



# AMONG FRIENDS



FOUNDED 1876

## DIRECTORY CHANGES

If you have a change to your Directory listing, it is important that you notify the appropriate **divisional administrative assistant** as soon as possible. In addition, it is important to notify your local school district of an address change. Any changes will appear monthly in *Among Friends*.

## CAN'T SEEM TO FIND AN E-MAIL?

Log in to the password-protected Parent Portal and click on the ENotify Archive on the left-hand side. **Find past e-mails** from division principals, the arts, athletics, Parent Council and more...

LS eNotify Archive

MS eNotify Archive

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Parent Groups eNotify Archive

PIX PICK

CATCH OUR WEEKLY SLIDESHOW OR [CLICK HERE](#) TO SEE PAST PHOTO GALLERIES.



AMANDA FISK | FRIENDS ACADEMY

Fourth grade students perform traditional dances from the Ivory Coast as part of the Global Day festival.

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## APRIL QUERY – UPPER SCHOOL TASQUE

*In the US winter show, Standing in the Current, the characters had an island where they could feel safe being their true selves. Do you feel that you have an island in your life? How can we help create islands for others?*

# AMONG FRIENDS

An informational e-newsletter published monthly for Friends Academy parents, grandparents, faculty/staff, trustees, former trustees, and the Alumni Board.

## NEXT MONTH'S DEADLINE

To include information in the **final May/June 2017 issue** of *Among Friends* please submit information to the Communications Office by **Monday, April 24, 2017.**

### EDITOR:

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## DOWNLOAD THE FA APP

Available for iPhone, download the Friends Academy App from the Apple App Store. Access the public Parent Info Hub, private Parent Portal, MyBackpack and Magnus Health.

(App Store/  
FriendsAcademy)

Log in and stay logged in.



# FROM THE HEAD OF SCHOOL

History Night, TASQUE Club, Model Congress and Mandarin – just a few blocks of time in the day of a seventh grade student at Friends Academy.

Have you ever wanted to walk in your child's shoes at school even for one day just so you could get a first hand glimpse of what her life is like, what it feels like to sit in his seat, do his work, socialize with her friends, and truly be in the thick of it all? Short of a Freaky Friday switch-up, I knew that spending an entire day with a seventh grade student would bring me as close to Middle School as any rational adult should go.



ANDREA KELLY  
HEAD OF SCHOOL

Shadowing a student is just one component of my entry process this year. If a new Head of School wants to learn about the school, be a student in that school. Ethan Labelson was the “lucky” volunteer whose name was pulled out at an assembly a few weeks ago.

We began our day in Ms. Schalk's advisory where we reviewed the schedule and prepared for the day ahead. From there it was off to choral music class. We warmed up by flexing our musical literacy muscles reading and then tapping out some complex rhythms. We then rehearsed “Remedy” by the Zac Brown Band, a featured tune in the upcoming choral concert.

Science class was conducted by guest teacher, Mr. Damm who took us on a field trip to the Fieldhouse to experience first hand how various sports are more naturally suited to particular body structures. The standing long jump requires a burst of power from the fast-twitch muscle fibers in the legs. The students tried it out to feel firsthand how and why “Mesomorphs” tend to do well with this type of sport.

During the extension block Ethan and several classmates worked to further develop their bills in preparation for Model Congress next month. Ethan's bill will ask that Congress require that emissions-testing equipment be fine tuned and made fail-safe so we are never at risk for another emissions cheating scandal. The team practiced the formal procedures they will use during the competition. They will Caucus – which means conferring with one's peers to garner the wisdom of the group – and will “yield his/her time to the chair,” which simply translates to finishing one's point.

We stayed in Mr. Frazer's room for history class where students were afforded one last opportunity to practice for the History Night Wax Museum. Students gave positive and constructive feedback to their peers. “Slow down a little. Be sure you can correctly pronounce all the places “you” lived, and

Be sure to act in character!” We met the first Homo Sapien, Anne Frank, and Gandhi, Ethan's character. On to math class where it took me a few minutes to recall how to multiply and divide expressions with exponents and then apply that skill in solving some “magic square” puzzles.

We literally ran with our lunch in hand to a TASQUE club meeting in the Quaker Student Life Center. The top item on the agenda was confirming the choices for the upcoming Alternative Meeting for Worship the following week. Choices included: Meeting for Coloring, Meeting for Walking and Meeting for Singing. Between bites of his lunch, Ethan convinced the group to create a Google form survey to tally student choices. With these powers of persuasion, I feel confident we might see Ethan personally fighting for his bill one day.

Can you translate from Shakespeare to Modern English? As the students prepare for their first experience with Shakespeare's work *Much Ado About Nothing*, they learned a lesson on stretching beyond the literal meaning of the words. Try this one: “Wilt thou make a trust anew?” Ethan nailed it.

We capped off the school day in Mandarin class. The students spoke almost exclusively in the target language covering topics such as colors and clothing. Students moved flexibly between the visual and auditory domains as they translated between the traditional characters and Chinese Pinyin. As the school day ended (but not the day), Ethan went on to sports, and then to a dance rehearsal.

At this point, I collapsed in my desk chair, answered a few emails and held a meeting or two. When I returned that night to the Middle School for History Night, there was Ethan – transformed as Gandhi. He was surrounded by a rapt audience who leaned in to learn the details of how this peace-maker's life taught us that responding to violence with nonviolence is the way we change the world. History Night wrapped up at 8:30 p.m. Fortunately, it was a “no homework night.” This “seventh grader” had run out of steam.

A day in the life of a seventh grader is jam packed with writing bills to protect the planet, solving complex math equations, learning Chinese, music, and Shakespeare. It also means serving as a leader to continue to bring life to our Quaker Mission. This is a balancing act demonstrated by one boy on one day sharpening his keen mind and strengthening his kind heart.

Ethan and countless other Friends Academy children are living proof of our Mission in motion. Thank you, Ethan for providing me a first-hand look at just a regular day in your life. It was an honor to be your shadow.

*Andrea Kelly*

# “Spring into Summer” Programs (May/June)

<b>May Programs: Ages 5-15yrs</b>	<b>Sat. May 6</b>	<b>Sat. May 13</b>	<b>Sat. May 20</b>	<b>Sat. May 27</b>
<u>TENNIS</u> 5-7yrs (1-2pm) \$20/day. <b>Check days</b>				
<u>TENNIS</u> 8-15yrs (1-4pm) \$70/day. <b>Check days</b>				

<b>June Programs: Ages 3-15yrs</b> <span style="background-color: yellow; border: 1px solid black; padding: 2px;">    </span> means it is not offered	<b>June 13-15 Tues-Thurs</b>	<b>June 20-22 Tues-Thurs</b>	<b>June 19-23 Mon-Friday</b>
<u>TENNIS</u> 5-7yrs (11-12pm) 3 Days \$50/session			
<u>TENNIS</u> 8-15yrs (9-12pm) 3 Days \$175/session			
<u>GOLF</u> 8-13yrs (9-12pm) 3 Days \$195/session			
<u>ACTIVE GAMES</u> 5-12yrs (1-4pm) 3 Days \$175/session			
<u>MINI-WONDERS SCIENCE</u> -3-5yrs (9-12pm) \$350/wk			

## TENNIS: (Ages 5-15yrs)

This program incorporates many aspects of instruction and training catered to players of all ages and ability levels. Our program includes stretching & calisthenics, strength & conditioning training, Beg/Int./Adv. Stroke productions., drill for skills, cool down/refreshment break, match play, game play coaching and strategies.

**Quick Start Program** – 5-7yrs Utilizes Quick Start nets rackets and balls. (8 to 1)

**Junior Tennis Player (s)** – 8-12yrs (3hrs/day) (Novice / Intermediate.) (4 to 1)

**Junior Elite Player (s)** – 13-15yrs (3hrs/day) (Advanced) (4 to 1).

**Head Instructor:** Gino Uterano-FA HeadTennis Coach



## **GOLF:** (8-13yrs) 3 Day Program from 9-12pm

**Day 1:** Rules, terminology, etiquette, speed of play. putting, pitching, chipping, bunker play, irons/woods & drive. Golf lessons and review.

**Day 2:** Warm up practice and review. A nine hole round of golf at Harbor Links.

**Day 3:** Warm up practice and review. A nine hole round of golf at Glen Cove Golf.

**Head Instructor:** George Dlugolonski-Summer Golf coach, 40 yrs teacher/coach-Chaminade HS.

## **ACTIVE GAMES:** (Ages 5-12yrs) 3 Day Program from 1-4pm

Helps support the continued development of student’s motor skills and physical fitness, while promoting sportsmanship, cooperation, communication and team building skills in a fun, safe environment. Pin Knockdown, Capture the Flag, Noodle Tag, Ultimate Soccer and Floor Hockey are just some of the games that campers will have the opportunity to play. Active games are the **BEST** and **most POPULAR** games you want to play!!

**Head Instructor:** Dave Barth-Friends Academy Physical Education Teacher/Coach.

**What to Bring/Wear:** T-Shirt, Shorts, Sneakers, water bottle and sunscreen.

## Mini-Wonders Science: (Ages 3-5yrs)

Children will be able to investigate, explore, and observe in this interactive hands-on science experience.

Discovering a new topic each day, your little "scientist" is sure to have a fantastic time! Take a look at our “FUN” daily schedule for the week!! **Location:** FA EC Center. **Teachers:** FA EC Teachers “Discover & Explore”

# FROM THE LOWER SCHOOL

Debby McLean, Lower School Principal | Divisional Assistant: Gail Lucidi, 393-4230

## A spark of curiosity leads to greater understanding

What does it mean to be a global citizen? I ask myself this question frequently as an educational leader. In this day and age it is always easy to find a quick definition as I did from Wikipedia: Global citizenship comprises the rights, responsibilities and duties that come with being a member of the global community that is the world.



DEBBY MCLEAN

We have just wrapped up our Global study in the Lower School and I see it as the first step for our student in understanding and

embracing their rights, responsibilities and duties. Young children need to learn that there are communities and places beyond their home and family.

Developmentally this can be challenging for our 3- to 5-year-olds as they are in the process of figuring out who THEY are in the context of their family and community. In our Global Study, our youngest children have the opportunity to compare and contrast themselves to others who are similar and to discuss climates that are quite different. It is our educational responsibility at this age to expose children to the idea that not everyone is the same.

As the children grow older they understand more about themselves and are developmentally ready to understand places that are far away where people live quite different lives than we do here on Long Island.

Our 4th graders study the vast continent of Africa. We can't possibly do justice to an entire continent in a few months of study. However, we can spark curiosity which then leads to greater understanding. Once there is understanding then we can begin to discuss our citizenship on this earth and how that is not to be taken lightly, but is a solemn responsibility of us all. This stewardship

Fri.	7	Dress Down Day
Mon.	10	Spring Break Begins
Tues.	18	Classes Resume at 8:05 a.m.
Fri.	21	Founder's Day – Red and Black in Dress Code
Sat.	22	Gideon's Attic – 10:00 a.m. to 4:00 p.m. (Fieldhouse)
Mon.	24	Parenting Workshop with Teacher John – 8:15 a.m. (JH)
Tues.	25	Book Fair & Café – 8:20 a.m. to 5:00 p.m. (Main Gym)
Wed.	26	Book Fair & Café – 8:20 a.m. to 3:10 p.m. (Main Gym)
Fri.	28	ISE Chess Tournament – 4:00 to 7:00 p.m. (FA)

\*\*\* DATE CHANGE: LSPC Meeting changed to May 16 at 8:15 a.m.\*\*\*



Students in Grades 3-5 gather to sing a "The Power in Me" to conclude Global Day on March 24.

dovetails beautifully with our Quaker testimonies.

The 3rd-5th grade students ended their LS Goes Global Informance (a chance to share our learning as opposed to a performance) singing together "The Power in Me." What a great way to take our learning about the world and show that we are propelled to embrace our "rights, responsibilities and duties" to care for others and the world in which we live.

Young children need to learn that there are communities and places beyond their home and family.

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## The Wind in the Willows Café

At the FA Book Fair

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### WHEN?

**Tues. April 25**  
8:20 a.m. to 5 p.m.

**Wed. April 26**  
8:20 a.m. to 3:10 p.m.

### WHAT?

- Volunteers for the day
  - Bakers
  - And Goody Providers
- All items NUT-FREE please!*

CLICK TO [DONATE](#)  
[BAKED GOODS](#)  
AND [VOLUNTEER](#)

Please contact:

- Michele Cagner  
michelecagner@hotmail.com

*All proceeds benefit  
Friends Academy libraries.*

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## For LS Parents

Specify how much or how many books your child should purchase by returning the LS Spending Form. **Forms will be sent home with children this week.**

On the day of the Book Fair, **please send in \$2 with your child.** All money will be collected, so that every child can receive a treat from the Café.

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2016-17

# THE FA BOOK FAIR

April 25th & 26th



**T**he annual Friends Academy Book Fair is nearly upon us! This is a great event that allows the whole community to share in a love of reading.

As always, most of the books for sale are affordable paperbacks. There will also be a selection of more expensive hardcover books and non-book items for parents to purchase.

All purchases will be charged to your child's school account; please do not send cash.

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## Volunteer at The FA Book Fair

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Come join us!

Help your children develop a love of books and volunteer!

**POSITIONS ARE  
OPEN ALL DAY. SIGN-UP  
INFO TO FOLLOW IN  
COMMUNITY E-MAIL.**

**Sunday, April 23:**  
3:00-6:00 pm (Set up)

**Tuesday, April 25:**  
8am-4pm Book fair helpers

**Wednesday, April 26:**  
8am-6:00pm Book fair  
helpers and breakdown

We are looking for  
parents to help with  
set-up, selling and  
breakdown.

**GET INVOLVED  
AND HAVE FUN!**

### CONTACT

**Barri Savasta** at  
mizbeezwax@aol.com,  
**Janeen Stallato** at  
janeen@renaghan.com  
and **Gina Oh** at  
ginaoh2@gmail.com.

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## Teacher's Wishlist

Order and donate  
a book to your child's  
classroom with the  
Teacher's Wishlist. (*Form  
to follow in an e-mail.*)

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# FROM THE MIDDLE SCHOOL

Deborah Schoman, Middle School Principal | Divisional Assistant: Marian Tobia, 393-4239

## Making in the Middle!

**O**n any given day, 6th, 7th and 8th graders are in the “Maker Space” creating circuit boards with Makey Makey, 3D designing and modeling using TinkerCad, learning basic programming and designing video games with Scratch and building robots to compete in the VEX IQ Challenge. What’s it like learning in the Maker Space? “Everything you touch is an adventure,” said one 6th grader while another said the time in the Maker Space “helps



DEBORAH SCHOMAN

me understand what I am capable of creating.” This new movement called “making” advocates for classrooms to be more child-centered where tinkering and authentic problem solving drive the program and children experience relevant and powerful learning.

The Maker classroom is an active place where students can work collaboratively and simultaneously on multiple projects.

During the enrichment activities this year, students opted to spend time in the MakerSpace figuring out how to design and build cardboard rubber band cars, two-wheel balloon cars, or a ping-pong ball launcher using found materials such as tongue depressors, duct tape, paper clips, and straws.

The VEX IQ Challenge provides students robotics engineering and research challenges. The Challenge fosters the development of teamwork, collaboration, critical thinking, project management and communication skills. Student teams design and build

**Real science and engineering is done through tinkering. We owe it to our children to give them the tools and experiences that actual scientists and engineers use.**

CLICK HERE: UP-TO-DATE WEB CALENDAR 		
MARCH HIGHLIGHTS		
Wed.	1	8th Grade to Frost Valley
Thurs.	2	7th Grade Parent Coffee – 8:15 a.m. (Jackson House)
Fri.	3	Frost Valley Returns around 4:00 p.m. Jazz Concert – 7:30 p.m. (Theater)
Fri.	10	MS Sports Night – 6:00 to 8:00 p.m. (Field House)
Thurs.	16	MS Parents Meeting – 8:15 a.m. (Jackson House)
Thurs.	23	MS History Night for grades 6-8 – 6:00 to 8:00 p.m. (Classrooms)
Fri.	24	MS 3rd Quarter Ends/Mid Semester 2 Ends
Tues.	28	MS Math Pathways Parent Meeting – 8:15 a.m. (Jackson House) MS Spring Sports Begin
Thurs.	30	Friends Academy Dinner & Auction – 6:30 p.m.
Fri.	31	ISE Chess Tournament – 4:00-7:00 p.m. (Portledge)

robots that compete with other schools. The FA 1876 Teams enjoyed a successful first VEX season this year. 6th graders Nell Kurita, Tobey and Rigel Mummers and their robot will be headed to the World VEX championships in Louisville, Kentucky in late April.

Making inspires creativity and curiosity while providing a meaningful context for understanding abstract science and math concepts. Sylvia Libow Martinez, author of “Invent To Learn: Making, Tinkering, and Engineering in the Classroom” writes, “Tinkering is a powerful form of learning by doing,” an ethos shared by the rapidly expanding Maker Movement community and many educators. Real science and engineering is done through tinkering. We owe it to our children to give



The winning 6th grade VEX Robotics team will head to the World VEX championships in Louisville, Kentucky this month.

them the tools and experiences that actual scientists and engineers use, and now is the time to bring these tools and learning opportunities into classrooms. There are multiple pathways to learning what we have always taught, and things to do that were unimaginable just a few years ago.

# SUSTAINABILITY COMMITTEE

Dan Kriesberg, MS Science teacher

## MAKERSPACE DISCOVERY



Middle School students tinker in the MakerSpace Lab located on the ground floor of the Middle School.

## Sustainable landscaping: FA sets an example

The lawns and fields of the FA campus demonstrate what can be done with thought and care to minimize the environmental impact of landscaping and at the same time have beautiful and functional green spaces. The key is to make good choices about the products that are used and how they are applied.

Friends Academy uses an all-natural fertilizer called Holganix that is very effective in promoting root growth. Strong roots are key to high quality turf. In addition, Holganix has beneficial fungi for the plants that help the roots take in more nutrients from the soil. A 30-0-0 fertilizer with 60% slow release nitrogen is used so the grass is “fed” every week. To prevent over-seeding, a mixture of Fescue and Bluegrass mixture is being used. This mixture should be more durable to foot traffic and require less overseeding. The new starter fertilizer is a natural product replacing the synthetic oil-based fertilizer. No pesticides are used on the grass. This eliminates the hazards of pesticides on people and all living organisms on campus. The mowers all have mulching blades which leave the grass clippings to compost. All other debris is composted on site.

It is important to remember that everything we put on our lawns does not stay on our lawn. Fertilizers wash into waterways and eventually into Long Island Sound. This leads to nitrogen overloads and hypoxia. Pesticides end up as part of the food cycle long after they have been applied to lawns and fields. You can follow Friends Academy’s lead when making our own choices about lawn care whether you do the work for yourself or have a landscaper. Wise choices lead to a beautiful lawns, gardens and environment.



# DIVERSITY & MULTICULTURAL AFFAIRS

Shanelle Robinson, Director of Diversity and Multicultural Affairs | (516) 393-4284

**“You are not born racist. You are born into a racist society. And like anything else, if you can learn it, you can unlearn it.”**

— JANE ELLIOTT, FORMER THIRD-GRADE SCHOOLTEACHER, ANTI-RACISM ACTIVIST, AND EDUCATOR

Rev. Dr. Martin Luther King, Jr. was assassinated in Memphis, Tennessee on April 4, 1968. On April 5th, Jane Elliott decided to teach her third-grade class a daring lesson about the impact inequality can have on education and relationships. Elliott is an educator who



SHANELLE ROBINSON

rose to prominence after her “Blue Eyes/Brown Eyes” classroom exercise sparked controversy, as well as an enduring conversation about racism and discrimination.

She formulated the blue eyes/brown eyes exercise as a way to explain the concept of racial discrimination to her all-white third grade class in rural Riceville, Iowa and have them experience, for a day, what it was like to “walk in someone else’s shoes.”

Jane Elliott wanted her students to experience how it felt to be discriminated against and she used the color of her students’ eyes as a way of determining what group would have power and privilege, and which group would not. She bifurcated her classroom into two groups: students with brown eyes and students with blue eyes. Through this exercise, the students found out how it felt to be judged unfairly on the basis of a physical characteristic over which they had no control (the color of their eyes).

On one day, Elliott designated the brown-eyed children as the “superior” group, giving them extra privileges (e.g. second helpings at lunch, five extra minutes at recess, etc.) while simultaneously reenacting the Jim Crow segregated practices of the era (e.g. brown-eyed and blue-eyed chil-



## YOU’RE INVITED:

**Wednesday, April 19th  
6:30 to 8 p.m.  
Dolan Center Choir Room**

### Presenting Debby Irving

Author of *Waking Up White, and Finding Myself in the Story of Race*, and a former classroom teacher, Debby Irving offers a fresh perspective on bias, stereotypes, identity and acceptance. Debby now devotes herself to working with white people exploring the impact white skin can have on perception, problem solving and engaging in racial justice work. Her book tells the story of how she went from well-meaning to well-doing.



#### RSVP to this event

Copies of “*Waking Up White*” are available at the Kumar Wang Learning Commons.



dren were not allowed to drink from the same water fountain; brown-eyed children were seated at in the front of the classroom; blue-eyed children were seated at the rear; brown-eyed children were not allowed to play with their blue-eyed peers during recess). In addition, she gave the blue-eyed students colored bands (“collars”) to wear so that they could be distinguished from their brown-eyed classmates at a distance. The following day, Elliott reversed the exercise, designating the blue-eyed chil-

dren as the “superior” group entitled to the very privileges their brown-eyed peers had enjoyed the day before, and the segregated treatment was now aimed against the brown-eyed children. The brown-eyed students were also obliged to wear the same colored “collars” the blue-eyed children had worn the previous day.

While her approach may have been unconventional, the results were startling: whether designated the “superior” group or “collared” group, both groups of students demonstrated dramatic shifts in behavior and academic performance. For example, on the day the students were wearing the “collars,” it took them nearly twice as long to successfully complete a phonic card pack than it did the day without it. Additionally, during the exercise, some students did not want to participate on the day they were in the “inferior” group because they did not enjoy the feelings associated with their position. In the end, the children learned an important, enduring lesson about what discrimination feels like, and how societal attitudes and mistreatments can affect one’s performance.

Last month, I facilitated a lesson with our Fourth Graders connecting the theme of Equality (the ‘E’ in ‘SPICES’) to the changemakers they were learning about during Black History Month (they had just completed writing letters to Dr. King). I discussed the meanings of the words discrimination, prejudice and segregation in conjunction with showing the students video footage of Jane Elliott’s “Blue Eyed/Brown Eyed” exercise (from a PBS documentary called *A Class Divided*). Stunned at the children’s behavior on film, our fourth grade students wrote letters of reflection that illustrated a better understanding of

what it must be like to be discriminated against and expressed a motivation for change:

*“Dear Ms. Robinson,  
Thank you for teaching us about how [people] were treated unfairly. I do not know why people think just because [someone’s] a different skin color they can treat them badly. Everybody should be treated equally. I am Jewish and I can relate to African American history. The Jews were treated unfairly and cruelly just like African Americans.”*

*“Dear Ms. Robinson,  
I think that this video was very important. I learned about the word discrimination and how overpowering it [is]. After watching this video I [have] a better sense of how it felt when that was happening.”*

*“Dear Ms. Robinson,  
Thank you so much for coming to our class and teaching us about segregation and how everyone should be treated equally. When you showed us the video I thought it was very interesting how in just 15 minutes all the children were acting so differently because of the way they were being treated. I think it is very important that everyone should get treated equally and not get treated differently just because of how they look. That is like judging a book by its cover.”*

*“Dear Ms. Robinson,  
Thank you for teaching us about [discrimination]. I never really understood how it felt and affected people, but now I understand. Next time I meet someone new, I will not judge them by the way they look, but by their actions.”*

*“Dear Ms. Robinson,  
I really enjoyed [the video]. I thought it was interesting when the kids had the collars on it changed how they did academically. I [also] learned that you can be judged [for] how you look or act. That makes me grateful to be at a school where there is a lot of diversity and equality.”*

*“Dear Ms. Robinson,  
Thank you for coming into our class to talk about diversity. I learned so much about how I should treat other people. If our fourth grade class was divided by [those who wear] glasses and my teacher told me that I wasn’t as good as the other kids, or I couldn’t do some things just because I wear glasses, I would feel like I’m not capable of anything. Thank you for helping me realize what it feels like to be treated a certain way just because of how you look.”*

In *Building Moral Intelligence: The Seven Essential Virtues That Teach Kids to Do the Right Things*, educational psychologist Michele Borda insists we must “[teach] our children to counter stereotypes before they become full-fledged, lasting prejudices and to recognize that every human being has the right to be treated with respect.” Friends Academy values the Quaker principles of equality, integrity, responsibility and mutual respect and it is my hope that this was as enduring a lesson for our students as it was for Jane Elliott’s.

**NOTE FROM THE BUSINESS DEPARTMENT:**

# SCHOOL BILLS 100% ONLINE

## VIA THE PARENT PORTAL

In accordance with our mission and sustainability goals we will be distributing monthly statements electronically from this point forward. **You can help us with this goal of sustainability by using FA’s electronic statements.**

**How to view your statement:**

- 1) **Log on** to Parent Portal
- 2) Click on "My BackPack" and view
  - Account summary
  - Account details, including Campus Store
  - Current/past statements
  - Online bill payment by eCheck is available through My BackPack

**Questions??**

Please contact **Marie Batista** at [marie\\_batista@fa.org](mailto:marie_batista@fa.org).

Friends Academy is proud to support our ongoing efforts of sustainability through paperless billing.



# FROM THE UPPER SCHOOL

Mark Schoeffel, Upper School Principal | Divisional Assistant: Cathy Philipakos, 393-4215

## Leaving behind isolation and the self in order to see the world

*“The beginning of love is the will to let those we love be perfectly themselves, the resolution not to twist them to fit our own image. If in loving them we do not love what they are, but only their potential likeness to ourselves, then we do not love them: we only love the reflection of ourselves we find in them”*

– THOMAS MERTON, NO MAN IS AN ISLAND

In high school, I remember reading Joseph Conrad’s famous work *Heart of Darkness* and struggling with Marlow’s famous quotation, “We live as we dream,



MARK SCHOEFFEL

alone.” Gang of Four, a new wave band in the early 80s, had a song named after the quotation, and it was in my head some early pre-dawn mornings as one of my rowing buddies played it his

Jeep Wagoneer’s cassette player. Something in me then did not like Conrad’s supposed truism of our times, the isolation of it and Marlow’s sense of bleak powerlessness in the face the brute force, the human animalism he has witnessed in himself and all around him, in and out of the jungle. I had my friends, my family, my faith, my country, and my beliefs – even at seventeen, I was not one to believe we are all ‘isolatos’ with resigned, world-weary nihilism.

Yet one thing I did not realize then was my own world was unbeknownst to me deeply insular and self-involved. Certainly I did not recognize the depth of my shallow egotism as I focused on what I thought were all the right things, doing my school work most of the time, pleasing my parents, rowing, acting, and socializing, with the goal being essentially to feel pretty content with myself in the world. I did not really see or listen to others even if I thought I did. Unknowingly, I was living Conrad’s quotation;

Sat.	8	ACT Exam – Local Test Centers
Mon. 10 – Mon. 17		Spring Break – No school
Tues.	18	Classes Resume 8:05 a.m.
Wed.	19	Upper School Parents Meeting – 8:15 a.m. (Jackson House)
Fri.	21	Founder’s Day – Red & Black Day
Sat.	22	Junior Prom, Pre-Prom – 7:00 to 7:30 p.m. (KW Library) <i>In the event of rain, Pre-Prom will be held in the Dolan Center Atrium; Prom – 8:00 to 10:30 p.m. (Commons)</i>
Mon.	24	Diversity Grant Dinner – 6:00 p.m. (Jackson House)
Tues.	25	Book Fair – 8:20 a.m. to 5:00 p.m. (Main Gym) Inside College Admissions for Juniors & Parents – 9:00 to 11:30 a.m. (Theater)
Wed.	26	Book Fair – 8:20 a.m. to 3:10 p.m. (Main Gym)
Thurs.	27	Upper School Concert – 7:30 p.m. (Theater)
Fri.	28	Last Day of Classes for Seniors

## AHEAD IN MAY

Week of May 1st	AP Exam Week I
May 2nd	Senior Language Final
May 5th	Senior Math Final
Week of May 8th	AP Exam Week II
May 15th	Senior ISP’s begin

I just believed that I wasn’t.

Sometime near high school graduation, I started to see that there was more to the world than just me and my beliefs that affirmed what I already believed. The fall of senior year, a good friend tried to commit suicide, and while he survived, it threw me. I stepped back and wondered if I was really so aware of either myself or others. For a while, I stopped coming up with answers to everything. I began to seek the views and

thoughts of others. And in my youthful exuberance, I went through a short period of uncertainty, and then, when I felt I had answers, I moved on. Now they call this “confirmation bias” but then it really came down to my believing what I wanted to believe and seeking out evidence that let me do that so I could get on with living as I already was living, comforting myself that I had done my good work of looking beyond myself.

[CLICK HERE: UP-TO-DATE WEB CALENDAR](#)

## MARCH HIGHLIGHTS



Upper School students in an OriginalWorks ensemble dance piece combined practiced choreography and spontaneous filmmaking.

In college, I lived, for a while, with the illusion that my work was done, that at least I had realized and understood that while there are eternal questions I could not answer, I had my way clear before me. Convinced I was not stuck in the prison that Marlow feels he inhabits much of the time, I felt I had exited the hall of mirrors Macbeth inhabits and, I imagined, I could put to rest the Macbeth terror that means there is only you and your illusions. Mine could never be “a tale told by an idiot, full of sound and fury, signifying nothing.”

That radical isolation, I told myself, was not mine, either; though Macbeth despairs in his candlelit darkness, and Marlow shrugs in his black bank of clouds and overcast sky, I decidedly was different, enlightened. I lived in the light. The sun was not out every day, but I could survey the waters and know that I was on land.

Or so I believed. Yet I didn’t even know what I did not know or see. Illusions are hard to shed. It took some true experiences of grief, loss, and even isolation from the life I thought I knew to help me begin to understand that I did not have all the answers, or maybe even the questions. The irony here: I was an island, but needed to step off it, go into the sea, and swim over to another island in order to get out and look back to see the island that had been mine, had been me.

Adult life has been like entering the world for the first time, with its waves, winds, and changes of light and sound,

out on the water and among the islands we inhabit. I swim, stand on the shores, and look out at the islands. I want to learn to be unafraid of the waters, to be at home on the islands as I swim to them. Something

in me believes they are all connected by vast expanses of rock. In a deeper way, now, I still believe we are one, of the earth and through time, and also, we are apart; not alone, together, but both alone and together.

I sit upon the shores, listening to the water lapping on the sands and rock beneath me, hearing my wife coming through the trees, tea in hand in the evening’s purple light.

**Sometime near high school graduation, I started to see that there was more to the world than just me and my beliefs that affirmed what I already believed.**

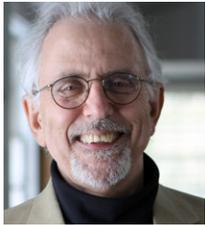
# THINK. LAUGH. LEARN.

John Scardina, Quaker-in-Residence, john\_scardina@fa.org

## What are Quakers 'for'?

Edward Burrough, an early convert to Quakerism, described what Quakers are "for" in 1672, writing that:

"We [Quakers] are not for names, nor men, nor titles of Government, nor are we for this party nor against the other but we are for justice and mercy and truth and peace and true freedom, that these may be exalted in our nation, and that goodness, righteousness, meekness, temperance, peace and unity with God, and with one another, that these things may abound."



JOHN SCARDINA

These words seem especially relevant today as we seek to educate our community to be informed skeptics of arbitrary power and discerning judges of character and intention.

Who are the people we send out into the world on graduation day as they "commence" the next stage of their lives? Do we produce graduates who will only be successful in conventional ways (money, achievement, power) or do we produce individuals who will be beacons in troubled times, helping those around them to find comfort in truthfulness and courage in doing "the next right thing" in their lives.

You have joined a Quaker community. There is much to be celebrated in our work together at FA, and many good people whose good works have been of value to all. Yet we must remain vigilant in our application of the testimonies to our everyday lives:

- Do I value the **simplicity** of straight forward speech and uncluttered perception so that I can focus on what is really important?
- Do I seek true **peace** in my life, not just the absence of war but the

presence of compassion and non-violence?

- Do I maintain my **integrity** in all I say and do?
- Do I create **community**, even with those of different faiths or political views?
- Do I practice **equality** in my acceptance of others, providing not just the same gifts to each person but instead the specific gifts each person needs to have equal access to the "good life"?
- Do I give back in **service** through an acknowledgement of my own privileged position in the world, recognizing how my path has been made easier from day one by the gifts of others?

- Do I practice **stewardship** in my care for others and for the planet, realizing that "best practices" are not dictated by government regulations but instead by individual choices of conscience?

In the words of George Fox, a founding member of the Religious Society of Friends:

"Be patterns, be examples in all countries, places, islands, nations wherever you come; that your carriage and life may preach among all sorts of people, and to them; then you will come to walk cheerfully over the world, answering that of God in everyone; whereby in them you may be a blessing, and make the witness of God in them to bless you."

## QUAKER LIFE AT FRIENDS ACADEMY

### CALENDAR OF EVENTS SPRING 2017

#### EVER WONDER WHAT YOUR CHILD IS THINKING? HEAR THEIR THOUGHTS

If you have a Middle or Upper schooler, chances are you have wondered what they are thinking and how they are feeling at times when they choose not to talk. Please join the Parent Quaker Life Committee for a reading of Upper School students' advice and to the students and parents of the grade behind them. Written anonymously, these notes are honest, insightful and wise.

Wednesday, April 5 at 8 a.m. (*Matinecock Hospitality Room, adjacent to the Meeting House*)

#### "PARENTING FOR SERENITY"

Learn techniques to incorporate inner peace and Quaker testimonies into your life with your children.

All parents welcome.

Monday, April 24 at 8:15 a.m. (*Jackson House*)

RSVP TO AN OPEN HOUSE



SPREAD THE WORD!

FRIENDS ACADEMY

# OPEN HOUSE



MONDAY, APRIL 24<sup>TH</sup>

## MIDDLE SCHOOL, LIVE!

GRADES 6-12

BEGINS PROMPTLY AT 9:00 AM  
MIDDLE SCHOOL CLASSROOMS



Visit Middle School classes in action and then tour Friends. This is a great introduction to the Middle School and a wonderful chance to experience what it feels like to be a Middle School student and/or parent at Friends Academy. Meet and chat with Middle School Principal Deb Schoman. Spread the word and invite prospective families!

KINDLY RSVP AT 516-393-4244



STRONG MINDS.  
KIND HEARTS.

## PARENT COUNCIL

### Spring is here – and so are many Parent Council events!

It has been an action-packed early spring for Parent Council planning the many events scheduled for the rest of the year.

March ended with the spectacular FA auction at the Garden City Hotel. The Auction chairs, **Carolyn Mott**, **Michelle Cagner** and **Maureen Bergman**, have worked tirelessly along with **Diane Biolsi** from Development to make this event a smashing success. Thank you all for a job well done!

April will be a very busy month for Parent Council, with Gideon's Attic, Book Fair and Jr. Prom all happening in a short period of time.

Junior prom will take place on campus Saturday, April 22. It will begin with Pre-Prom in the Library at 7:00 p.m. followed by the Prom in the commons at 8:00 p.m.

Thank you to **David Miller** and **Alicia Scanlon** for chairing this event.

The much anticipated spring debut of Gideon's Attic will take place Saturday, April 22, from 9:00 a.m. – 4:00 p.m. Please remember to drop off of your donations starting Wednesday, April 19 (8am – 4 pm), continuing Thursday, April 20 (8 am – 4 and ending Friday, April 21, (8 am – 11 am). Many volunteers are still needed. This is a huge community event and everyone should consider getting involved. For more information or to join the committee, please visit the volunteer signup page or contact, **Lisa Crowley**, the Gideon's Attic Chair, at lac4@optonline.net.

The last major event in April will be the Annual FA Book Fair & Wind in the Willows Café, April 25 - 26. **Janeen Stellato**, **Bari Savasta**, and **Gina Oh** are hard at work preparing for this years' Book Fair. **Michelle Cagner**, **Natalia Good** and **Julie Kalimian** are the Wind in the Willow Chairs. They will have some amazing treats for the students to enjoy while at the Book Fair. Proceeds from these events are raised to support our Libraries. Please be on the look out for emails regarding volunteering your time and baked goods to for these events.

As you can see April is a very busy month for Parent Council. There are a lot of dedicated people working very hard behind the scenes to make all this happen. We need your help. In order for these events to be successful everyone in the community needs to lend a hand. Thank you in advance for your help.

– Rita Afzelius, President  
Amy Schamroth, Executive VP

# THE ARTS AT FRIENDS

Tracey Foster, Director of Arts | Divisional Assistant: Pia Fleischmann, 393-4289

Welcome to The Arts page, where each month we will be sharing updates and musings from our studios and stage to keep creativity alive at Friends!

## MIDDLE SCHOOL ARTS WEEK DEBUTS

The much anticipated Middle School Arts week runs from Tuesday, April 4 through Friday, April 7th. Students will be able to choose from a variety of workshops taught by our faculty and visiting artists which will culminate in an exhibition and reception on Thursday April 6th at 5:30 p.m. prior to the MS Production at 7:00 p.m.

## WORKING IRISH SPRING BREAK

Working Irish spring break is around the corner for the GSS Visual Response at Home and Abroad classes!

How do artists respond visually to an environment, place, or space that is new



Visual Response E block class with John Gladsky and Allison Doherty at Gladsky's Marine Salvage in Glen Head. Students L to R: Jocelyn Cedeno, Grace Burrus, Anna Pappas and Christine Capobianco.



Visual Response A block class with alum Abby Weir (1999) at Youngs Farm in Old Brookville. Students L to R: Leila Baadarani, Liz Chatpar and Victoria Zhu.



By sophomore MeiCheng Lu

## STUDENT-ARTIST OF THE MONTH: MEICHENG LU

“In the beginning, I was just an art student who was encouraged by my parents to attend art class like many other kids. I didn't really enjoy it, I was forced. Many students in my art class were better than me and had better talent. I didn't really have a lot of confidence. However, everything changed when I held

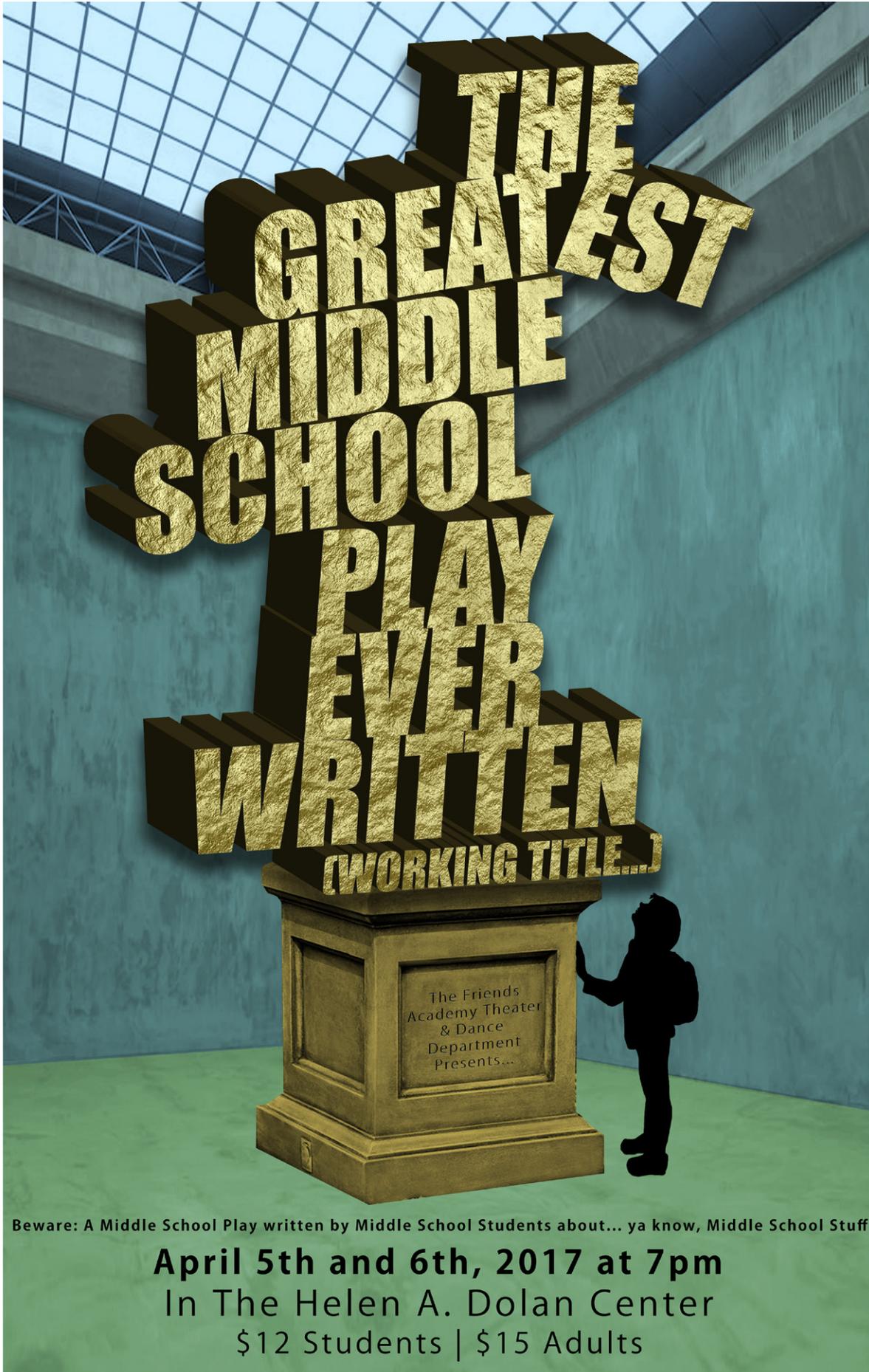
my first trophy in my hands. Winning an award made me become more interested in art. It gave me more confidence as people actually appreciate my art. Over the years, I draw more often and I believe I became more creative. I believe I can express myself the best through art.”

to them? This is the essential question guiding the GSS classes, Visual Response at Home and Abroad. Seven students have been developing their responses after visiting two local sites, in preparation for a trip to Ireland over spring break.

Along with chaperones Allison Doherty and Joy Lai, students will live

and work at Cow House Studios, located on a 180-acre working farm in County Wexford. <http://www.cowhousestudios.com>.

Students will exhibit work generated in their classes and during their time in Ireland at the upcoming Global Perspectives Symposium on 15 May.



Beware: A Middle School Play written by Middle School Students about... ya know, Middle School Stuff

**April 5th and 6th, 2017 at 7pm**  
In The Helen A. Dolan Center  
\$12 Students | \$15 Adults

**SAVE THE DATE:**  
**Gideon's Attic is Saturday, April 22, 2017!**



**Drop-off Dates:**

Wednesday, April 19 (8 am - 4 pm)

Thursday, April 20 (8 am - 4 pm)

Friday, April 21 (8 am - 11 am)

**The Gideon's Attic Tag Sale has moved to a new date!**

We are excited to announce that the annual Gideon's Attic Tag Sale has officially moved to **Saturday, April 22nd from 9 a.m. to 4 p.m.** Gideon's Attic is a longstanding FA tradition that brings our parents, faculty, Upper School students and local community together for a fun-filled day. As a stand-alone event, Gideon's Attic promises to be better than ever!

**Thank you to those who have been gathering donations.**

**The Gideon's Attic team will continue to collect gently used items including:**

- Clothing
- Kitchen items
- Large and small appliances
- Sports equipment
- Bedding, linens
- Electronics
- Toys and baby furniture

We look forward to your continued support of Gideon's Attic with your donations and attendance.  
**Volunteers Needed!**

For more information or to join our committee, please contact,  
**Lisa Crowley**, Gideon's Attic Chair at lac4@optonline.net.