



CANTERBURY
SCHOOL

Canterbury TALES

NEWS FROM CANTERBURY SCHOOL
WINTER 2009



Chicken Soup for the Soul: Eighth grade students support a local food drive.

LETTER FROM THE HEAD OF SCHOOL

Burns Jones

THIS EDITION OF CANTERBURY TALES explores Canterbury School's commitment to educating the "whole child," which is, perhaps, one of those educational terms that schools often use but seldom explain. Thus, I thought I might attempt to offer some perspective on what this term means at Canterbury School and how this approach fundamentally enhances the education we offer.

The term "whole" connotes an education comprised of component parts. In the case of Canterbury, those component parts are the minds, bodies, and spirits of our students. We believe that to fulfill our educational responsibility to our students, each

component must be nurtured and developed and that the sum is more important than the parts. The term "whole" also connotes an education that is complete. An education that concentrates solely on intellectual development, we believe, ignores the other elements of our character that make us human. This is especially true for children, whose minds, bodies, and spirits are continuing to develop.

This may sound great in theory, but how, you might ask, does it fundamentally enhance the education we provide? The answer begins with our staff. In order

MORE ON PAGE 2

HEAD OF SCHOOL

FROM PAGE 1

“ The term “whole” also connotes an education that is complete. An education that concentrates solely on intellectual development, we believe, ignores the other elements of our character that make us human. This is especially true for children, whose minds, bodies, and spirits are continuing to develop. —BURNS JONES

to work at Canterbury, our teachers must not only be knowledgeable in their subject areas, but they must also love and understand children. They must be willing to go beyond the call of duty to help each student succeed. You see this in the way middle school teachers work with students during extra-help, in the way our coaches interact with the players on their teams, and in the way our staff responds to students in their time of need.

Our whole child commitment also appears through Canterbury's vibrant spiritual life. The fact that our community gathers to worship three times each week is both symbolic and authentic. Our chapel services symbolize the commitment that our school makes to the spiritual development of our students, and we hope the result, for each student, is a greater and very real appreciation for the importance of living a God-centered life.

Canterbury's approach to athletics not only signifies our commitment to developing sound bodies but also our commitment to building character. Our no-cut policy, which guarantees membership on a team for every student interested in participating, is unique by design. This philosophy exalts the benefits of team-



Burns Jones with Board President Ed Winslow at the Fine Arts Center's ribbon-cutting celebration.

work, sportsmanship, and personal growth over collective triumph.

These practices, and others, combine to create an educational program that prepares our students to handle the issues that they will face when they leave Canterbury and venture out into the world. This approach is also the best way to educate children at a time when all their parts are developing and becoming complete.

I hope the articles that follow help to depict this whole child philosophy in practice at Canterbury School. Our approach, I believe, helps distinguish our school and ensures that what our students experience during their time here will persist long after they leave.



CANTERBURY
SCHOOL

Canterbury School
5400 Old Lake Jeanette Rd., Greensboro, NC 27455
336-288-2007
www.canterburysch.org

Head of School Burns Jones

Canterbury Tales is a magazine of Canterbury School.
Copyright 2009 Canterbury School.

MISSION STATEMENT

Canterbury School's mission is to develop the whole child by challenging the mind and nourishing the spirit in a diverse community guided by Judeo-Christian values.



STRATEGIC PLANNING

“The key to a successful strategic planning process is to identify those key strategic issues that ultimately unleash the school’s untapped opportunities.”

—KATHY HANSON, PLANNING CONSULTANT

In the winter of 2008, Canterbury School engaged the services of Kathy Hanson, senior consultant with Marts and Lundy. The Marts and Lundy group is a nationally recognized full-service consulting firm serving the not-for-profit community. Over the next several months, Kathy will be working with Canterbury to develop a three- to five-year strategic plan. For a plan to be strategic, it must be clear, focused, and measurable. Ultimately, this plan will have a direct link to program enhancements and to the establishment of a comprehensive fundraising plan.

While the initial phase of the process will be limited to a small group comprised of volunteers and staff who make up the strategic planning committee, the entire school community will have input during this five-month process. Input will be sought in a variety of ways including the creation of internal study groups and the coordination of focus groups to offer an external analysis. Through this in-depth process we will be evaluating market factors which may impact enrollment, in addition to assessing internal factors such as parent satisfaction. As you might recall, Canterbury released the results of our 2008–2009 parent survey in January of this year.

Another important role of strategic planning is to identify key strategic issues or untapped opportunities. Many of these topics will be brought to the attention of the board, faculty, and staff. For the plan to work, there needs to be full understanding, input, and agreement from all constituencies. The final stage of strategic planning is incremental goal setting and roll out the plan to the entire community. This will be a public document that will help guide all members of the school, create opportunities to recognize success, and ensure strong execution and measurements.

“A purposeful planning process embracing the entire Canterbury community will assure Canterbury of staying on mission while effectively meeting the various challenges of our world. Once our plan is developed, we feel it should be updated each year to reflect the changing world and to refocus on our mission. We look forward to many years of continued improvement as we grow and mature.”

—RAY BERRY,
STRATEGIC PLANNING
COMMITTEE CHAIR

Strategic Planning Committee

Ray Berry, Chair
Kathy Hanson, Planning Consultant
Wendy Billingslea
Russ Ingersoll
Burns Jones
Andy Lee
Kathleen Smith
Penny Summers
Marsha Tice
Isaiah Ugboro
Kelly Wesney
Ed Winslow
Susan Williams

UPCOMING DATES

MARCH

- 27 *Secret Agent Chapel—Anna Taylor, 8:10 a.m.*
The “Buzz” with Burns, 8:45 a.m. (Berry Hall)
- 30 *Greg Mortenson Chapel, 8:10 a.m.*

APRIL

- 1–2 *Greg Mortenson Visits Canterbury School*
- 6 *Palm Sunday Chapel, 8:10 a.m.*
- 9 *Maundy Thursday Chapel, 8:10 a.m.*
- 22 *Easter Communion Chapel, 8:30 a.m.*
- 24 *Earth Day Chapel led by Fifth Grade, 8:10 a.m.*
The “Buzz” with Burns, 8:45 a.m. (Berry Hall)
- 30 *Canterbury Open Golf Tournament, 12:00 p.m. (Starmount Forest Country Club)*

MAY

- 1 *Grandparents Day, 9:00 a.m.*
- 4 *Blood Drive*
- 8 *Spring Fling, 5:30 p.m.*
- 22 *Volunteer Recognition Chapel, 8:10 a.m.*
- 27 *End of Year Communion Chapel, 8:30 a.m.*

JUNE

- 5 *Graduation, 10:00 a.m.*
Alumni Reception, 11:00 a.m.



Mardi Gras: Canterbury students celebrate Mardi Gras with Louisiana-style King Cake and festive costumes!



Stage Fright Aside: Students learn, hands-on, about the Shakespearian influence.

THE ELIZABETHAN INFLUENCE

Tony Carrick, Middle School Literature

At one point during the North Carolina Shakespeare Festival’s one-hour performance of an abridged *Romeo and Juliet* on February 4, I scanned Berry Hall to see who was chatting, talking, or engaging in some sort of activity other than watching the play. I was fascinated to see that just about all 200 of our fourth through eighth graders were sitting in what one of my colleagues would later describe as “rapt attention.” Shakespeare’s 400-year-old play about two star-crossed teens in love, at least for an hour, held the attention of the I-Pod/Xbox 360/FaceBook generation. The value of such an event is not something that can be replicated in the classroom. Shakespeare is meant to be performed and not just read. This was art elevating the eighth grade’s study of the play *Romeo and Juliet* to a new level. For other students, it was a wonderful introduction to one of the greatest storytellers in history.

It wasn’t just the performance that did so much to bring alive these words on a page; it was also the workshops. Following the show, the eighth grade spent two hours with professional actors, learning how voice, movement, and other elements of performance can bring this centuries-old play alive. Our students were engaged, enthusiastic, and willing to take risks. Boys put on their best girl voices to play the nurse, Lady Capulet, and Juliet (after all, in Shakespeare’s time female parts were played by boys and men), while girls did their best guy impersonations of Romeo, Tybalt, and Lord Capulet. Even students who would have felt more comfortable watching quietly from a safe distance quelled their stage fright and took a turn as an angry Juliet or desperate Romeo (and with gusto!).

As I looked on, happily taking snapshots of the actors and students, I couldn’t help but think how great it was that we were able to get the NCSF on campus, and that we were investing in art. Perhaps, had I been teaching somewhere else, this would not have happened. While other schools have targeted the arts as a place to make cuts in these challenging times, Canterbury School is bringing more arts to our school with events such as this.

THE 2008 AP EXAM RESULTS ARE IN!

The AP program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. It is no surprise that we are extremely proud of our graduates' results! In fact, 42 percent of the class of 2004 earned recognition as AP Scholars. Two students earned recognition as National AP Scholars. We believe this is yet another great example of the strength of Canterbury's academic program. Congratulations to all these students for a job well done!

National AP Scholar

Libby Hase, Page
Meme Summerell, Page

AP Scholar with Distinction

Gwen Barlow, Grimsley
Michael Kattman, Grimsley
Eric Speckhard, Grimsley
Jordan Van Gorder, Grimsley
Libby Hase, Page
Harrison Holbrook, Page
Caroline Newman, Page
Phoebe Roer, Page
Meme Summerell, Page
Caroline Yates, Page
James Morris, GDS

AP Scholar with Honor

Kate Theall, Grimsley
Taylor Barker, Page
Christin Newman, Page
Andrew Reittinger, Page
Spencer Kuzmier, GDS
Mark Niegelsky, GDS

AP Scholar

Anneliese Duncan, Grimsley
Annie Mack, Grimsley
Audrey Smith, Grimsley
Gray Goley, Page
Luke Hicks, Page
Carey Duda, GDS
Walter Taylor, GDS



***A Day Off:** Many Canterbury alumni spend a day off from high school reconnecting with former teachers and friends.*



***Bon Appetit:** With a little help from Greensboro's celebrity chef and Canterbury parent, Bart Ortiz, students created mouth-watering onion soup.*

The Science of Food

Canterbury middle school science teacher John Schultz co-taught a mini-discovery unit, "The Science of Food," with Canterbury parent and chef Bart Ortiz. The course, comprised solely of eighth graders, commenced with a delicious lunch and private tour of Printworks Bistro, where Mr. Ortiz is executive chef and an operating partner. Over the course of two weeks, students explored the role that science plays in the cooking process.

CANTERBURY CHAPELS

A Window to Our Souls

“ I started attending chapel years ago because it made me feel more connected to the school—a sermon, two hymns, and prayers—what a great way to start off your day! Over the years, I’ve experienced more special moments than I can count, simply by attending chapel. There have been hundreds of sermons by adults and children alike, each with their own unique perspective. Chapel has broadened my perspective and deepened my faith.

—CHARLES LUCAS, PARENT OF SARAH ('08), ANNE ('06), EMILY ('05), AND JULIE ('03)

American Flag Presentation

Enjoying a short holiday leave from his tour of duty in Iraq, Major David S. Miller joined us in late fall for chapel to present an American flag to Head of School Burns Jones. This flag had once flown over Camp Victory in Baghdad. In the spirit of the occasion, his stepdaughters, Natalie ('14) and Meredith Ludlum ('12), performed two patriotic piano selections. The American flag has found a permanent residence in the administration building.

Pennies for Peace Chapel

During a special chapel service on January 26, Canterbury's fourth and fifth graders launched a school-wide Pennies for Peace fundraising effort. This nationally celebrated program educates children

about the world beyond their experience and shows them that they can make a positive impact on a global scale, one penny at a time. While a penny in the United States is not considered much money, in remote regions of Pakistan and Afghanistan, a penny goes a long way—buying school supplies and, in so doing, opening the door to literacy and hope.

With a dove flying high above a fourth grade procession, students did their part to educate our school community about the importance of a *person*, a *penny*, and a *promise*. The fourth grade choreographed



Penny Collection: Fourth grade students take pride in collecting pennies for Greg Mortenson's Pennies for Peace organization. This organization raises money for schools in Afghanistan and Pakistan. Photo by Bert VanderVeen.

the chapel service from start to finish, and it included decorated posters, wearing traditional Middle Eastern clothing, and hidden pennies stashed in the hymn racks of every seat in the congregation. Students also read excerpts from the Bible while Laura Hernandez, our lower school Spanish teacher, read the equivalent verse from the Koran. Mrs. Hernandez delivered the chapel's sermon, describing her recent visit to a school in Pakistan and the value that the children placed on their education. Her message was simple: we can make a difference, and the need is great.

CANTERBURY CHAPELS

A WINDOW TO OUR SOULS

Green Chapel

On October 3, fifth graders welcomed Tom Sineath, founder and CEO of T.S. Designs in Burlington, to deliver a sermon in chapel. Mr. Sineath discussed how his company focuses on a triple bottom line. Its mission is to build a sustainable business by simultaneously looking after people, planet, and profits. Mr. Sineath told the story of The Good Samaritan and related that story to our care for the environment for future generations.

MLK Chapel

For several years, Vicki Johnson, Canterbury's technology teacher, has led a special chapel honoring Dr. Martin Luther King Jr. In some years, students performed a play depicting important parts of the civil

“ [MLK Chapel] is always a special chapel service as we come together to do our part in promoting peace.—VICKI JOHNSON

rights struggle. In other years, such as this one, Mrs. Johnson asked the students to create unique ways to honor Dr. King and his dream of peace that he hoped would come to us all. To commemorate this occasion, fourth and fifth grade students wrote poems, essays, songs, and prayers, which they read during chapel. Other lower school classes performed songs of peace. In closing, Shawn Lilly ('13) read part of the famous "I Have a Dream" speech from the pulpit.



Jenna Livingston Delivers a Memorable Eighth Grade Sermon

Over the years, eighth grade sermons have become a valuable Canterbury School rite of passage. In theology class, eighth graders are asked to articulate their faith story and, as a culmination of all of their efforts, to share this story with the Canterbury community. Eighth graders are given the option of expressing themselves through a chapel sermon or through work on a special project.

Jenna Livingston ('09) delivered this year's first eighth grade sermon. Here are some excerpts from her sermon:

"Before I was in sixth grade, I felt like something was missing in my life. It seemed as though there was a big empty space in my life. I wasn't sure what I was missing, but I knew that whatever it was it would be a big part of my future.

"When I was in sixth grade, I received a letter from my church, West Market Street United Methodist. This letter was inviting me to participate in their youth production of *Godspell*. *Godspell* is a youth musical based on different parables and lessons from the Bible. I was hesitant about going . . .

"Two months passed quickly and we performed our musical. It was such a huge success we even decided to do one the next year. After the musical, I started going to church, Sunday school, and youth group on a regular basis, just to reconnect with what would become some of my best friends.

"Then a year later I started to notice something. That something was God. The messages in the sermons at my church started to mean something to me. So here I am a year later talking about my faith story. But most importantly, I have found God and filled that big space in my life."



Star Volunteer: Aurelia Stafford is honored for being a champion of Canterbury School, especially the arts program.



Dedicated to the Arts: Music and art take center stage at the opening of the Aurelia Fulton Stafford Fine Arts Center.

CANTERBURY SCHOOL DEDICATES THE AURELIA FULTON STAFFORD FINE ARTS CENTER

Over the winter break, Canterbury School concluded the construction of its 12,000-square-foot Fine Arts Center. To commemorate the occasion, Canterbury dedicated the building on January 30, 2009. More than 200 parents, grandparents, and community friends celebrated the evening with a sampling of Canterbury’s rich arts program.

The main gallery featured a colorful selection of student artwork—pottery, hand-made tiles, pastels, banners, and murals. The entire collection was anchored by the evening’s theme, “The Faces of Canterbury.” Through the course of the evening, there were other artistic contributions. Hannah Hicks, a poised seventh grader, provided background music with her harp. Alumni and student bell

choirs rang proudly. A brave third grader introduced the school’s choir with a lively tune on his violin, while lower school students filled the upstairs dance studio eager to demonstrate their new yoga poses. The evening was a magical moment for the entire school and also an important statement about the importance of the arts in the lives of our students.

The highlight of the evening

came when a well-kept secret, known only to a few, was announced to the entire community. Canterbury Board President Ed Winslow revealed that the building was aptly named in honor of longtime Greensboro resident Aurelia Stafford, a former Canterbury grandparent, Canterbury Board member, and avid supporter of the arts. “There is one thing that I know to be true: Canter-

bury School has no more committed supporter, nor champion, than Aurelia Stafford—she is the model of support for this school,” stated Mr. Winslow. The Aurelia Fulton Stafford Fine Arts Center was named in her honor by a friend.



An Evening of Art: Over 200 Canterbury supporters attended the dedication of our new Fine Arts Center.

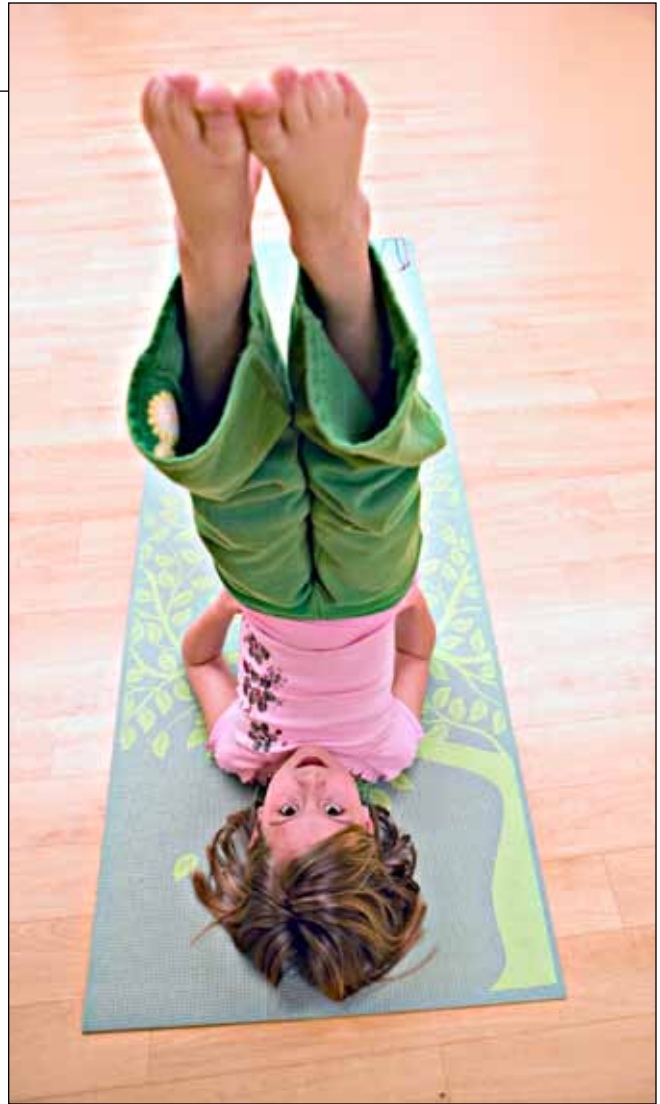
THE FINE ARTS AT CANTERBURY

THE FLOURISHING PROGRAM

For those who have not yet visited the Stafford Center, we invite you to do so. The lower level of the building houses music, art, and a foreign language classroom. The upper level is occupied by additional art and music classrooms, plus a dance studio and kiln room. Perhaps the most striking aspect of the building is the two-story gallery that expresses in architectural form the school's enduring commitment to the arts, and displays beautiful artwork created by students and visiting artists.

The Stafford Center has enabled Canterbury to explore into new art forms. Canterbury students now have the opportunity to engage in an expanded arts curriculum during and after school. Our students are enrolled in a variety of classes, including creative movement, ballet, jazz, and painting, as well as lessons in guitar, violin, and piano. As our arts program continues to unfold in this gorgeous facility, Canterbury acknowledges that a strong fine arts program is the capstone of any comprehensive educational program dedicated to educating the whole child. Developing our students' imaginations and providing an outlet for their creativity are essential components of educating young minds.

In February, Canterbury welcomed visiting artist, Bryant Holsenbeck, to this building. With the help of our students, this environmental artist will transform the Stafford Center's gallery into a rainforest when she returns in April. All materials used in the installation will be reused and recycled. The installation will be on display for several months.



Yoga Stretch: Students strike a pose with a yoga sampling at the center's dedication.

Eco-friendly Art: Environmental artist Bryant Holsenbeck presents samples of her work to the Canterbury School community. Bryant is known for using everyday items to craft stunning art installations.





Perfecting Techniques: Art teacher Molly Stouten explores a variety of pottery styles with her students.

THE FINE ARTS AT CANTERBURY

MEET OUR FINE ARTS FACULTY

- **Ben Brafford (Piano)** is director of Holy Trinity Music School and serves as associate choirmaster and organist at Holy Trinity Episcopal Church in Greensboro. With a Master of Music degree in piano performance and Doctor of Musical Arts degree in choral conducting from UNC–Greensboro, he has taught piano in Greensboro for more than 20 years.
- **Kristi Collins (Dance and Ballet)** is a professional ballet dancer and instructor. She received her BFA from West Texas A&M University and was a member of the Lone Star Ballet in Amarillo, Texas, and the Colorado Ballet in Denver, Colorado. Kristi has been teaching classical ballet and dance for more than 15 years. Several of her students have gone on to further their dance training at some of the most prestigious dance schools and organizations.
- **Rex Griffin (Guitar and Violin)** is a professional musician and guitar/violin instructor who, for over 30 years, has offered classical training in guitar and violin. Typically, Rex's students stay with him for an average of eight years and learn sight reading, technique, vocabulary, posture, focus, self-discipline, and music appreciation.
- **Carolyn Morazan (Music)** earned a BA from Mercer University with an English major and education minor and a master's in early childhood education from the University of New Orleans. She has been a kindergarten teacher for more

than 25 years and has taught kindergarten music for the past six years at Canterbury School. Growing up in a family of singers, musicians, and artists, Carolyn has participated in church and school choirs her entire life. She is a member of various symphony and community choruses, including the Greensboro Choral Society, which performs regularly at area churches.

- **Kelly Rightsell (Painting)**, a Canterbury parent, owns Kelly B. Rightsell Designs Inc., which produces and markets Kelly's line of framed lithograph and giclee prints of her originals, along with her ceramics and stuffed animal collection. Her designs are inspired not only by her own children, but by her years as a fine artist in the South, her degree in printmaking, her summer art studies in Europe, and her work as an elementary school art teacher.
- **Molly Stouten (Art)** has a BFA in ceramics from Rochester Institute of Technology (School for American Craftsman). She also has an MFA in visual studies from the Minneapolis College of Art and Design. Her concentration of study is in painting and printmaking. Her artwork has appeared in many collections and is in the permanent collections of the Walker Arts Center in Minneapolis and the Southern Folk Life Collection at UNC–Chapel Hill. When she is not teaching

MORE ON PAGE 11

THE FINE ARTS AT CANTERBURY

MEET OUR FINE ARTS FACULTY

art, Molly sings and plays old-time fiddle and guitar in two bands, The Hushpuppies and the Lonesome Prairie Dogs.

- **Penny Summers (Art)** has an MFA in sculpture from UNC–Greensboro where she received the esteemed Adelaide Fortune Holderness Fellowship. She studied drawing for four years at the Barnstone Studios in Coplay, Pennsylvania. Penny has more than 25 years of experience teaching art to students of all ages. She has shown and sold sculptures, drawings, and paintings.
- **Riley Walker (Guitar)** is a guitarist with 10 years of experience. He is on the faculty of Holy Trinity Music School. Riley holds a master's degree in education and enjoys performing and singing a wide variety of acoustic based music.
- **Amelia Weesner (Violin)** received her MA and BA degrees in violin performance from the University of North Carolina School of the Arts, where she was a soloist and an assistant in music theory. She has studied with world-renowned musicians and performed with chamber ensembles and symphonies nationwide. These groups include the Greensboro Symphony, the Bach Festival Orchestra, the Huntsville Symphony, and the Carolina Chamber Symphony. She has had Suzuki Pedagogy training and has 10 years of experience teaching Suzuki and traditional methods.
- **Kara Wilson (Yoga)** has spent her professional career as an elementary school teacher, curriculum coordinator, reading tutor, and summer programs art instructor. Her personal yoga interests inspired her to complete her certification in the Radiant Child Yoga Program. Her class explores yoga techniques, movement, storytelling, and art.
- **Jason Wright (Music and Choir)** has advanced degrees in organ performance, sacred music, and choral conducting from Eastern Carolina University and UNC–Greensboro. He is the former editor for *International Organ Magazine: The Organist Companion*. Jason is also a former member of the North Carolina Boys Choir and held a singing residency at St. George's Chapel, Windsor; Christ Church Cathedral, Oxford; Canterbury Cathedral, Canterbury, United Kingdom. He is an active member of many music organizations and institutions, including being the associate for music and organist at Main Street United Methodist in Kernersville, North Carolina.



Mural and Tiles: A sophisticated collection of student artwork brings the state-of-the-art Stafford Center to life.

VENTURE OUT: AN ADVENTURE IN LEARNING

Tricia Fisher and Kelly Russell
Outdoor Education, PE, and Health

Canterbury's Venture Out program was established on the premise that valuable educational experiences are not limited to the classroom. This unique program compels students to explore things different and unfamiliar. On any given day, Canterbury students may scale a 40-foot climbing wall, conquer fears and navigate physical challenges 20 feet above the ground, hone the art of casting a spinning rod, work as a team to overcome obstacles on the low-ropes course, or protect the safety of a friend tethered to a high-ropes element. These experiences offer more than a needed respite from the rigors of academic life. In fact, Venture Out compliments the classroom experience by fostering skills that our students will need to become successful students and citizens.

Experiential education has always been woven into the fabric of our school. For many years, our eighth graders have begun the year with a four-day adventure trip to Wilderness Adventure in Virginia. The students participate in activities such as kayaking, caving, biking, and climbing that challenge them physically and

foster self-confidence and teamwork. Our primary focus is helping students define their opportunities and responsibilities as eighth grade leaders of the school. Throughout the year in PE, the eighth graders develop technical skills on the ropes course, by participating in team belaying and course preparation. It's amazing to see students develop a sense of trust and responsibility as they support each other on a rope hanging 40 feet in the air.

The entire middle school participates in low-ropes activities such as Spider Web, Islands, and Fire Swamp. With challenges such as these, the students must use creative solutions to problems that require communication and decision-making. We take our learning opportunities on the ropes course and integrate them through cross-curricular programming. *Planet Canterburyia* is a sixth grade unit on space that combines science, literature, composition, health, and physical education. We culminate our unit with a day-long "Astronaut Training Mission" in which students test their wits with physical challenges. As one student recently commented, "I will always remember

MORE ON PAGE 13



The Lineup: Canterbury students learn about kayaking on a trip to Wilderness Adventure.

VENTURE OUT

AN ADVENTURE IN LEARNING

this day as a great memory of Canterbury.”

Our seventh graders participate in a two-day problem-based learning challenge that combines the global awareness focus of their social studies curriculum with outdoor education. Using the Millennium Development Goals as a framework for global awareness, students become villagers in Africa, China, Afghanistan, and India. Given only basic supplies, students must erect a village with adequate shelter, establish a government, hold council meetings, and work in their village to resolve real-world problems with regard to hunger and poverty. This year, the entire middle school faculty has worked to incorporate these experiences throughout the curriculum.

Much like the middle school, lower school students venture out into a number of integrated studies that utilize the Outdoor Center with classroom topics and activities. Second graders measure trees that they adopt and study in science with teacher Stephanie Keaney. Fourth graders combine technology with gardening, taking pictures and movies in the Memorial Garden throughout the year. Also, something “fishy” is going on in Mr. Zappia’s fifth grade classroom. With the help of a fishing grant, students are learning the components of knot tying, casting, fishing safety, and natural eco-friendly responsibilities. Collaborative studies in art, literature, math, and science are centered on a fish theme. Teachers are helping students make connections that broaden their understanding of the world around them.

The *Fund for Christian Ethical Living* has helped establish two new additions to the Venture Out program this year. A new sixth grade orientation, “Venture into Middle School Together,” helps the students build community and a sense of belonging right at the beginning of this new adventure: middle school. Students camp overnight in the ropes course, participate in community building games, roast marshmallows, work in the Outdoor Center, and this past summer,



Sixth Grade Orientation: *Students lend a hand in Canterbury’s Outdoor Education Center.*

created a stone pathway in the Memorial Garden.

The second addition enables our eighth graders to venture out on overnight camping and hiking trips this fall. In small groups, students hone their outdoor living skills and foster a sense of accomplishment by learning to organize and carry backpacks, set up camp, and lead trail hikes. What a delight it is to observe students light a camp stove and cook for the first time for their classmates. Nothing brings people closer together than a tent covered in icicles in the middle of the night!

Inevitably, our students’ ventures will take them beyond their Canterbury years as they move on to high school. However, our students’ connection to the outdoor program does not end once they graduate from Canterbury. Our annual “Biners and Wieners” is a true testament to the strength of our program, as each year it brings back many of our alumni for a morning on the ropes course and reconnection with former classmates. This past fall, we had over 65 alumni gather for fun and fellowship.

The ultimate goal of Venture Out is for each student to demonstrate the values of our program in his or her everyday life through positive relationships, both individually and globally. By modeling through our actions our school motto, “To Learn, To Love, To Serve: To Live,” we are confident that our students can venture out into the world as strong leaders and productive citizens.

“As a parent, I saw the important role that chapel buddies played in helping my children acclimate to Canterbury. I wanted to capture the beauty of the program in a systematic manner.—CINDY FAIR, PARENT OF ELENA ('17), NICK ('13), AND EMMA ('10) GRANOWSKY



Chapel Buddies: *Elon researches the value of student relationships.*

ELON UNIVERSITY EXAMINES A SIGNATURE PROGRAM

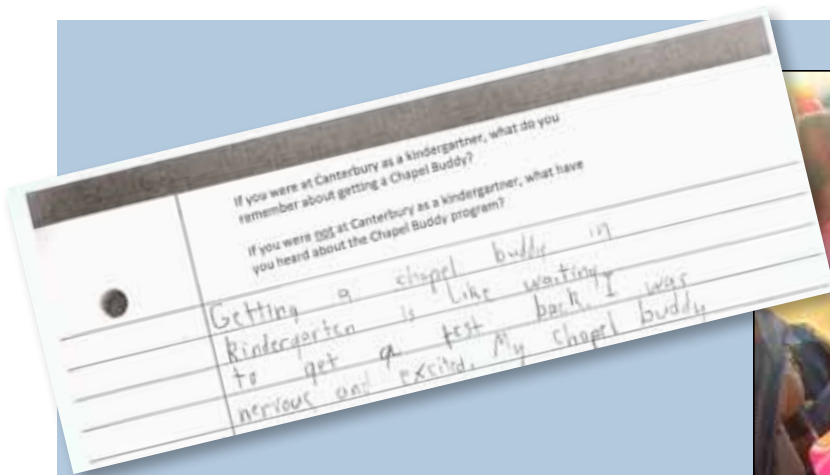
Canterbury's Chapel Buddy Program

Beginning in the fall of 2008, Canterbury students in kindergarten and sixth grade were invited to participate in a yearlong chapel buddy research project sponsored by Elon University. Cindy Fair, associate professor of Elon's Human Services Department, initiated this study with the help of two undergraduate students, Anna Decker and Kate Hopkins. Her inspiration came from her own reflections about Canterbury's Chapel Buddy Program—she is the proud parent of three Canterbury students: Elena ('17), Nick ('13), and Emma ('10) Granowsky.

The purpose of this study is to evaluate the overall effectiveness of the Chapel Buddy Program. Elon's students are charged with unearthing the role "relationship quality" plays in guaranteeing smooth school transitions for students. Both Canterbury's kindergartners and sixth graders undergo significant school transitions; kindergartners must adjust to their first formal year of school, and sixth graders must leave

lower school behind to enter a more departmentalized middle school program. Elon researchers believe that their collective data will show that the relationships developed as a result of the Chapel Buddy Program help facilitate these adjustments. Canterbury's Chapel Buddy Program is crafted in a way that safeguards students while, at the same time, providing them with the tools they need to overcome challenges.

Over the next several months, data collection will continue through direct observations, student journals, artwork, and parent and teacher feedback. At the project's conclusion, approximately 140 people will have participated in this study. Thanks to these students from Elon University, our students will be able to develop a greater understanding of their roles in Canterbury's Chapel Buddy Program, which they might have otherwise missed.



IN THEIR OWN WORDS

Sixth Graders Reflect

“To me a sixth grade chapel buddy is someone to help the teachers during chapel and to be a friend. They are also a role model. I know for me, I try to make my chapel buddy feel welcome and not scared. My chapel buddy likes to always have me around and never wants me to leave.”

“(As a kindergartner) I liked the chapel buddy program because it was always fun to go with the ‘big kid’ to chapel and let them teach you about stuff.”

“My chapel buddy is awesome! I look forward to chapel every week because I get to sit with her.”

“My chapel buddy is Alexander. He is very talkative and he LOVES to hug people. He has blond hair and blue eyes. He likes to always have me around and never wants me to leave. He is very funny and cute. I love him. ”



Kindergarten Rocks: With a little help from their sixth grade chapel buddies, kindergarteners discover the wonders of Canterbury.

“My chapel buddy was a little shy at first. Now that she is comfortable with me and Lizabeth (we share a chapel buddy), she talks A LOT. She talks about what she ate last night and what she’s going to do in the upcoming weekend. She always looks cute and wears pink all the time.”

MIDDLE SCHOOL GARNERS LOCAL, REGIONAL, AND NATIONAL ATTENTION

You know your middle school is engaged in something exciting when one of its premier programs begins to garner local, regional, and national attention. That is exactly what is happening with Canterbury's MDG Explorers, which we offer to our seventh grade students each fall.

Why all the excitement? Based on the Millennium Development Goals of the United Nations, our MDG Explorers experience (described in detail in the spring 2008 edition of *Canterbury Tales*) gives students a unique, hands-on opportunity to grapple with global issues. Students spend two days in the outdoors, adopt the identities and personae of people living in developing countries, and work collaboratively to solve outdoor challenges and to find solutions to some of the world's most pressing problems, such as lack of shelter and clean drinking water. Over the course of the two days, students are pushed out of their comfort zones and are faced with hunger and fatigue as they experience firsthand the many challenges faced by others around the globe. MDG Explorers represents experiential education at its very best.

And because of its excellence, this innovative program is being noticed around the country. In November, teachers Tricia Fisher, Spencer Edmunds, John Schoultz, and Wes Vogel shared information about this work at the North Carolina

Association of Independent Schools (NCAIS) Annual Conference in Raleigh. Earlier in the same month, Amanda Wall, Tricia Fisher, and Spencer Edmunds gave a similar presentation at the National Association of Episcopal Schools (NAES) Biennial Conference in Tampa, Florida. Our MDG programming has been featured in the NCAIS newsletter and in the *Greensboro News and Record*. NAES features our MDG programming in this month's national newsletter.

Two articles on our MDG programming, both co-authored by Spencer Edmunds and Amanda Wall, have recently been accepted for publication. One is on MDGs and teaching literacy and will appear in September in *Voices in the Middle*, a journal of the National Council for Teachers of English. The second is on using MDGs to teach social responsibility, and it will appear in May in *Educational Leadership*, the primary journal of the Association for Supervision and Curriculum Development.

On a different topic, but also filed under great press for our school, a writing project Dr. Edmunds uses in his middle school creative writing elective was recently included in the book *Successful Single Sex Classrooms* by Michael Gurian, Peggy Daniels, and Kathy Stevens.



CANTERBURY
SCHOOL

5400 Old Lake Jeanette Rd.
Greensboro, NC 27455

Nonprofit Org.
U.S. Postage
PAID
Greensboro, NC
Permit No. 73

RETURN SERVICE REQUESTED