile, and Liam Cogliano ’17 in second for the two-mile. Redmond Podkowa ’19 placed in the top ten for the one-mile, and Levi Parker ’17 in the top ten for the two-mile. The top five runners from each team score and the team with the lowest numerical score wins.

Coach Charley Pelissier stresses the importance of setting personal goals and meeting one’s personal best throughout the cross-country season. “We talk to our runners about setting goals and keeping their expectations in line with their personal best,” he says. “We also like to stress the value of good sportsmanship and the importance of supporting one another in training.” On the day of the race a number of Friends Academy students were spotted at the top of the most challenging hill on the course cheering on students from all schools as they approached the finish line. “They were polite ambassadors for the school, offering encouragement and support to anyone running in the race,” said an onlooker.
For three consecutive years, Friends Academy has gathered outdoors on the Tuesday before Thanksgiving for a “Turkey Trot.” This tradition-in-the-making began as a Lower School event (grades K-5) in 2013 and this year evolved into an all-school race.

Students run in nine separate heats, together with their teachers and classmates, and cheered on by parents and students in other grades who line the race route with signs and shouts of encouragement. School spirit manifests itself in unusual ways. The fifth grade composed and performed a Turkey Trot song to the tune of the Blue and Gray, some classes made posters, and others wore matching tie-dyed t-shirts and face paint. Turkey-themed headgear was in strong supply.

Course lengths were adjusted for various age levels. Eighth graders kicked off the race, circumnavigating the campus by way of the upper and lower playing fields and cross-country trails. The youngest runners (early childhood and kindergartners) ran a shorter course on the upper field. As each grade finished their heat, they joined the spectators to cheer for their younger counterparts.

“This simple tradition has staying power,” said Melinda Foley-Marsello, Head of the Lower School and Grand Marshall of the event. Melinda, who will be retiring at the close of the 2015-16 academic year worked with former Lower School gym teacher, Sam Chouinard, to oversee the development of this popular event in 2013. Dressed head to toe as a turkey, Melinda, with Head of School Steve Barker, emceed the race. At its conclusion they gathered all the runners and spectators into a circle and together with organizers, Mike Williams and Kristin Furtado led a group cheer before sending everyone happily on their way to a long weekend of Thanksgiving festivities.
Eighth grade students at Friends Academy were honored at annual Class Day festivities held on June 10. Stephen Barker, Head of School, Sean Hamer, then Head of Middle School, and Katherine Gaudet, Director of the Sally Borden Program presided. Class Day marked the completion of eighth grade for 35 members of the Class of 2015.

Students accepting certificates came from: Berkley, Dartmouth, East Freetown, Fairhaven, Franklin, Lakeville, Little Compton, Marion, Middleboro, New Bedford, North Dighton, Padanaram, Providence, Randolph, Rumford, Swansea, Tiverton, and Westport.

They matriculated to secondary schools from Rhode Island to New Hampshire, including: Tabor Academy, Moses Brown, Dartmouth High School, Bishop Stang, Providence Country Day, St. George’s, Portsmouth Abbey, Rocky Hill, Germantown Friends School, St. Andrew’s School, Chapel Hill-Chauncy Hall School, Eagle Hill School, Tilton School, and Bishop Hendricken High School.

Class President, Kenny Mackenzie of Westport and Tiverton, spoke to his class about the journey from preschool to the present. “We journeyed from a rainforest to a wax museum, from Mexico to Japan,” he said. Then pointing to where the seventh graders were seated he said, “I remember sitting right there, thinking ‘next year I’ll be up there.’ I’m telling you seventh graders, it may seem a very long way away, but next year will go by in a blur…so enjoy it while it lasts. I, probably, more than anyone here, am sad to leave, but I will always remember my time here as a Friends Academy student.”
Four students and one faculty member were honored with awards:
- Isabelle Blinn received the Clifford Cup for excellence in the visual arts.
- Ruben Martins received the Sally Borden Award.
- Kenny Mackenzie received the Friends Award recognizing citizenship, positive attitude, and class spirit.
- Anika Tullos received the Head of School Award for scholarship and a love of learning that best exemplify the academic traditions of Friends Academy.
- Kindergarten teacher Dana Bullard was honored with the Claudia McClure Daggett Distinguished Service Award.

After the awarding of certificates, students gathered to ring the Morgan Street Bell, a tradition since the days when Friends Academy was located on Morgan Street in New Bedford.
As Class Day approaches each spring, Wendy Goldsmith’s eighth grade art students set to work with care and precision to design and sculpt what can be considered an enduring legacy at their soon-to-be alma mater.

With graduation around the corner, students launch into their final art project: a ceramic tile that will become part of a permanent display in the halls of this 206-year old institution. There are no strict guidelines dictating what students can create. As evidenced by the artwork hanging in the halls, students have found inspiration in everything from nature to the Pillsbury Doughboy.

“It’s a gift to the school, but it’s a part of them that they leave behind,” says Director of Admissions, Cheryl Deane. Cheryl notes that when alumni visit the school, there are two things they want to do: check in with their former teachers and search for their tile. The project dates back to 1950 when the first graduating class crafted their tiles from copper. Back then, students would use a process called repoussé to hammer or press the metal from both sides into a desired design.

Most of the copper plates remain intact since their initial creation and are on display in the Herring Entrance and in the Commons. A few of the copper tiles have started to show some wear and tear but those tiles are well loved. “Certain tiles were considered lucky,” says Ms. Deane. “As children walked past those tiles, they would touch them, but the enzymes in our hands would deteriorate the very thin copper.”

One tile in particular, created by Kathleen English in 1950, is flaking away toward the bottom. Deane thinks this may have to do with the fact that it’s positioned outside the former head of school’s office—a room that may have inspired some students to wish for luck before entering.
In 1980, as the price of copper skyrocketed, the tile project transitioned to clay.

Taken as a whole, the project serves as a time capsule of sorts. Pop culture trends, popular bands and important moments in history are speckled throughout the rows of tiles that line the halls of the school.

While the annual project begins in early May, art teacher Wendy Goldsmith says that she asks students to start brainstorming as early as possible. “I tell them the first day of class in September to start thinking of ideas,” she says. “When the ideas come in, they’re in many different stages of drawing reflecting students’ thoughts about what will fit in the space and what they would like to represent them.”

After sketching their ideas, students are given a slab of clay and, using hand-building techniques, are asked to create an image in or on top of the flat surface. Last year, Kenny Mackenzie’s rocket blasting through the sky, symbolized both his love for outer space and also, in his words, “it shows that we’re going another step in our journey, in our lives, because we’re leaving eighth grade and going on to high school.” After eleven years at Friends Academy, Kenny, who served as Class President in 2015 said that although he was nervous about taking the next step, he knew it would be an interesting change.

“The art program here is really creative,” says Sarah Costa. Her tile shows the pages of an open book. “It lets you express who you are and what you like to do,” Sarah said. Sarah was the student spokesperson for Book Buzz at All-School meetings during her eighth grade year.

No matter where her students go in their careers, Ms. Goldsmith hopes their experiences making a tile for the school will help them appreciate art and remember their time here.
As a four-year starter on Tabor Academy’s varsity soccer team, Hannah Dawicki of Fairhaven scored 20 goals and had 24 assists in four years with 7 of those goals and 3 of the assists coming her senior year.

This is the same girl who made a name for herself at Friends Academy as a force to be reckoned with on the basketball court and on the soccer field. But anyone who saw her play knew she had a special passion for soccer. “When Hannah was in seventh grade, I started to tell her and her family that she would end up playing at the division one level in college,” says her old coach Michael Williams. “And it seems as if that prediction has come true.”

The daughter of Eric and Angela Dawicki, and sister of Morgan ’10 (who incidentally was recruited to row at George Washington University), and Lauren ’14, Hannah began playing soccer when she was four in the Mariner Youth Soccer organization. After nine years she started playing with the South Shore Elite team in eighth grade, spending three years with them before joining the Boston Breakers Academy which is now FC Boston. “That’s year-round soccer,” says Michael Williams, “somewhere along the way Hannah made a decision to be all in it for soccer and now she’s reaping the rewards.”

Hannah plays center, midfield and has owned the position at Tabor leading the Seawolves to what her coach, Steve Shugrue calls “a complete turn around of the program.” The Tabor girls went from a 12-32-12 record to a 52-14-6 record in just four years. “Hannah controls the midfield for us,” said Shugrue. She’s so strong in the middle and wins the ball consistently.

So now, our SouthCoast soccer princess is headed to Queens (New York) where she has committed to play for the St. John’s Red Storm. Hannah chose the university after falling in love with the St. John soccer program when she joined her premier league coach, Jim Leaverton, to watch his daughter Jen play there. Hannah loved how the team played “with a lot of passing and moving.” She says they all had fire, that they wanted to win.” Now, she’ll most likely play for her former coach’s daughter. Jen Leaverton is an assistant coach at the university.

After graduating from Friends with academic distinction in 2012, Hannah went on to Tabor where she is an honor student and a member of the Special Olympics Club and the Elizabeth Taber Society. Though her major field of study is undecided, she enjoys photography and Photoshop and is considering a major in Communications.

Known for her kindness and humor off the field, and for her toughness on, Hannah is the kind of player that coaches dream of. “As a sixth grader, when Hannah arrived at her first varsity practice, I was immediately impressed by her work ethic, talent, and ability to help her teammates improve,” remembers Mike Williams. “Hannah has remained a person of high moral character and she is an able and devoted athlete.”
WHATEVER HAPPENED TO THE SARAHs OF 1999?

Sarah Palestine AKA “Sarah P”

Sarah P was one of the two Sarahs to head to Tabor Academy from Friends Academy in 1999. While she was there she ran cross-country and played soccer and lacrosse. She graduated from Barnard in 2007 majoring in history and worked at the Museum of Natural History in development before returning to school, this time to Duke for an MBA.

Sarah now lives in Durham, NC and works for The Redwoods Group, a small social enterprise insurance firm. Redwoods is part of a growing number of B corporations, so-called social enterprise businesses that use a business model to act as a force for positive social change by helping non-profits make a bigger impact in their communities.

For Sarah, that means traveling throughout the northeast from Massachusetts and RI down to New York, New Jersey and Maryland to meet with YMCA leadership and share trends that help empower them to keep children safe. By sharing intellectual, human, social, physical, and financial capital, the Redwoods Group helps non-profits make a bigger difference in their communities, and, according to their website, “All over the world, these organizations are reimagining the purpose of and possibilities for business by putting social impact at the center of it.”

Sarah loves the outdoors. Running, cycling and hiking are among her favorite activities. She enjoys travel and has particularly fond memories of a semester-long urban studies program in college that took her to Brazil, South Africa, and France. In 2009-10 she and Sarah Guy traveled to Peru together.

“I attended Friends Academy for nine years, from kindergarten to grade 8. Before there was a preschool, that was as long as you could attend,” Sarah recalls. “I have come to value the close relationships that were built in that small community of people—teachers and friends—I enjoyed it all,” she says. “It always amazes me that I am still good friends with some of the people I met when I was six years old!”

When Seth Garfield returned to Friends Academy last fall for a one-year assignment teaching Middle School science and social studies to sixth graders, he reminisced to editor, Kyle Riseley about his early FA teaching days in the 90’s and the memorable class of 1999—known among other things as the class containing seven girls with the same first name—SARAH. We searched among the School’s archives and found the 1993 Blue and Gray featuring the notorious seven second graders on the cover. After a series of emails and facebook queries, we were able to locate six of the seven—Sarah Palestine, Sarah Guy, Sarah Krasny, Sarah Caplan, Sarah Sullivan, and Sarah Lemelin. Their stories are featured on the pages that follow.
After leaving Friends, Sarah Guy was miraculously the only Sarah in her Groton freshman class. It only lasted a year. She went on to graduate from Washington and Lee University in 2007 and the Yale School of Forestry and Environmental Studies in 2015. There were five Sarahs and a Tara in her grad school class.

Sarah’s career has been focused on environmental policy, primarily on public lands protection. She was the Deputy Director for President Obama’s conservation agenda at the White House and is currently working on defensive strategies for environmental laws and policies at New Venture Fund in Washington, DC.

When asked what it was like being a Sarah in the late 90s, Sarah wrote: “I imagine it was challenging for our teachers, but we Sarahs worked out a good system of nicknames and abbreviations. Having a monosyllabic last name was also helpful—I was mostly just known as Sarah Guy since there was another Sarah G. We also used my middle name, Dunning. We got another Sarah in third grade, bringing our total to eight Sarahs out of 19 girls. Whenever anyone mixes me up with another Sarah now (usually on email in a work context), I explain that I’m used to it!”

“We had a great class at FA and were lucky to have had many terrific teachers. I had a few teachers—I’m remembering Mrs. Gray and Mr. Rowley in particular—who really fueled my love of reading by bringing in books for me to borrow and by providing endless reading recommendations. I’m also grateful for the many opportunities we had for outdoor learning, like making maple syrup from our playground trees.”

“A few years ago, Sarah Palestine and I hiked the Inca Trail in Peru together. We thought of Ms. Sears and the Ort Report often. Last year I discovered that one of my professors at Yale, Fred Strebeigh, was not only a Friends student but also the child of a Friends teacher. We made the connection through a piece a classmate had written on Lyme disease research on Cuttyhunk.”

Sarah’s family still lives in the area and she visits a few times a year. She married Alex Yabroff in 2015 in Westport and was thrilled to celebrate with FA friends Sarah Palestine, Ben Shattuck, Roz Underwood, and Sofia Millham. Inspired by the Friends tradition, all the guests rang the bell on the way out of the church. Sarah and Alex live in Washington, DC and encourage any visitors to get in touch.
Sarah Krasny, one of the two Sarahs who left Friends Academy before graduating has a CV that is four pages long and reflective of the many paths her interests and career have taken. From Moses Brown, to Penn, to the Wharton School, to the University of Havana and the United World College in Montezuma, New Mexico, to Baylor College of Medicine in Houston where she is currently a 2018 candidate for a Doctor of Medicine, Sarah K has seen many place and worn many hats.

Sarah has lived and studied with students from close to 100 different countries yet she still remembers much of her five years of early education here at Friends Academy. Mr. Mogilnicki in first grade, Mrs. Fletcher in second, Mr. Garfield for science, Sarah like the other Sarahs from her class, remembers making maple syrup from the trees on campus. “It is a particularly vivid image for me,” she says.

Sarah K is the girl lying sideways in the forefront of the cover shot for the 1993 issue of Blue and Gray. “I have fond memories of my time at Friends,” she says. “An important part of who I am today comes from those egalitarian values we were taught and the high standards we were held to. I received a great foundation there and I learned how to think.” She marvels at her memories of shaking hands with Clay Stites every morning at the door, and reading Charlotte’s Web in first grade.

Now, Sarah has a long and deep list of published journal articles, book chapters, and oral and poster presentations related to her intended specialty as it has evolved over the years from research to the practice of medicine in underserved Spanish-speaking communities.

Her journey began at the United World College where Sarah received an International Baccalaureate degree in English and Spanish. From there she attended the University of Pennsylvania where she concurrently obtained a BA in International Studies and a BS in Economics from Wharton School as part of the Huntsman Program. During the fall of 2007 she spent a semester abroad at the University of Havana, Cuba.

It was while she was at Penn that her passion for public health was launched after working on a grant to conduct research into nutrition among Mexican-American females. Her research has focused primarily on the food environment, childhood obesity, cancer prevention, health disparities and primary care health services.

After five years of working in public health, Sarah was accepted to Baylor College of Medicine in Houston to pursue an MD degree. She aspires to work in primary care and to conduct practice-based research that leads to policies, guidelines and programs that advance the concept of preventive medicine. In particular, she wants to focus on testing out strategies to prevent and treat chronic diseases such as depression, cancer, type II diabetes, and heart disease.

You’ll find her name associated with journal articles on the clinical trials of interventions to increase colorectal cancer screening among Hispanics on the Texas-Mexico border, and community service projects like the work she does for Doctors for Change in Houston, helping pair medical students with physician mentors doing healthcare-related advocacy.
At work, as an HIE System Analyst for the EMR Engineering & Integration Team for Baystate Health Patient Technologies in Springfield, Sarah translates. “The team is responsible for maintaining the integration of 6 hospitals, over 90 medical practices, and 100 different locations,” she explains. “This is an ongoing process, but the integration of the contributing systems will allow us to build one information system for all of Baystate Health.”

The Baystate integration has led to the development of the Pioneer Valley Information Exchange (PVIX). The goal of PVIX is to provide access to health information in one central location for a given geographic area (in this case the Pioneer Valley). “This will allow providers to see clinical data from healthcare entities that are not affiliated with one another in order to provide an improved continuum of quality of care,” Sarah explains.

Besides her work as a health care technologist, Sarah co-owns a business called CapSul Solutions. “We develop and design web-based solutions, analytics, graphic design, and marketing services to small business,” she says.

On the homefront, Sarah is settling down in Western Massachusetts in a house she bought in 2011 with her girlfriend of eight years, and their dog and cat. “I do miss the ocean,” she says wistfully, “but now I have the Connecticut River and some great hiking and climbing areas nearby.” And then there’s always organized sports. Sarah still plays soccer year round. She also plays softball for an all-girls NSA league in Westfield, MA and for a co-ed league out of Holyoke. “That is the team that I travel with for tournaments, as well as to the World’s Championship in Orlando at Disney.”

Looking back, Sarah acknowledges that she received a solid foundation at Friends. “Friends was great for me, I was definitely prepared for the challenges of balancing academics and extra-curricular activities in high school,” she says, “but fundamentally, I believe that it’s not so much about where you go to school but what you make of your education.”

From NBHS, Sarah started in pre-med at Syracuse University then transferred to Providence College from which she graduated in 2007 with a degree in Health Policy Management with a Business Studies minor. She received her MA in Health Administration from Suffolk in 2010.

Sports continued to play a central role in Sarah’s life. Like her three brothers she grew up loving baseball and playing on local Little League teams. She excelled in gymnastics, soccer, basketball and softball, and to this day plays in soccer and softball leagues year round.
How did it feel to be singled out for being a Sarah? “We were all aware of it. You couldn’t help but notice when half of the girls in your grade had the same name!” recalls Sarah Sullivan Lambertson.

Each Sarah had a different nickname to help keep their identities separate. Because this Sarah’s last name was Sullivan, she wound up being called “Sully” beginning in first grade. “It stuck all the way through college,” she says.

After FA, Sarah attended Milton Academy as a boarder for one year. Her parents were in the process of relocating to Boston so by sophomore year she became a day student. Her sister Lucy was at FA until the family moved when she was in fifth grade. After Milton, Sully attended McGill University in Montreal where she majored in Environmental Science. Her interest in sustainability had begun during a semester spent at The Mountain School, Milton’s own farm program for high school juniors in rural Vermont. She eventually received an MBA in Sustainability from Antioch University in Keene, NH.

Today, Sarah works for a national program, sponsored by the U.S. Department of Agriculture that trains and provides technical assistance to government grant recipients who provide fresh food to underserved communities. “We look at the efficiency of programs and provide webinars and other support services,” she explains. “We support leadership development by helping grantees access the resources they need to receive adequate funding so they can sustain and build their capacity.”

Looking back, Sarah remembers “the experiential component” of a Friends education. “It influenced my learning style,” she says. Sarah has fond memories of classes with science teacher, Seth Garfield, for whom she also worked in the summer at Cuttyhunk Oyster Company in high school. “Lots of FA alumni have worked there,” she says. “It was a great summer job and a good way to be outdoors.”

“My memories of Friends are snapshots from the past, images of playgrounds, and being outdoors, and classrooms. There were lots of good years there,” she recalls.

Recently, Sarah worked with a mobile farmers market in Grand Rapids, Michigan that consisted of one van with limited capacity to deliver fresh produce into communities with little access to healthy food. Referred to as “food deserts,” these communities are often underserved and impoverished. Sarah’s agency offered assistance to the mobile farmers market as they worked to increase their capacity and gain better access to the community. By supporting the establishment of a healthy corner store, the mobile farmers market was able to offer increased and more permanent access to healthy food.

Sarah works on the New Entry Sustainable Farming Project, affiliated with the Tufts University Friedman School of Nutrition Science and Policy and lives in Boston. She and her husband Dave are expecting their first child this spring.
New mom, Sarah Lemelin Maddux spoke to us during naptime for her 20-month-old daughter Teagan. “It was fun attending Friends with so many Sarahs,” she says. “At the time, I never knew anything different, it just seemed normal to be known as Sarah L.” However years later, when it came down to naming her own first daughter, Sarah admits she intentionally sought to choose something a bit more unusual.

The kneeling girl on the far left of the 1993 cover photo with the rolled up pants grew up with an unusual passion. “I have an intense fascination with birds,” Sarah said enthusiastically. It seems her dad was a veterinarian and she thought she might follow in his tracks. After graduating from Tabor Academy in 2007, she decided to major in biology at Hamilton College.

“After Hamilton, I worked on a number of conservation projects including a bird banding project where I became utterly fascinated,” she says. “I needed research experience so I spent a few years traveling around the country collecting data and living in a tent!” My parents were beginning to wonder if I’d ever come out of the field!”

It was the time spent at Klamath Bird Observatory (KBO) in Ashland, Oregon that set Sarah on her course. KBO advances bird and habitat conservation through science, education, and partnerships and offers extensive internships, partnerships, and volunteer fieldwork opportunities.

Sarah worked on an extensive bird-banding project to collect demographics related to population size, migration patterns, and the effects of climate on the migratory patterns of different species. “I had so much to learn,” she says. “Recognizing songs and vocalizations is a big part of being successful at visual sightings. I would spend hours walking around with headphones on listening to bird song, hoping people would just think I was listening to music!”

When people in New England are asked to name songbirds, they generally think of more common varieties like cardinals and finches, but Sarah has discovered that there are endless less common species that are simply spectacular to hear and see. She names the American Redstart and the Northern Parula as favorites. “There are so many fascinating birds that we don’t even know about,” she says. “Birds will continue to fascinate me my entire life.”

Following time in the field, Sarah enrolled in a master’s degree program at the College of William and Mary and conducted eco-toxicology research, looking specifically at the effect of mercury exposure on the endocrine function of the songbirds of Waynesboro, Virginia.

After meeting and marrying her husband, Tom Maddux, who is currently serving in the US Army, the couple settled in Williamsburg, VA where they have begun raising a family. Teagan will soon be joined by a baby brother, due in August. While toddlers and field studies don’t quite mesh, Sarah looks forward to the day when she can return to the field.

In the meantime, Sarah is no doubt inspiring future generations of ornithologists while she awaits the opportunity to get back into the field. She would like Mr. Garfield to know that she is teaching environmental science at Reynolds Community College in Richmond, partly inspired by him and the rest of her Friends Academy teachers. In fact, Sarah’s memories of science classes held outdoors may be our main connection to the seventh and missing Sara Govonlu, who left Friends Academy after fourth grade.

“I remember walking down to river to sit on the stone wall of the bridge and dangle our feet over the side while we watched the river flow by,” she says. “It was there that one of my most vivid FA memories was formed when Sara Govonlu’s shoe fell into the river and floated away. We all had a pretty good laugh over that.”
WELCOME TO THE BOARD OF TRUSTEES

PETER DAVIES
Peter Davies is a lifelong educator who began his career as a fifth grade teacher in 1969 at PS 126 Manhattan Academy of Technology. He retired in 2014 after a thirty-one-year run at Dwight-Englewood School in Englewood, New Jersey. A graduate of Brown University, Peter attended high school overseas at the International College in Beirut, Lebanon. He holds an M.S. in Educational Administration from the University of Massachusetts, Amherst.

His career in education has included a variety of job titles from teacher to dean to coach to dorm head. At Northfield Mount Herman School he also served as director of outdoor education. In 1983 he assumed the post of Middle School Principal at Dwight-Englewood School and began a thirty-one year commitment to independent school administration.

Last year, Peter joined the Friends Academy faculty as a long-term Middle School substitute for social studies teacher, Morgan Lord. He lives in Mattapoisett with his wife, Melissa.

MAUREEN VIRTUE DECKER
Maureen, and her husband Allen, moved to New Bedford from Charleston, South Carolina in 2004. Their daughter, Mirna (FA class of 2021), is in the third grade and has been an FA student since preschool. A native West Virginian, Maureen graduated from West Virginia University with a Bachelor’s of Science in Nursing. While working at the Medical University of South Carolina, she earned a Master’s of Science in Nursing Administration. Maureen currently works for Southcoast Health at St. Luke’s Hospital as an Administrative Supervisor. She is a volunteer with the Buzzards Bay Coalition, the Grace Episcopal Church Laundry Love program and is the Chairperson of the Scholarship Committee at Grace. Growing up close to Pittsburgh, Maureen is a lifelong Steelers fan! Maureen is honored to serve on the Board of Trustees and help guide the future of Friends Academy.

CHAD POWERS
Chad Powers, founder and president of Summit Retail Solutions, Inc., lives in Dartmouth with his wife Maegan and their four children Hannah, Ava, Chace and Lainey.

Chad is a strategic executive with over twenty-four years of experience developing and executing sales and marketing strategies in both business to business and business to consumer channels. Chad’s career has included conceiving of and adapting business models spanning a range of products across the U.S. and internationally.

He currently serves as CEO and President of Summit Retail Solutions managing a team exceeding 300 employees in twenty-one states. Summit Retail Solutions does business with major retailers bringing new products to market. Summit’s products and brands generate over $180 million in retail sales annually.

ALICE ROOT
Alice Root graduated from the Boston School of Occupational Therapy at Tufts University. Her area of specialization is in Pediatrics and working within the public and private schools. She has had a private practice that also provided consultations regarding architectural barriers, adult residential life, and adaptive equipment. She is currently working at the New Bedford Public Schools, where she has been for 30 years. Alice is a long time resident of Dartmouth. She volunteers at the Zeiterion Theatre in New Bedford and with the avid competitive sports interests of her three sons has spent many weekends skiing or sailing. She is currently the chairperson of the New Bedford Junior Regatta sponsored by the New Bedford Yacht Club. All three sons have attended FA: Sandy, Andrew ’08, and Tony ’14.
Casey Pope ’15 (1) of Providence Country Day and Taijahn Henry ’15 of St. Andrew’s met up on the basketball court at PCD.

Sam Bennett ’14 (2) is currently a sophomore at Apponequet High School where he is excelling (thanks to the great teaching he got at Friends Academy!). He plays golf, basketball and baseball for AHRS and is currently learning how to drive. Sam has grown to over 6’1” but hasn’t outgrown his kind and fun leadership style. (Submitted by Kerry Bennett.)

Arthur Cayer ’14 is attending Tabor Academy and enjoying being a crew member aboard the SSV Tabor Boy.

Patrick Fearons ’14 attends St. George’s School in Newport and will be participating in a school trip to the Mediterranean this spring.

Lydia Mead ’14 has been named a Modern and Classical Languages Scholar at Tabor Academy where she is a sophomore studying Spanish. She participated on the Tabor Boy last fall, played squash in the winter, and lacrosse in the spring.

Zan Morrissey ’14 attended a songwriting workshop at Berklee College of Music this summer and studied with John Mayer and Tuck Andrews.

Greg Schneider ’14 has been named #1 in Trap Shooting in the Amateur Trapshooting Association New England Championships. He is enrolled in the Scholastic Clay Target Program in Millis, MA.

Izzy Lynch ’14 played varsity tennis as a freshman at Providence Country Day.

Skyler Sullivan ’14 received the Coach’s Award for Sailing at Moses Brown this year.

Sydney Roth ’14 is playing both field hockey and the cello at Fairhaven High School.

Mae Harrington ’14 is on the debate team at Wheeler and the team went to the state championships this year. She also performed in Alice in Wonderland and was voted onto the student senate.

Clara Perrine ’14 attends Westover School where she participates in the dance program.

Matthew Arruda ’13 attends Proctor Academy and is traveling to China over the summer.

Jonathan Mabie ’13 (3) was spotlighted for his work in English and named English Scholar at Tabor Academy where he is a junior. Each semester students are nominated and chosen by their teachers for their exemplary work in a given discipline. Shown at left, Tabor vs. Portsmouth Abbey reunited Jon and Nick Velcea ’13.

Brendon O’Keefe ’13 is enjoying courses in digital electronics and intro to design at New Bedford Regional Vocational High School.

Sarah Walker ’12 (4) writes: Last summer I spent 6 weeks biking from South Carolina to California with a group of 9 high school students and 2 leaders with Overland Summers. Biking through 10 states for a total of 3,259 miles, every day was a new adventure. One day we ran from a tornado in Kansas, we biked through flooding in Mississippi, and climbed 11,000 ft. to reach the top of Wolf Creek Pass, the continental divide, in Colorado! While challenging and exhausting it was a great experience and I hope to do it again someday! The image supplied was taken on the beach in Santa Monica, CA the last night of our trip.

Vaughndre Henry ’12 was engineer aboard the Tabor Boy schooner as part of Tabor Academy’s summer orientation program.

Tucker Francis ’12 spent last summer as chef on the Tabor Boy, Tabor Academy’s schooner, for the school’s summer orientation program.

Alan Andonian ’11 is studying Mechanical Engineering at Worcester Polytechnic Institute. He is an avid downhill mountain biker and rides with the New England Mountain Biking Association (NEMBA).
Nick Starrett ’11 graduated from Dartmouth High and is attending North Carolina State University, majoring in chemical engineering and playing golf.

Kiri Peirce ’11 is going to Williams in the fall and still working at Osprey Sea and Surf Kayak.

(5) Mr. Tremblant was the setting for an FA chance encounter when BC freshman, Maria Veale ’11 (on a school trip with friends from BC) ran into current second grade students, Scarlett Alexander ’22 and Charlotte Hess ’22. The girls, a decade apart and a country away, found plenty to talk about and shared this photo from their surprise visit.

Will Walker ’11 will attend Holy Cross in the fall where he will study the classics (Latin and Greek) a passion that began at Friends Academy with Mr. Beyer’s Latin classes.

2009
Stephanie Starrett ’09 finished her sophomore year at NYU and spent the spring of 2015 in Italy at the NYU campus in Florence.

2007
(6) Two FA grads, Jackie Starrett ’07 and Megan Morrow ’07, who both also graduated from Johns Hopkins, spent the summer of 2015 participating in a cross-country bike ride with the 4K for Cancer program. A description of their experience was reported in the 2015 issue of Blue and Gray. Shown here is a photo of both girls en route with Jackie on the left and Megan on the right. Our last report was that Megan is job interviewing and Jackie is headed to Yale for her PhD in pharmacology.

Brittany Grimes ’07 (7) writes: I am currently working with Elder Services in the Adult Protective Services department conducting investigations and ongoing service planning for elders who are victims of emotional abuse, physical abuse, verbal abuse, sexual abuse, neglect, self neglect and exploitation. Concurrently, I am also finishing my last semester for an MS in Criminal Justice and also studying to take the Social Work License Exam.

2004
Kira Ball ’04 (8) stopped by FA to say hello to her former teachers and to visit with Mr. Williams and run with the cross-country team before heading off to her first assignment post college, working for the US Customs and Border Protection department in Southern Arizona. She began a four-month training program in New Mexico in mid-December.

An avid and accomplished athlete, Kira participated on the FA field hockey and lacrosse teams, and after encouragement from Mr. Walach and Coach Fontaine, began running. After graduating from FA she attended Dartmouth High School where she excelled in high school cross-country.

Her love of math, which she credits to her time at Friends with Mr. Balestracci, had her dreaming of a career in engineering and led her to Emry Riddle where she received an athletic scholarship and eventually majored in Homeland Security with a minor in Mathematics. When Kira graduated in 2013, she was recruited to help coach the ER cross-country team. She decided to stay on for a master’s degree in Aircraft Accident Investigation.

Now she is packing her bags and preparing for her next big adventure. She’ll be taking courses in Spanish and immigration law, and she’ll be undergoing rigorous physical training. She hopes her training is a steppingstone to a career in counter-terrorism someday.

Chef Jordan Goldsmith ’04 was once again a featured chef at the 2015 “Dinner by Dames” event at Horseshoe Farm in November. The fundraising event features six female chefs who prepare a multi-course meal as part of Eat Drink RI and its efforts to support Home & Hospice Care of Rhode Island. Representing Scratch Farm, Jordan prepared Smoked Fish on Grilled Sourdough with labne and pickles. Jordan

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also slow roasted carrots and served them with husk cherry BBQ, black mustard, cornbread, fermented chilis, and creamed greens.

2002
Charles Gaudet ’02, is currently working as a travel nurse. He and his girlfriend, Laura, also a travel nurse, have lived and worked over the past two years in San Diego, CA, Tucson, AZ, San Francisco, CA, Washington, DC, Boston, MA, and are now in Denver, CO until May. Both return to Massachusetts in May to find jobs in the area and look at possibly going back to school.

2002
Alaska Burr ’01 (9-11) is a financial advisor specializing in female entrepreneurs and heads of household for Morgan Stanley in Boston. She lives in Beacon Hill with her fiancé, Paul Elia. The couple will be married this September in Marion. She is the granddaughter of trustee Gertrude Burr, and the daughter of Toby Burr who graduated from Friends Academy in 1965.

Shown here are photographs of Alaska, her brother Tucker Burr ’98 and their grandparents, Gertrude and Carleton Burr, taken on a Grandfriends’ Day of yore. The photos remain a happy reminder on Gertrude’s refrigerator and Alaska snapped photos of them to share.

2000
Sarah Lang ’00 (12) became engaged in December to Scott A. Levy. Sarah works for Lincoln Square Productions and lives in New York City.

1992
Justin J. Gaudet, PhD ’92, lives in China, Maine with his wife, Melisa, and three children, Avery (8), Charlotte (6) and James (4). Justin works as a consulting scientist for Elanco. His children come back to Friends to attend camp each summer.

1992
Christopher Loring Weeks ’91 writes: Just moved to Brookline in October 2015, and we are expecting our second son in December 2015! To contact Chris, email him at cweeks@nestecsilicon.com.

1972
Kathryn Low ’72 writes: I am an administrator/faculty member at Bates College in Maine. Am still in touch with Cheryl Smith Grady ’72, who lives on the Cape and is now a very happy grandmother; and with Tom Holmes ’71, who is in Oregon. Have a son in grad school and a daughter in publishing, both in Boston. My stellar husband continues to put up with me. For those who might come through southern New England, I’m often in Bristol, RI in the summer. I still use things I learned at Friends every day, from vocabulary to math to writing conventions. Does anyone remember the harrowing and perhaps life-threatening toboggan run we built on the south side of the school building one winter? Guess we also learned survival skills!

1963
Paul Feresten ’63 writes: I recently retired from a 40-year career in high technology sales and marketing. My wife and I will celebrate our 44th wedding anniversary this month (February) and we are now living in North Grafton, MA. I continue to be an active amateur photographer and have a website at www.paulferestenphotography.com.
IN MEMORIAM

Elizabeth “Jill” Bertrand ’57 BROOKFIELD, MA—Elizabeth “Jill” Bertrand, 71, of Brookfield, MA, died on May 2, 2015, at Anthony Shawnee Hospital, Shawnee, OK, after a brief illness while on a road trip with her husband Gordon. Jill grew up in South Dartmouth, MA where she attended Friends Academy. She earned her high school diploma at St. Mary’s in the Mountains, Littleton, NH, and a B.A. degree in 1965 from her beloved Bennington College.

After college, Jill had numerous jobs—she described her resume as akin to the Yellow Pages, but derived great satisfaction for many years working as an electrical draftsman designing complex printed circuit boards for Teradyne and other local companies.

From 1971 to 1982, Jill and her husband lived in Union Park in the South End of Boston where she tolerated the vicissitudes of house renovations while working for the South End Project Area Committee and fund raising for the Boston Center for the Arts.

In 1986, Jill realized her dream of owning a horse farm, when she and Gordon moved to Brookfield, MA. There she bred and raised prize-winning Morgan horses and operated a boarding stable. She gave generously of her time and resources to the town of Brookfield and her equine affiliations. She will be remembered by her family and many friends as “one of a kind”—a generous, empathetic soul appreciated for her funny, quick wit, boundless kindness, and love of life.

Jill is survived by her loving husband of 46 years, her sister Joan Underwood of South Dartmouth, MA, her brother William Underwood, Jr., of Westport, MA, and her aunt Helen Baker of Belmont, MA, as well as nieces, nephews and cousins. She was the daughter of W. Julian and Suzanne Underwood, and sister of the late Lyman D. Underwood. A memorial service was held at the Unitarian Church on Brookfield Common, Brookfield, MA, on Friday, June 12, 2015.

Donations may be made in her name to Bennington College, Memorial Gifts, Route 67A, Bennington, VT or to Friends Academy, 1088 Tucker Road, North Dartmouth, MA 02747.


Anne was born in New Bedford, MA to Ralph C. Perkins and Louise Allen Perkins. During her life she lived in Padanaram, Massachusetts, Connecticut, Maryland, Florida and New Jersey. She attended Friends Academy and graduated from Concord Academy where she was May Queen in her senior year. She also attended University of Pennsylvania and secretarial school.

Anne enjoyed working as an executive secretary in her father’s mill, and also as a manager at the Padanaram Village Bookstore for many years. She took pride in her many volunteer activities as a Candy Stripper in the hospital, in the store in the Glass Museum and helping in the New Bedford Whaling Museum. She also loved participating with community theatre and dance groups.

She was married to David H. Mitchell who died in 1977. She is survived by her sons David H. Mitchell III and his wife Ellen, Stephen Perkins Mitchell and his wife, Barbara. She has 4 grandchildren. Anne is also survived by her sister Elizabeth P. Moseley and her husband Fred, and her brothers, John A. Perkins, James W. Perkins, and his wife Peggy Perkins, and numerous nieces and nephews.

A graveside service was held on Saturday, November 21, 2015 at Rural Cemetery, 149 Dartmouth Street, New Bedford, MA, followed by a memorial service at the Congregational Church of South Dartmouth.

In lieu of flowers contributions can be made to Friends Academy, 1088 Tucker Road, North Dartmouth, MA 02747 or the New Bedford Whaling Museum, 18 Johnny Cake Hill, New Bedford, MA 02740.
Join the circle!

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Parents: If this publication is addressed to an alumnus/a of Friends Academy who no longer maintains a permanent address at your home, please notify the Development Office of his/her new mailing address (508) 999-1356 or jpink@friendsacademy1810.org. Thank you!