

# CANTERBURY TALES



Canterbury  
SCHOOL

SPRING 2015

**EIGHTH GRADE SERMONS:**  
A SPECIAL PART OF THE CANTERBURY EXPERIENCE



**CANTERBURY CELEBRATED** its 22nd school year on Oct. 1, 2014, at a Founders' Day service. Parents Jim and Marianne Bennett (Claire 2010, James 2012, Meg 2015) received the Distinguished Service Award and "medals" made by lower school art students. Jim served on the Canterbury board of trustees and Marianne has been a volunteer leader in the drama department. Both have given tirelessly of their time and talents over many years. Also recognized were immediate past trustees Sandra Hughes, Amy Kreimer, and Susan MacDonald; and 2013-14 Annual Fund Chairs Clint and Stephanie Farabow (Web 2010, Gibson 2012, Brooks 2017). Caroline Newman (2004) received the Canterbury Alumni Achievement Award.



# Canterbury

SCHOOL

*Challenging the mind. Nourishing the spirit.*

*Canterbury Tales*  
Spring 2015

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*Canterbury Tales* is published biannually by Canterbury School  
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Postage Paid at Greensboro, NC  
POSTMASTER, send address changes to:

Canterbury School,  
5400 Old Lake Jeanette Road  
Greensboro, NC 27455

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*Kindergarteners Lola Vanore and Sawyer Cheek celebrate the 100th day of school by dressing as 100-year-olds. More on back cover.*

## DEAR CANTERBURY COMMUNITY:



**IN A RECENT CONVERSATION,** I was asked to consider the type of students we hope to graduate from Canterbury School. At first pass, the complexities of this question seemed too many to address coherently. We want and expect so much for and from our students that any response risks unintelligibility, and yet this question underscores the very purpose and function of Canterbury School.

Fortunately, time has provided some opportunity for me to consider the answer more thoroughly. The short answer is fairly simple — we want to graduate students who will go on to make a positive difference in the world. This is an audacious expectation, to be sure, and yet I think it would be unfaithful to our mission and a disservice to our students to strive for anything less. The achievement of this goal, we feel, is premised upon helping our students develop an abiding understanding of themselves.

Wandering our campus and watching our students as they assemble robots, or create an original piece of folk art, or write their autobiography, or preach a

sermon, or sing a duet, or come to terms with the most recent world crisis, or navigate the ropes course, or walk hand-in-hand with another student is to realize that the Canterbury experience seeks to uncover the very best in each of our students. Canterbury helps students to discover talents, exposes their shortcomings, expects them to try things unfamiliar, and challenges their very being. In doing so, it reinforces, for them and for us, not only who they are, but also all that they have to offer.

The way schools often articulate this type of experience is through the term “whole child,” but Canterbury’s interpretation is different from most. Whereas for many schools, “whole child” expresses an *educational process* — a methodology that develops the minds, bodies, and spirits of each student — Canterbury’s approach is much more. For us, “whole child” also represents an *educational objective*. We expect that the Canterbury experience will help form more thorough — more “whole” — versions of each of our students.

This edition of the *Canterbury Tales* highlights a number of innovative and unique programs that underscore, I hope, our effort to bring out the very best in each of our students.

*Very truly yours,*  
Burns Jones, Head of School

**COVER:** *On the day of her 8th grade sermon, Clare Bristol revels in the support of her friends.*

# Getting It Right



**IN THE FALL 2014 CANTERBURY TALES,** we incorrectly identified the recipient of the Canterbury Service Award, which was given at the 2014 graduation service. The award, established in 2004, is given only when faculty and staff feel a student’s service to others has been truly outstanding. It has been given three times. The latest recipient was 2014 graduate **Claudia Mohamed** (left). In her 7th grade leadership class, Claudia developed a project to connect students of all ages and serve the larger community. She organized a campus-wide dog walk to benefit Red Dog Farm, which rescues animals in and around Guilford County. In 8th grade, Claudia organized the walk again, on her own time. In her years at Canterbury, Claudia also enjoyed helping younger students navigate carpool, babysitting coaches’ children during practices or games, raising money for McNair Elementary, and planning events for her Canterbury family. When giving Claudia the award, Middle School Director Dave Skeen said, “It is our hope that, through class service learning projects, our many school-wide efforts, and through personal efforts outside of school, our students learn the value of service, and, more importantly, that in serving others we are served, in loving others, we are loved, in giving we receive, for in serving others we serve God.”

**IN THE LIST OF PADDLE CALL DONORS** from the auction, we inadvertently omitted **Lindsey Carlson, Adair Armfield, and Dr. and Mrs. John D. Hewitt**. We appreciate their support!



CLAIRE AUDILET, SHAMI CHIDEYA, KEVIN BUCCINI, AND ASHLEY BROWN TAKE THEIR LAST WALK OUT OF PHILLIPS CHAPEL AT THE 2014 GRADUATION SERVICE.

## Canterbury Graduates Are Ready For High School

### WILL CANTERBURY EVER HAVE A HIGH SCHOOL?

It's a question the Admission Office gets on a regular basis. It's a question parents of 8th grade students ask, too.

"A lot of my job involves holding the hands of parents who just aren't ready for their child to go to high school," said Kathy Durham, Director of Student Life. Part of her job is working with parents and students on the transition from Canterbury to high school. "I try to help them see the growth in their child over the years at Canterbury and to see that the child has a good foundation and is ready to go out and stand on that foundation."

A Canterbury education is specifically designed to prepare students to make a change from 8th grade to high school. The model of a small, PreK-8 school allows the administration

and teachers to know each student well, which creates a community where children feel safe being challenged. Lower school faculty focus on the specific needs of young children. Middle school faculty are trained to bring out the best in adolescents, who are in a period of rapid intellectual, physical, social, and emotional growth. Without a high school on campus, middle school students take on leadership responsibilities as the oldest students at the school.

By the end of 8th grade, Canterbury students are ready for the move to a different school, said Middle School Director Dave Skeen.

"One of the benefits of a PreK-8th grade school is that a child will be very different in 8th grade than in kindergarten," Dave said. "An 8th grader wants to have a say in the

kind of community and learning environment that will benefit them the most in high school. I find that 8th graders are very confident advocates for their own learning.

"Practically speaking, the process of choosing a high school is very similar to the process four years later of choosing a college," Dave continued. "The work that Kathy Durham does with 8th graders to help them write a resume and to practice for admissions interviews exposes our kids to things at 13 and 14 that most kids are not exposed to until they graduate from high school. Just the process of choosing a high school is a good learning experience for students."

Kathy starts talking to students about high school when they are in the 7th grade, but is happy to talk to parents or students at any time.

She encourages families to look at every option – from local public high schools to boarding schools halfway across the country.

“I talk to parents about what they’re looking for in a high school and what the student is looking for,” Kathy said. “They both need to consider the best place for the child to continue to grow and mature as a person.”

The majority of Canterbury 8th graders consider more than one high school and some end up in a different school from what they expected when they started the process.

Canterbury students have many options. There are a variety of local independent schools. Even parents who definitely want their child to go to a public school have choices. The Guilford County Schools system has middle college and early college high schools, International Baccalaureate programs, and special-focus magnet schools. Some students go to boarding school.

“In this area, where there traditionally aren’t a lot of kids going to boarding school, I try to change the perspective of a parent who may think that going to a boarding school is for ‘bad’ kids or to get a kid out of the house,” Kathy said. “I’ve sent two

daughters to high school – one to a boarding school – and sometimes you need to be willing to send them to a school you didn’t expect in order for the child to grow into the person they’re going to become. Sometimes we have to let them go to grow.”

In the past five years, Canterbury has graduated 193 students. Sixty-three percent of them went to a neighborhood public school, 19 percent to a local independent school, 11 percent to a boarding school, and five percent to a magnet or specialty public school, such as Weaver Academy in Greensboro.

Canterbury families have access to a great deal of information and help when considering high school placement. Kathy takes groups of students for tours of public schools; keeps a library of information on high schools around the country; organizes a high school information night in the fall; and keeps a Haiku page that includes deadlines, information on testing, dates for open houses, a sample resume, and a high school placement guide.

Kathy has found that while parents are often reluctant to leave the Canterbury community, students look forward to the change.

“I love this school, but I’m ready to go,” said 8th grader Cydney Graham. “I’m looking forward to having more to explore.”

Will Hayes agreed. “I’m excited about high school. I’ve been here since kindergarten so it will be hard to leave friends and this school, but it’s also very exciting,” he said.

Canterbury students have an impressive track record in high school.

In each of the last 10 years, 13 Canterbury graduates have been valedictorian or salutatorian of their high school graduating class. The list includes six valedictorians and three salutatorians at Page High School, one valedictorian at Grimsley High School, one salutatorian at Northern High School, one valedictorian at Saint Mary’s High School, and one top academic average student at Greensboro Day School.

“These high schools love to get our students,” Kathy said. “One of the Page IB teachers told me, ‘I can’t look at a student and know that student went to Canterbury. But when I see a student’s work I know. We teachers love Canterbury kids.’”

So, no, there are no plans for a Canterbury high school. But that’s a good thing.

## HIGH SCHOOL PLACEMENT 2010-2014

### NEIGHBORHOOD PUBLIC SCHOOLS: 123

Page High School: 96  
Grimsley High School: 14  
Northern Guilford High School: 10  
Northwest Guilford High School: 1  
Western Guilford High School: 2

### LOCAL INDEPENDENT SCHOOLS: 38

Bishop McGuinness  
Catholic High School: 1  
Caldwell Academy: 1  
The Burlington School/Elon School: 2  
Greensboro Day School: 33  
Westchester Academy: 1

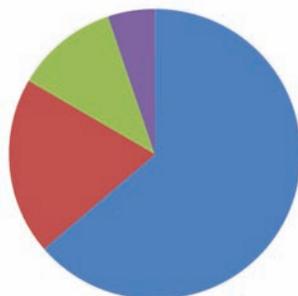
### BOARDING SCHOOLS: 22

Asheville School: 1  
Baylor School: 2  
Chatham Hall: 1  
Christ School: 4  
Deerfield Academy: 2  
Episcopal High School: 2  
Kent School: 1  
Lawrenceville School: 1  
McCallie School: 3  
Saint Mary’s School: 3  
St. Andrews School: 1  
Virginia Episcopal School: 1

### OTHER PUBLIC SCHOOLS: 10

Academy at Smith: 1  
Early College at Guilford: 1  
Middle College at Bennett: 1  
Middle College at GTCC: 1  
Rockingham Early College: 1  
Weaver Academy: 5

- Neighborhood Public Schools
- Local Independent Schools
- Boarding Schools
- Other Public Schools



## Canterbury Partnership Creates Unique Experience For Public School Students

**THERE AREN'T ENOUGH** young people who want to be scientists and engineers.

The U.S. Department of Education estimates that only 16 percent of American high school seniors are proficient in mathematics and interested in a career based on science, technology, engineering, and math.

An unlikely partnership hopes to change that.

Canterbury and the Joint School of Nanoscience and Nanoengineering (JSNN) have partnered to create the Canterbury Summer Science Academy, a one-week, all-day summer camp that will be free for 14 Guilford County Schools students every summer.

"It's important for independent schools to find a meaningful way to be engaged in the larger community, and that is part of Canterbury's mission," said Middle School Director Dave Skeen. "In the last year, several

things fell into place to open a way to partner with the public schools."

Dave had been part of a joint public school/independent school summer project in Baltimore, Md.; Canterbury science teacher Nicole Schutt knew Dr. Dan Herr, professor and nanoscience department chair at JSNN; and Canterbury completed renovation of Ketner Center into the Science and Technology Center in December.

Nicole met Dr. Herr through a Canterbury parent in 2013. "I wanted to meet him because of his ideas regarding 'citizen science' and engaging students in research," Nicole said. "We immediately recognized a place for his hydroponics work in my classroom and have been collaborating on ideas ever since.

"His enthusiasm and the unique environment of the JSNN made it our first choice in a partnership," Nicole went on. "The foundation of the JSNN is in sharing





ideas, resources, and knowledge between A&T and UNCG. It seemed like a perfect fit for our project.”

Because JSNN had worked with high school students before, the Canterbury Summer Science Academy will begin with a class of 14 rising high school students who will begin the day at Canterbury in the new Science and Technology Center learning broad scientific knowledge, skills, and practices with hands-on projects. The students will eat lunch at Canterbury then go to the JSNN Building at the Gateway University Research Park on East Lee Street to work with graduate students on their own research questions and problems.

“The Joint School has world-class lab facilities and we have a state-of-the-art Science and Technology Center. Our Science Academy students will get to use them,” said Nicole, who will be the Canterbury lead teacher for the project. She said this summer’s project is focused on the nanoscience of plants (moving molecules within plants and plant cells), and hydroponics (growing plants in just water and nutrients). The week will culminate in a presentation of the students’ research findings to an audience of scientists and family.

The first Canterbury Summer Science Academy is July 20-24, 2015. Rising 9th graders in the Guilford County Public Schools can apply, and 14 students will be chosen by an admission committee.

The plan is to begin with one group of students this summer. They will return for a summer experience every year for the next three years. A new group of 9th graders will be added every year, so that by 2018, there will be four different, one-week, science academies for students in 9th, 10th, 11th and 12th grades. Themes and projects will change every summer

based on the work being done at JSNN. The first two years of the Summer Science Academy have been funded with a grant from a Canterbury supporter. Future summers will be funded through donations and grants.

“Schools of all types need to join together to share learning and resources,” Dave said. “This partnership uses the best of each school. Canterbury offers expertise in educating adolescents and the facilities in our new Science and Technology Center. JSNN brings world-renowned professors, graduate students, and research projects. Together, we can enrich education for students who might not otherwise have the opportunity for a summer science program.”

“The goal of the project is to nurture students’ love of science through their high school years and produce a group of scientific-minded citizens who continue in a STEM post-secondary education and ultimately pursue a career in the sciences,” Nicole said. “The connections these students make with the professors, teachers, and graduate students will hopefully follow them into college and beyond.”

Canterbury benefits from the partnership as our teachers learn from educators at a top notch university and translate that learning into the Canterbury curriculum, we further our leadership in STEM education, we introduce a new segment of the community to Canterbury, and we use our facilities during months they would not normally be used. Dave said future plans include creating a similar summer experience for middle school students.

**CANTERBURY IS OFFERING FOUR WEEKS OF AMAZING SUMMER FUN DURING THE WEEKS OF JUNE 15-19, JUNE 22-26, JULY 20-24, AND JULY 27-31.**

**THERE ARE CAMPS FOR PREK – 8TH GRADERS, AND THERE’S SOMETHING FOR EVERY CHILD. CAMP THEMES INCLUDE EVERYTHING FROM SOCCER, LEGOS, TAE KWON DO, AND BACKYARD SPORTS TO ROCK MUSIC BANDS, DANCE, PAINTING, AND DAY TRIPS.**

**CANTERBURY IS EXPANDING SUMMER OPTIONS BY OFFERING A NOON-6PM CARE COMPONENT TO THE FOUR WEEKS OF CAMP. AFTERNOON SESSIONS WILL INCLUDE TIME FOR ART, FREE PLAY, AND OUTDOOR ACTIVITIES STRUCTURED FOR THE AGES OF STUDENTS REGISTERED.**

**SIGN UP AT THE CANTERBURY WEBSITE, [WWW.CANTERBURYGSO.ORG](http://WWW.CANTERBURYGSO.ORG) UNDER ACADEMICS/ CANTERBURY SUMMER PROGRAMS.**



# Sports Teams Aren't Just For

## NUMEROUS STUDIES SHOW THAT SPORTS PARTICIPATION IS

good for students. In general, athletes earn higher grades, miss fewer days of school, and have fewer behavioral problems. But what about the student who doesn't want to play or can't play because of an injury? How does that student get the benefit of sports?

Seventh grader Alex Decker knows. He's starting his second year as manager of the Canterbury lacrosse team. He also has periodically helped manage basketball for two years.

"It seemed like I could be a manager and get the rest of my work done, too," Alex said. "I like it because I get to see friends play and learn what the sport is about. It's just my opinion, but I think it's better than playing."

Athletic Director Justin Zappia taps students to be team managers. "I like to find students who are interested in learning more about a sport, have the time to devote after school, and who show that they are responsible," Justin said.

During this school year, several students stepped up to manage a team after an injury kept them from playing. Some even moved from manager to player when the team needed them.

Middle School Director Dave Skeen said Will Hayes, an 8th grader who suffered a knee injury, could

have taken a break from sports, but volunteered to help out the soccer team last fall, demonstrating to younger players what true commitment is. Despite his injury, Will worked with fellow 8th grade manager Burke Sullivan, helped Coach Wes Vogel on the sidelines during games, and was as much a part of the experience as the players on the field.

Eighth grader Sarah Burton had a shoulder injury that kept her from playing sports. "This was her year to break through in volleyball," Dave said. "She couldn't play, so she volunteered to manage the team." Sarah's role in keeping statistics proved very helpful to Coach Hilary Clancy's preparation strategy.

Ariel Mial, an 8th grade student, volunteered to manage the girls' basketball team this winter. Middle school math teacher and coach Allan Chandler said, "I wanted Ariel to play because she is an athlete and has a great attitude. At that time we only had 10 players on the team. Ariel would provide some needed depth, and would make our team better."

During the first few practices as team manager, Ariel ran through drills with the girls. She proved to be a very capable player, so Allan gave her a jersey. When Ariel scored her first point, in a game against Westchester, the entire bench jumped for joy.

Ariel Mial, front, manager of the Varsity Girls' basketball team, became a player by the end of the season. Coaches and teammates are, left to right, Coach Jill Jones, Sophie Maginnes, Caitlin Riley, Cydney Graham, Kate Yarbrough, Ellie Jones, Noel Harris, Delali Som-Pimpong, Anne Dehnert, Laina Wilson, Clara Pope, Lucy Rose, and Coach Allan Chandler.



# Players

Justin said that even 5th grade managers sometimes get a chance to experience what it's like to wear a Cougar jersey. Abby Whitehead, a 5th grade manager for the JV girls' basketball team, was issued a uniform, and "proved that hard work can equate to success on the court. By the end of the season, she was a valuable asset to Coach Bart Ortiz and the team," said Justin.

A team manager generally helps with equipment, cheers on the team, and keeps statistics on the game.

"As the lacrosse coach, I ask questions of Alex during a game, and he's right at my side," Dave said. "I think Alex got a sense of worth out of that process. He was part of the team, rode the bus with us, and got the opportunity to see what that kind of camaraderie is like."

Dave believes sports are also a teaching tool.

"Sports are good for kids. In my experience, for boys especially, but girls, too, there are very few opportunities left for teaching black-and-white life lessons about winning and losing, competing, and supporting each other. Sports provide that," he said.

"Teachers emphasize that little details like dotting i's and crossing t's add up to good things, but there are kids who don't see that because it's abstract," Dave said. "But a kid can see that if we make 80 percent of our passes and stop more ground balls, then we win the game.

Developmentally, a middle school student can see and do

that, and it translates to academics."

Allan said sports provide balance away from the classroom, giving students a chance to interact with peers and teachers in a different environment.

"Middle school may be the place where kids try an activity for the first time," said Allan. "Being part of a team involves the kind of challenges — goal-setting, adversity, and success — that a student won't find in other aspects of school life. They might surprise themselves, and find something that becomes a big part of their lives."

The whole school benefits from sports. "Sports builds community for the larger school," Dave said. "Sixth graders look up to 8th graders. I guarantee that there will be second graders at our lacrosse games this year who will still be talking about our biggest, best players years from now. That kind of school spirit is awesome."

Alex Decker's sports experience as a manager has been so positive, he thinks he'd like to manage a team in high school. And he's learned about more than lacrosse and basketball.

"I learned responsibility. That's the biggest part of being a manager," Alex said. "I do what I need to do. If I forget something, I learned to tell the coach and figure out how to solve the problem. That's helped me in school, too."

**CANTERBURY ATHLETES PROUDLY REPRESENTED THE SCHOOL THROUGH THEIR EFFORTS AND SPORTSMANSHIP DURING THE FALL AND WINTER SPORTS SEASON. CANTERBURY FIELDED 13 ATHLETIC TEAMS WITH 167 TEAM MEMBERS AND 109 INDIVIDUAL ATHLETES (SOME STUDENTS PLAYED MORE THAN ONE SPORT). CONGRATULATIONS TO THESE TEAMS AND COACHES:**

#### **VARSITY BOYS BASKETBALL:**

11 PLAYERS COACHED BY SKOTTY AND CHUCK WANNAMAHER AND BRIAN JUDKSI

#### **JV BOYS BASKETBALL:**

11 PLAYERS COACHED BY PAUL KOSTAK

#### **COUGAR BOYS BASKETBALL:**

9 PLAYERS COACHED BY BRIAN WALKER

#### **VARSITY GIRLS BASKETBALL:**

12 PLAYERS COACHED BY ALLAN CHANDLER AND JILL JONES

#### **JV GIRLS BASKETBALL:**

12 PLAYERS COACHED BY BART ORTIZ AND JULIE MCMICHAEL

#### **SWIMMING:**

14 SWIMMERS COACHED MATT CLANCY AND FRANCES MCEACHRAN

#### **CROSS COUNTRY:**

17 BOYS COACHED BY JUSTIN MCCOLLUM

#### **VARSITY SOCCER:**

19 BOYS COACHED BY WES VOGEL

#### **JV BOYS SOCCER:**

17 PLAYERS COACHED BY BURNS JONES

#### **GIRLS TENNIS:**

10 GIRLS COACHED BY CLAYTON HAMILTON

#### **VARSITY VOLLEYBALL:**

17 GIRLS COACHED BY HILARY CLANCY

#### **JV VOLLEYBALL:**

18 GIRLS COACHED BY ALLISON DAWSON



# EIGHTH GRADE SERMONS:

## A SPECIAL PART OF THE CANTERBURY EXPERIENCE

**NEARLY 75 PERCENT** of adults say they have a fear of public speaking. Yet nearly 100 percent of Canterbury 8th graders choose to stand in front of 400 people and give a sermon.

"The idea of sermons came as a result of an 8th grade theology course that sought to get students in touch with their own beliefs," said former Head of School Chip Bristol. "When Phillips Chapel was being built in 2002, I decided the culmination of the students' work should be an articulation of some aspect of their faith. Because not everyone wants to speak in public, sermons were optional. Students could also choose to design a chapel to reflect their theology."

**THE PROCESS OF GIVING AN 8TH GRADE SERMON STARTS IN THE FALL, WHEN CHAPLAIN NATHAN FINNIN ASKS STUDENTS TO BEGIN THINKING ABOUT GIVING A SERMON. TOGETHER, THEY WORK ON DRAFT AFTER DRAFT AND HOLD SEVERAL PRACTICE SESSIONS. FATHER FINNIN CONGRATULATES BURKE SULLIVAN AFTER HIS SERMON.**

Students still do a final theology project, which can be anything from giving a sermon to creating a work of art. Sermons are the most popular choice. Chaplain Nathan Finnin said the percentage of students who give sermons has grown from about 30 percent in the early years to 100 percent in 2014.

"I'm not joking about this: students start thinking about their sermon in the third grade," Nathan said.

Several Canterbury 8th graders confirm that.

Caitlin Riley said that beginning in 1st grade and for the next five years, she planned to give a sermon about how trees are like people. In third grade, Meg Bennett decided to give a sermon on stars. Sophie Maginnes said that as a lower school student, every time she heard an 8th grade sermon she'd change her mind about what hers would be. All three girls have given a

sermon – though not about trees or stars.

"At Canterbury, we try to help students understand that they are each a unique and vital piece of the world's community and each has an important message to share," Nathan said.

All final theology projects, including sermons, are graded.

"There's no grade on their personal theology, just a grade on positively articulating their faith," said Nathan. "I'm not interested in what they don't believe. I ask them, 'What is the Good News in your life, and how can you share it with your school community?'"

Chip said that has always been the idea behind the sermons. "Too often religion is something we are taught, we get confirmed, and then it fades away," he said. "I thought students would be challenged to search their faith and come up with a truth they hold dear. I was also eager to get them to learn how to speak in public."

Nathan said the challenge sometimes is to get a student to give a sermon and not a speech.

"A sermon is a type of speech, but a speech is not necessarily a sermon," he said. "There's a category that I call a graduation talk. It's nice but doesn't mention your faith. I want students to tell people what they believe, why they believe it, and how people can incorporate it into their lives. I want them to charge students to go and do."

The theology project requires students to reflect on how they have been formed spiritually by Canterbury, their families, and their own denomination or religion. Nathan said he particularly enjoys the sermon process because he really gets to know the student.

A student giving a sermon meets with Nathan several times – to talk about the idea, the rough draft, and the final draft. Then the student practices least three times with a microphone in the pulpit.



Despite practice, things go wrong. “A couple years ago, Jack Maginnes practiced and practiced and practiced,” Nathan said. “He took his sermon home the night before and somehow lost the last page, but didn’t realize it until he was delivering the sermon and came to the end of the next-to-the-last page. He just looked at me and said, ‘What do I do?’ and I said, ‘Say amen.’”

“Now we make sure the sermon is in the pulpit the day before,” Nathan said, adding that Jack handled it well and gave the entire sermon on a rescheduled day.

While students can be nervous about giving the sermon – most said they were fine once they got in the pulpit – writing it causes some anxiety.

“Writing the sermon was hard because I wanted to be original and for people to get a message from what I was saying,” said 8th grader Jack LaFave, who preached last November. “I didn’t want it to be cookie cutter and wanted it to be unique and memorable. I’m happy with the way it turned out.”

Chip said that one of the unanticipated benefits of 8th grade sermons is how it brings the class together and inspires the rest of the student body. As the father of

**EIGHTH GRADERS ALL KNOW THE WORK AND THE NERVOUSNESS THAT GO INTO PREACHING A SERMON. THEY ARE AMAZINGLY SUPPORTIVE OF EACH OTHER AND GROUP HUGS ARE THE NORM. KATHARINE MICHEL GETS A HUG AFTER HER SERMON.**

Clare Bristol, an 8th grade preacher this year, he witnessed the process.

“The spirit of the class is one of great support,” Chip said. “Picking classmates and others to serve as acolytes, flag bearers, and readers was one of Clare’s favorite parts of the experience. Her classmates seem to be so behind whoever stands up and preaches, and they rush to congratulate the preacher. This has never become a competition.”

Everything about a Canterbury education prepares and allows an 8th grader to give a sermon. These students have been given multiple opportunities to speak in front of an audience, to feel safe to push themselves in a community where they are known and loved, to hone their writing and speaking skills, and to explore their spirituality in their own way.

“I don’t know of any other school where students this age give a sermon,” Nathan said. “It is a wonderful experience to be able to stand before your peers, and share something that is as personal as your faith.”

## HOPE ACADEMY AND CANTERBURY SCHOOL CHESS CLUBS LEARN FROM EACH OTHER

**SECOND GRADE TEACHER** Mary Ann Sacco has always taught chess to her students. From the year Canterbury opened in 1993, every one of her students has learned how to play the game. Her class chess tournament in March (the Atlantic Chess Conference) is legendary, and her after-school chess club is popular with lower school students.

Several years ago, a fellow teacher gave Mary Ann the book “The Queen of Katwe: One Girl’s Triumphant Path to Becoming a Chess Champion” by Tim Crothers.

“It’s about a missionary in Uganda who teaches children in a village there how to play chess,” Mary Ann said. “He offers them a bowl of porridge in exchange for learning chess. That book was just so powerful to me.”

Mary Ann said she had been thinking about a way to use chess to connect with less fortunate people in Greensboro. She’d considered playing chess with homeless people or partnering with a group that feeds homeless people on Saturday mornings.

Then, at a meeting of Delta Kappa Gamma, an international professional honor society for women educators, she heard Regina Clark, director of the non-profit Glenwood Family Ministries, talk about Greensboro’s Hope Academy, a Christian private school for at-risk young people run by the Glenwood Family Ministries. Hope Academy opened in 2012 for 5th-8th grades, and is located in the education wing of Florida Street Baptist Church in Greensboro.

“When I heard about Hope Academy, I knew that might be the connection I was

looking for,” Mary Ann said.

She contacted Hope Academy, bought chess boards for them, and at the beginning of this school year, began going to Hope Academy on Monday afternoons to start their chess club. The six 5th and 6th graders in the Hope Academy chess club already knew how to play chess, Mary Ann said, so she worked with them on strategy.

Once the Hope Academy chess club was up and running, Mary Ann began the year for the Canterbury chess club, which had 15 members in 2nd, 3rd, and 4th grades.

Because the Hope Academy students only play matches against each other, Mary Ann thought to put the clubs together to play.

She found Canterbury parents — Sarah Cotrone and Suja Ganji — who had cars large enough to pick up the Hope Academy club on Mondays after school and drive them to Canterbury. Since her car wasn’t large enough to hold that many children, Mary Ann learned how to drive



the Canterbury minibus so that she could take the Hope Academy students back to their school after chess club. The two teams played together on Mondays through mid-December, when the Hope Academy chess club season was over.

Mary Ann said the students enjoyed each other and that the parents are glad both groups got to spend time together. In addition to honing their chess skills, they learned about each other. Plans are to meet with the Hope Academy chess club again next year.

“Wyatt enjoyed getting to know the kids from Hope Academy,” said Elizabeth Jones, mother of 4th grader Wyatt Jones. “He also admits they were better players, so he enjoyed the added challenge.”

“We take for granted how much we have,” Mary Ann said. “When the Hope Academy students were here, it was enlightening to see our school through their eyes. Plus, they were so warm and friendly. We loved having them here.”



*Third grader Max McGinn, right, and Hope Academy student Julianna go head to head in an afternoon chess match. The Canterbury chess club and Hope Academy chess club met together on Monday afternoons in the fall.*



*Right, Elliott Keys, a Canterbury 2nd grade student and chess club member, plays a match with Reanna, a Hope Academy chess club member. Second grade teacher Mary Ann Sacco put the two teams together on Monday afternoons so that the students could learn from each other.*

THE ULTIMATE PURPOSE OF A CANTERBURY EDUCATION IS TO PREPARE STUDENTS

to become contributors to and leaders in an ever-changing world. Those types of leaders need more than “book smarts.” They need to be creative, adaptable, self-aware and compassionate. They need to be servant leaders.

While the concept of servant leadership is age-old, the term was coined in a 1970 essay by Robert Greenleaf, who wrote that the difference between a traditional leader and a servant leader is “in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?”

Every Canterbury middle school student takes a Servant Leadership class for one trimester each year. The goal is for children to learn how to understand another person’s challenges and to use their gifts to make a difference.

“Our servant leadership classes are a laboratory where we ask, ‘What if we give people what they need rather than what someone thinks they deserve?’” explained Chaplain Nathan Finnin.

Anne-Barton Carter, servant leadership teacher, wants students to get to know the issue and the people involved and to



# SERVANT LEADERSHIP CLASSES FOSTER RELATIONSHIPS

*Seventh grader Ben Holt (below) presented a computer he built at HandyCapable to a Ronald E. McNair Elementary School family. Canterbury’s middle school Servant Leadership classes ask students to research a need and use their gifts to meet the need.*

*Canterbury partners with Ronald E. McNair Elementary School in several ways. Here (below right), a Canterbury 8th grade student tutors a 1st grade student.*



EVERY CANTERBURY MIDDLE SCHOOL STUDENT TAKES A SERVANT LEADERSHIP CLASS FOR

develop a relationship. “Drives and fundraisers are necessary and good, but they don’t change a long-term situation,” she said. “Relationships allow people to become real rather than objectified. Relationships allow empathy to grow, and with empathy comes a desire to change situations and create solutions.”

The Servant Leadership class is also about helping students discover something about themselves. Each student – individually or in a group – researches and completes a service project.

“I try to match kids with what they’re already good at, but I do push their comfort level a little,” Anne-Barton said.

As a class, the students prepare for getting to know the people who are different from them.

“We talk about ways to interact, how to start a conversation,” said Anne-Barton. That might include offering to play cards or teach someone how to make a friendship bracelet or a finger puppet.

Class activities such as “speed conversations” help students learn to talk and listen. Students pair up, get a conversation topic, get a short time to talk about it, then move to another person and another topic. There are exercises in compassionate listening. The class talks about the danger of “one story,” about making an assumption (for example, assuming that a homeless person is too lazy to get a job).

“We spend time and energy thinking about what the stories are in our community,” said Anne-Barton. “During their time in middle school, Canterbury students spend time looking at lots of different groups including the developmentally disabled, the elderly, those experiencing homelessness and

living with food insecurity, those who do not speak English as their first language, and children.”

Students projects are grade-appropriate. Fifth graders do small-group work at HandyCapable, a non-profit organization dedicated to providing developmentally disabled adults with meaningful work by training them to refurbish donated computers that are then given to low-income families and other non-profits.

Sixth graders focus on poverty and hunger in Greensboro. Student-led projects have included working with the food pantry at First Friends Meeting, creating a Haiku page with information about homelessness and hunger, and producing a video about hunger.

Seventh graders held an ALS T-shirt fundraiser, built a garden to grow food to give away, and made gifts for graduates of the Twilight School, a Guilford County Schools alternate high school. The entire 7th grade partners with the Adult Center for Enrichment for a cooperative art exchange.

Eighth graders often choose projects that are part of their scouting or church experience. During Servant Leadership class, each 8th grade student also volunteers once a week in a 1st grade classroom at Ronald E. McNair Elementary School.

“In Servant Leadership, we explore what our own gifts are and how to use them to help other people,” Anne-Barton said. “The extroverted students tend to love service learning, but it’s harder for the introverts.”

Ben Holt is an example. “Ben’s great strengths are his intellect and his love of technology, and he found a way to use them,” Anne-Barton said.

Ben’s servant leadership journey started with a volunteer project at HandyCapable. For four Saturdays in October, students could volunteer to work with a HandyCapable client to build a computer to donate to a family at Ronald E. McNair Elementary School.

“Ben found that he really enjoyed working with the folks at HandyCapable and has continued to donate his time on Saturday mornings,” said his mother, Laurie Holt.

Ben presented the computer to a family at McNair on December 17.

Anne-Barton thought that might be hard for Ben since he doesn’t enjoy public speaking. “But someone asked him about the computer and Ben just lit up,” Anne-Barton said. “He really found that it’s easier to talk to someone when you’re talking about something you know and love.” Ben saw another need when learning about families at McNair.

“A computer isn’t much help without internet access,” he explained. For his Servant Leadership class project, Ben researched affordable internet access and found Connect2Complete, a program that helps families who can’t afford internet access.

“Mrs. Carter and I think most of the kids at McNair would be eligible for it,” said Ben.

“That’s the heart of servant leadership,” Anne-Barton said. “It’s about relationships, how you connect with people you want to serve and how you share your own gifts with the world.”

“It’s nice, really nice, to help people. Before I did it, I thought the work was just something I had to do for a class,” Ben said. “But that changed after a while. It’s good helping people when you’re having fun.”

Ben has become a servant leader.



## *Caroline Newman Lives The Motto* TO LEARN, TO LOVE, TO SERVE: TO LIVE



Caroline Newman and Tricia Fisher

**CANTERBURY'S GOAL** is to produce graduates who will change the world.

The proof, as they say, is in the pudding.

Caroline Newman graduated from Canterbury in 2004, and went on to Page High School, the College of Charleston, and UNC School of Medicine, where she is currently in her second year.

Last October, at Founders' Day Chapel, Canterbury gave her the Canterbury School Alumni Achievement Award, which was established in Canterbury's 20th year (2012-2013) to recognize alumni who have distinguished themselves in the areas of scholarship, leadership, and service.

Faculty member Tricia Fisher, who presented the award, said, "Caroline was known at Canterbury for her enthusiastic spirit and intense desire to excel both in her studies and sports.

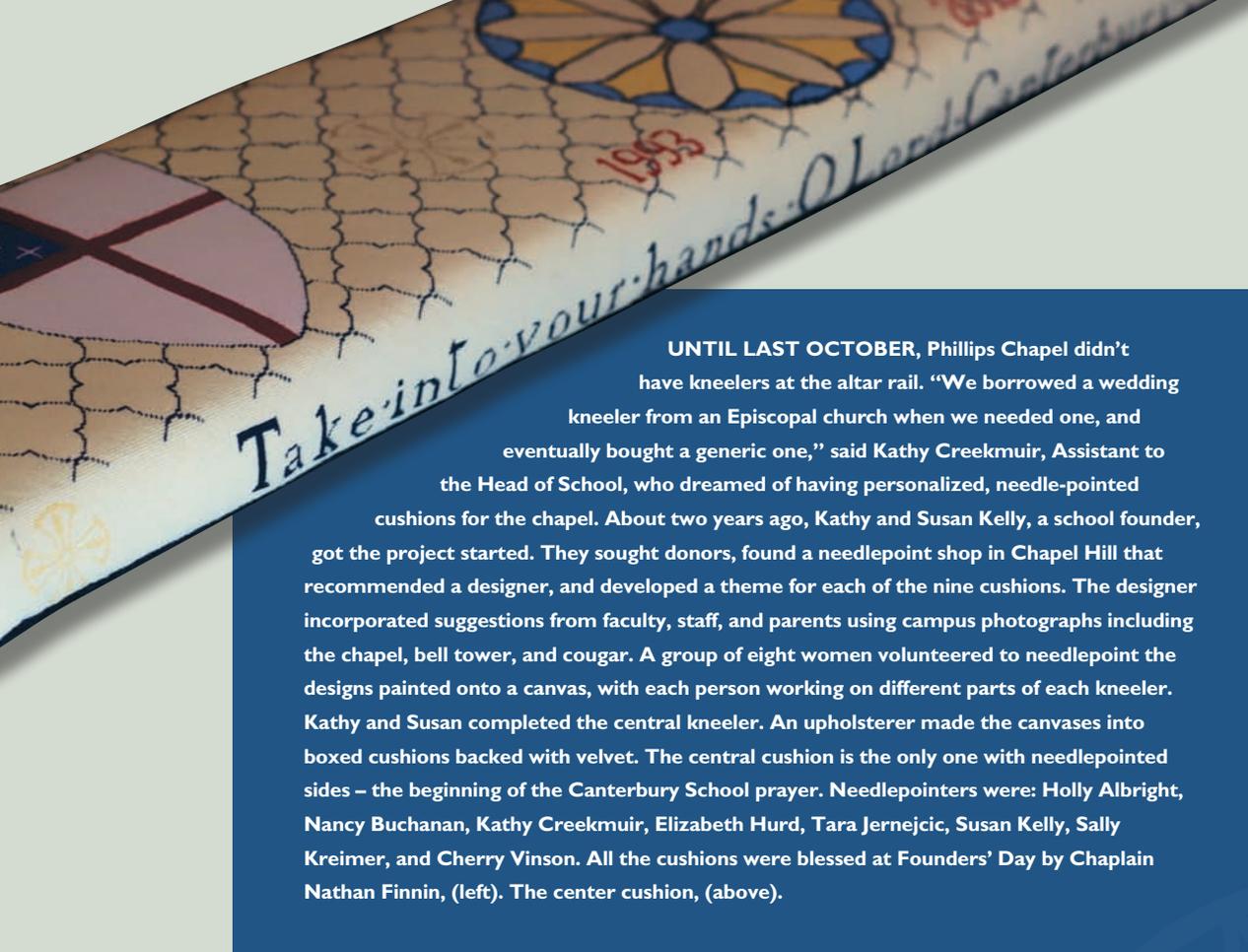
Canterbury teachers speak fondly of Caroline, from her insatiable thirst for knowledge, her constant pursuit of excellence, and her intense desire to help others around her."

By all accounts, Caroline took those attributes out into the world.

While majoring in psychology and neuroscience at the College of Charleston, she played tennis while maintaining a perfect 4.0 cumulative grade point average.

Caroline won the 2012 Arthur Ashe Leadership and Sportsmanship Award, the highest award given by the Intercollegiate Tennis Association. The award recognizes outstanding sportsmanship and leadership as well as scholastic, extracurricular, and tennis achievements.

"Canterbury taught me how to take pride in my work and really helped



**UNTIL LAST OCTOBER**, Phillips Chapel didn't have kneelers at the altar rail. "We borrowed a wedding kneeler from an Episcopal church when we needed one, and eventually bought a generic one," said Kathy Creekmuir, Assistant to the Head of School, who dreamed of having personalized, needle-pointed cushions for the chapel. About two years ago, Kathy and Susan Kelly, a school founder, got the project started. They sought donors, found a needlepoint shop in Chapel Hill that recommended a designer, and developed a theme for each of the nine cushions. The designer incorporated suggestions from faculty, staff, and parents using campus photographs including the chapel, bell tower, and cougar. A group of eight women volunteered to needlepoint the designs painted onto a canvas, with each person working on different parts of each kneeler. Kathy and Susan completed the central kneeler. An upholsterer made the canvases into boxed cushions backed with velvet. The central cushion is the only one with needlepointed sides – the beginning of the Canterbury School prayer. Needlepointers were: Holly Albright, Nancy Buchanan, Kathy Creekmuir, Elizabeth Hurd, Tara Jernejcic, Susan Kelly, Sally Kreimer, and Cherry Vinson. All the cushions were blessed at Founders' Day by Chaplain Nathan Finnin, (left). The center cushion, (above).

to instill a solid work ethic that has served me well throughout my life," Caroline said.

Between her junior and senior years in college, Caroline realized a long-held goal to go on a mission trip to Africa.

"I fell in love with Africa," she said. "I love the people I have met, the culture, the landscape. Also, I truly feel like I can make a great impact there and help people."

She has been to Swaziland twice with the organization Heart for Africa, and has gone on her own to Angola and Rwanda.

"The people that I met in Swaziland changed my outlook on my daily life. Their strong faith in the Lord amazed me," Caroline said. "They literally depended on God for their daily bread, and they lived with

a joy and passion for life that was inspiring. By the world's standards, they had so much less, but I think that in a lot of ways they are more fortunate than we are because they have a deep-rooted faith that is better than material possessions."

Caroline said she wants to be a doctor so that she can make a difference in people's lives. "A doctor has a platform to impact a lot of people by caring for them physically but also paying attention to their emotional and spiritual well-being," she said.

Right now, Caroline plans to go into pediatrics, which will require three years of residency after her four years of medical school. A specialty within pediatrics will require several years of training after that.

"My faith that God has a plan for

my life gives me a lot of peace in a very stressful environment of medical school," she said. "My faith shapes the way that I interact with my friends, and it has guided me in my journey to becoming a doctor."

Canterbury also shaped Caroline's journey.

"I still carry with me the Canterbury motto — To Learn, To Love, To Serve: To Live," she said. "Spending a formative eight years of my life at Canterbury was a huge part of why I am the person I am today. As an alumna, I still really enjoy going back to visit and see my teachers. I don't know many other elementary and middle schools that have alumna come back to see them."



*Holcombe Hardin*



*Jenna Livingston*



*Maddy Lee with her niece*



The Canterbury Class of 2014 didn't single-handedly staff the Page High School Cross Country team, but it looks like it. Team members are, left to right, **Nick Granowsky**, **Alex Klug**, **Matthew Ferner**, (Nolan Cook a non-Canterbury graduate but an amazing runner), **John Ortiz**, **Bill Osteen**, **Davis Jones**.



Canterbury hosted a 5k Stuff the Sleigh run last December. Participants brought toys and canned goods for Toys for Tots and Greensboro Urban Ministry. Alumni runners were, left to right, **Caroline Yarbrough** (who outran the entire field), **Gibson Farabow**, **Nick Granowsky**, **Copeland Jones**, and **John Ortiz**.

## OUR ALUMNI ARE AWESOME!

"This summer I travelled to Beijing, China, with UNC's Minor in Entrepreneurship for two months. During the weekdays I had an internship with an international tax and legal firm and took classes at Peking University. On the weekends I enjoyed exploring Beijing, travelling to Xi'an to see the famous Terra Cotta Soldiers, sightseeing in Shanghai, and getting lost in Hong Kong's financial district. From ultra-modern bullet trains to peasant farmers, China was an amazing experience that I will not forget soon!" — **Matthew Lovejoy**

*Class of 2008*



## 1997

**Hillary Harper** married Chris Molitor on Oct. 11, 2014, in Nassau, Bahamas. Her sister, **Katherine Martin**, Class of 2014, served as the maid of honor. Katherine is a freshman at Episcopal High School in Alexandria, Va.

## 2001

Holcombe Hardin, son of **Elizabeth Creekmuir Hardin** and her husband Jonathan, was baptized in Phillips Chapel at Canterbury School on Oct. 11, 2014.

## 2006

**Sarah Farland** graduated from Elon University in 2014 with a degree in strategic communications and a minor in business. She is employed with the Boston-based Mullen Agency and is working out of their Winston-Salem office as an assistant media planner.

## 2006

**Rob Lovejoy** graduated from UNC-CH in December. He was selected by the Houston Dynamo in the second round of the Major League Soccer draft with the 36th pick overall.

## 2008

**Thomas Beard III** is currently a junior at the University of South Carolina. He is an intern at Colliers International Commercial Real Estate in Columbia, S.C., working as a research analyst.

**Kendall Clark**, a student at UNC-CH, is studying abroad in Seville, Spain.

**Emily Crow** is studying abroad in Barcelona through the IES Abroad program.

**Keir Durham** was identified as one of the top students in the area of Computer Science at North Carolina A&T State University and became a member of The Gamma Chapter of North Carolina of the Upsilon Pi Epsilon Honor Society (UPE). UPE is the only international honor society for computer scientists in the world. The mission of Upsilon Pi Epsilon is to recognize academic excellence at both the undergraduate and graduate levels in the computing fields. Computer science students (juniors, seniors, and graduates) who exemplify academic excellence and dedication to the computing field are selected to join UPE.

**Molly Hurd**, a student at Eckerd University, visited campus this winter to talk with the 8th grade leadership classes about her experiences at the Outdoor Academy in Brevard, N.C. Molly is studying abroad at Massey University in New Zealand in the college of creative arts.

**Devon Oliver** is studying abroad in Paris, France.

## 2009

**Council Dawson**, a student at UNC-CH, is enrolled in Asian Studies for Chinese, and plans to major in international business. She received the Weir Honor Fellowship to study in China, where she will learn Mandarin and get practical, independent work experience. She will be in Beijing for intensive language study spring semester at Capital Normal University in the Hai Dian District, then complete an eight-week summer internship exploring careers in fields such as banking, law, journalism, public health, and historic preservation. When she returns from China, Council will begin studies at the UNC Kenan-Flagler Business School and return to playing club soccer and lacrosse.

**Jenna Livingston** is attending her fall semester at Meredith College in Sansepolcro, Italy.

## 2010

**Maddy Lee** is a freshman at Boston University in the College of Arts and Sciences. In addition to being a member of the women's club soccer team and volunteering at Boston Medical Center in the pediatric outpatient department, she also was named to the Dean's List for the fall semester. Maddy is a member of Boston University's Global Brigade Water division. Global Brigades is a national organization that provides continual support to countries such as Honduras and Ghana. In May, Maddy will travel with a brigade team to help with a 23km project in Honduras.

**Davis Knox** was named to USA Swimming's Scholastic All-American Team for last school year. USA Swimming Scholastic All-Americans are selected from high school student athletes who have at least a 3.5 GPA and attained certain national time standards. This year's team is comprised of 1,752 student-athletes from across the country. Davis is a freshman at Johns Hopkins University where he is a member of the swim team and swam in the NCAA Division III national championship meet.

**Emily Audilet** was named to the Dean's List at NC State University for the fall semester. She is a freshman in the First Year College program.

**Lauren Smir** is a freshman at the University of Georgia where she is a member of the Delta Delta Delta sorority.

## 2011

**Hutton Johnston** was inducted into the National Honor Society at Page High School and received the AP Scholar with Distinction award. This fall, he received his Eagle Award.

**Caroline Yarbrough** earned her Girl Scout Gold Award. She established a garden at First Presbyterian Church to grow healthful fruits and vegetables for those facing food insecurity in Guilford County. In the first growing season, the garden produced 900 pounds of food.

## 2012

This past summer, **Sally Hayes** spent a month in Cadiz, Spain, living with a host family and studying Spanish in the Centro Mundo Lengua program. From September through December, she attended the semester school CITYterm in New York City. CITYterm is an experience-based academic program focused on the complexity of New York City. Its mission is to encourage students to engage fully in learning and thinking for themselves, about themselves, and about who and what is beyond themselves. For the past three years she has served on the Honor Board at Greensboro Day School and in November 2014 was inducted into the National Honor Society.

## 2013

**Noelle Cornelius** won the Critics Choice Award for Monologues at the N.C. International Thespian Festival on Feb. 7, 2015. She will compete at the national level in Nebraska this June.

**Alec Smir**, a sophomore at Greensboro Day School, made the honor roll for the fall semester. While playing as a U18 Boys Fusion Academy goalkeeper, he was one of only four goalkeepers in the nation in his age division to be invited to play in the Academy Select Game at the 2014 Winter Showcase in Bradenton, Fla.

**Alexander Klug**, member of Boy Scout Troop 216 earned his Eagle Award by developing a promotional video for the Greensboro Farmer's Market.



# Canterbury SCHOOL

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IT'S A CANTERBURY KINDERGARTEN TRADITION TO CELEBRATE THE 100TH DAY OF SCHOOL. THE COUNT BEGINS ON THE VERY FIRST DAY, AND WHAT MAY SEEM LIKE FUN AND GAMES IS ACTUALLY AN EXTENSION OF THE MATH CURRICULUM. KINDERGARTEN TEACHER KARAN MOORE SAID THE ACTIVITIES AND THE CELEBRATION HELP THE STUDENTS LEARN TO COUNT TO 100 BY ONES, TWOS, FIVES, AND TENS. THEY LEARN PLACE VALUE, NUMBER SENSE, AND ONE-TO-ONE CORRESPONDENCE. ON THE 100TH DAY THE KINDERGARTENERS DRESS AS THEY THINK THEY WILL LOOK WHEN THEY'RE 100 YEARS OLD, AND ENJOY ACTIVITIES SUCH AS STRINGING 100 PIECES OF CEREAL, READING 100 WORDS, DANCING FOR 100 SECONDS, AND BUILDING WITH 100 BLOCKS – ALL OF WHICH POLISH MATH SKILLS. LEWIS WHITE AND LIBBY HOYLE MAKE VERY CUTE SENIOR CITIZENS.

