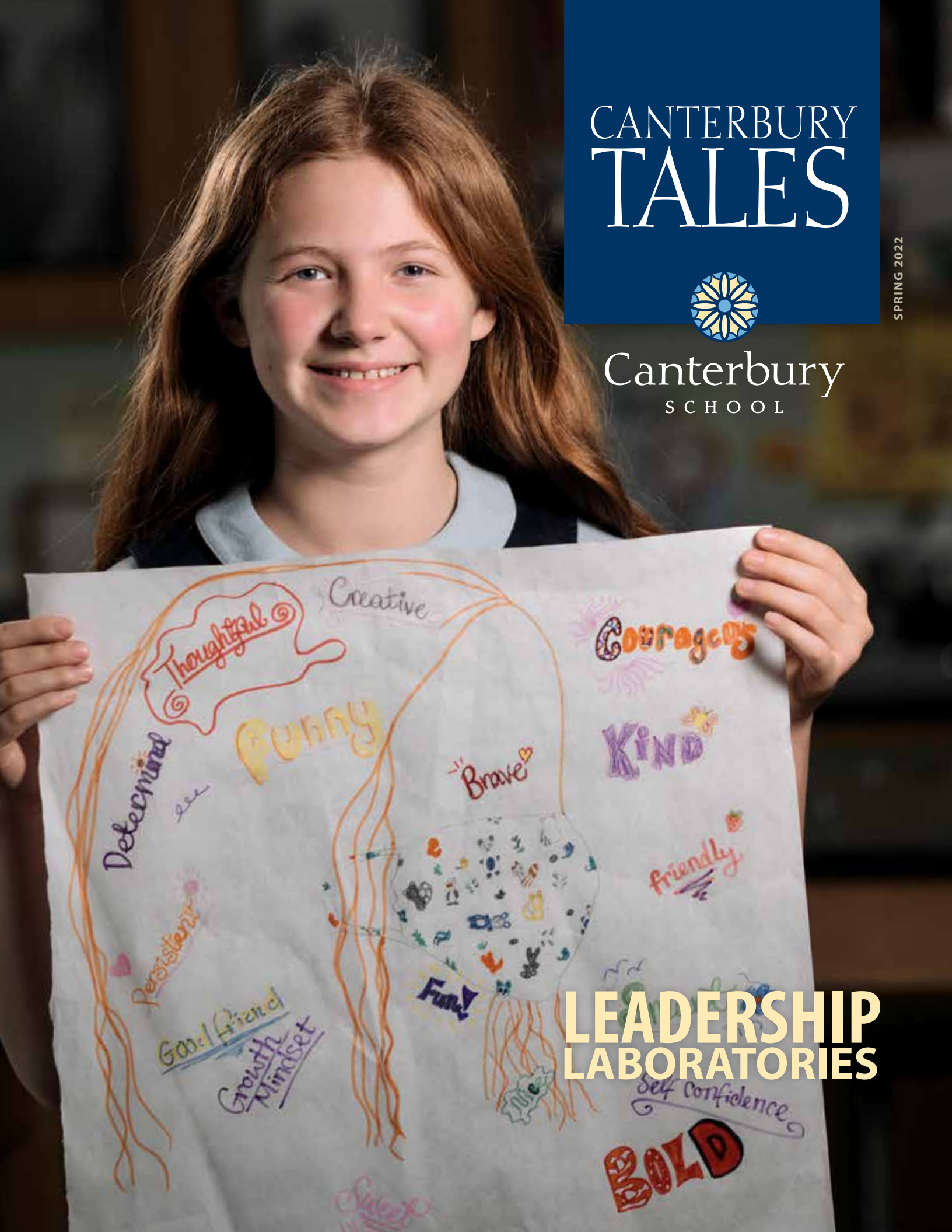


CANTERBURY TALES



Canterbury
SCHOOL

SPRING 2022



**LEADERSHIP
LABORATORIES**

CANTERBURY RECEIVES SERVICE AWARD

Canterbury was proud to be awarded the 2022 Kindness for King Award from the Volunteer Center of the Triad. The award recognizes service learning and overall acts of kindness across campus, from the early childhood program, which made 150 placemats for Meals on Wheels at Thanksgiving, to middle school students who make weekly visits to nonprofits throughout Greensboro. The award also recognizes our parents, who give so generously of their time and resources to support our campus and our wider community.

Pictured: Ellie Heinzelmann and Wrenn Ragsdale display some of the harvest from Out of the Garden Project’s Teaching Farm.

On the cover: Greta Gustavsson shows her leadership self-portrait. Read more about the 6th grade leadership and mastery class on page 8.



Canterbury School is a co-educational, independent, Episcopal school that seeks diversity in its student body and staff. It does not discriminate unlawfully on the basis of race, color, religion, national or ethnic origin, sexual orientation, or disability in administration of its educational policies, admissions policies, hiring practices, financial assistance programs, and athletic and other school-administered policies.

Challenging the mind. Nourishing the spirit.

Canterbury Families program stands the test of time	4
Inspiring confident changemakers	8
Cubs class welcomes 3s to Canterbury	10
Dads share time, enthusiasm with Canterbury	13
Durham tapped to lead middle school	14
Summer study brings movement to Canterbury music classes	16
Canterbury graduates Class of 2021	18
Alumni news	24



Canterbury Tales
Spring 2022
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Canterbury Tales is published
annually by Canterbury School
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Greensboro, NC 27455
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should be directed to
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Harrison receives gifts representing each grade at a special welcome chapel service last fall.

MEET HARRISON STUART

J. HARRISON STUART was installed as the sixth Head of Canterbury School on October 24, 2021. He has spent much of his first year getting to know our community, so let’s take some time to get to know him!

WHAT WERE YOU LOOKING FOR IN YOUR NEXT SCHOOL?

Truthfully, at the time, I never thought of looking for my “next school”. I was in my sixth year as a founding Head of School when I learned about the opening here at Canterbury. While I was very passionate about the school in Nashville, the opportunity at Canterbury was quite intriguing, and I began to realize how well the school’s mission matched my personal beliefs and professional goals. I was already aware of

Canterbury’s stellar reputation, at both the local and national levels, because of my past experience as an admission director for an all-boys 9-12 boarding school in Virginia.

Given the nature of the position, it is vital that my personal ideology fit that of Canterbury School - and I have found this to be true. While there are certain similarities of a headship common from one school community to the next, the individual cultural components are both very important and distinctive. I couldn’t imagine working at a school whose guiding values do not align with my own. I love Episcopal schools and thrive in an Episcopal school environment, both personally and professionally. Looking back over the better part of 20 years in education, I see how much I appreciate the values of community, inclusion, and equity, all of which I find at Canterbury.

WHAT ARE YOUR GOALS FOR CANTERBURY?

My goals for Canterbury are to thrive in all facets of our mission and to establish and maintain an ongoing national reputation for excellence.

While many of my foundational goals for Canterbury are still taking shape, I feel I’ve been able to establish over the past six months a steady base from which to partner with all of our constituencies to establish long-term, tangible goals for our school.

Having had the opportunity to lead a school prior to Canterbury, I’ve been able to bring personal and professional goals and experiences to the table and help apply them to this role. I’ve also worked with an executive coach who helped me envision a successful entry plan, including instilling new management tactics which will help maintain the proper balance that a headship requires.

(continued on page 2)

WHAT HAVE YOU LEARNED ABOUT RUNNING A SCHOOL FROM YOUR EXPERIENCE STARTING ONE?

Founding a school means you have to learn everything, then apply and resource every aspect of it. The younger the school, the more granular the work seems to be. We started the Episcopal School of Nashville with a strategy and a vision, but with few resources. The detailed work in those early days was very intense, as I worked hands-on in almost every role: Head of School and janitorial crew during the day, pivoting to fundraisers at night. As the school began to mature, we were able to bring along more staff which really changed my day-to-day role. By the time we reached year five I was managing most aspects of the school day rather than physically doing them, which really allowed the school to thrive as an organization.

The founding process allowed me to have an experiential, hands-on training which gave me a unique perspective to examine the very nature of schools, literally from the ground up. Importantly, I learned that schools should evolve daily and that my role as the Head is to promote a culture which enables and inspires growth, development, and evolution.

Transitioning to Canterbury with its 29-year history and established resources has been wonderful. I am loving the strategic level from which I can operate at Canterbury School.

WHAT'S SOMETHING THAT FEW PEOPLE KNOW ABOUT YOU?

I grew up on a working farm outside of Lexington, Ky. While my mom has always been involved in the nonprofit sector, my father is a bloodstock agent in the Thoroughbred horse racing industry. I grew up working the horse sales and around the race tracks. While I never enjoyed riding horses, I did love growing up in the industry and working with some of the greatest equine athletes in the world. For most of the early part of

my life, I was sure that I would be working in horse racing. But late in my college career, when I was working at a summer camp in Maine, I fell in love with the notion of spending a life in education – not because I found that I was an academian but because I loved working with young humans better than young horses!

TELL US ABOUT YOUR FAMILY.

My wife Katherine and I were married in 2004 after dating through college and a few years beyond. She's my best friend - we both work in the independent school sector, which is fun. Katherine serves as President of the Education Group, which is an independent school consulting agency. One of the things we've loved about our careers is the wonderful places they've taken us – Knoxville, Tenn.; Orange County Va.; Nashville, Tenn.; and now Greensboro! We have four children –

Teddy (13), Jack (11), twins Kate (7) and Lillian (7), and our two dogs, Foxy and Cora.

One of my favorite parts of my job is that I share the day with my children, beginning on our way to Canterbury. Each morning we all five load up in the car with backpacks and lunches and search for a great song on the radio. There is something special about this time in all of our lives and I embrace it wholeheartedly. 🌻

Head of School Harrison Stuart with his family.

P. DAVID BROWN HALL IS OPEN FOR BUSINESS, WITH BUSTLING ADMINISTRATIVE OFFICES AND MOST IMPORTANTLY, OUR NEW SCHOOL LIBRARY. STUDENTS HELPED MOVE IN BOOKS LAST SPRING AND TOOK TOURS OF THE BEAUTIFUL FACILITY. THIS YEAR, THEY ARE ENJOYING WEEKLY VISITS TO THE LIBRARY TO SHARE THEIR FAVORITE BOOKS WITH FRIENDS AND FIND A GOOD ONE TO TAKE HOME.

Right: Librarian Stephanie Hampton helps 3rd grader Emily Brooks pick out a just-right book.



Above: Kindergarten students checked out the book return slot on their tour last spring.



Above: The new library suite includes a classroom for research with a green screen for digital media productions.





CANTERBURY FAMILIES PROGRAM STANDS THE TEST OF TIME

Kelly Russell vividly remembers her first experience with the Canterbury Families program 16 years ago.

The new Canterbury PE teacher did what teachers always do: she grabbed the small group's lesson plan and started getting down to business. Then the 8th grader in the room stepped in.

"She ever-so-kindly said, 'Ms. McOmber, I'm going to lead this,'" Kelly recalled. "And I think she was one of the

best leaders I've had in all the years I've been here. She shined in this moment."

As Kelly learned that day, the Canterbury Families program is a laboratory for Canterbury's oldest students to learn and practice leadership skills while building community among groups of younger students on campus.

Each family group is made up of at least one student in each grade, K-8th, who meet regularly to participate in activities and events together.



The Families program has been a tradition since the mid-1990s. This family photo was taken in 2004.

we're giving those children the best opportunity for growth."

As young children grow up watching a succession of 8th graders at the helm, they develop their own ideas about leadership and anticipate when it will finally be their turn.

"I always really looked forward to leading my family," said Mattie Stinson, the co-leader of Family 8 this year, and her close-knit group has met her expectations.

She has particularly enjoyed teaching the 7th grader in her group how to assume the leadership role next year, since he is new to Canterbury and hasn't had the same years of experience in a family group.

"It's definitely a skill to be able to lead a family," Mattie said.

It's "community-building through fun," said Penny Summers, a founding faculty member, and it's a key part of how Canterbury develops the whole child: mind, body, and spirit.

"The school's whole mission is about learning to be YOUR best self and helping others realize that for themselves as well," she said. "If we can give students opportunities to have deep relationships with one another across all grade levels,

students from youngest to oldest for community-building activities.

Canterbury already had student pairs created through the chapel buddy program, and it was a natural extension to base larger family groups on those existing relationships, Penny said.

Thus, Canterbury families were formed, creating dozens of groups around K-6th, 1st-7th, and 2nd-8th grade chapel buddy pairs.

That dynamic helped shape the Canterbury experience for Laina Wilson '15.

"I think Families were important to my classmates and myself because they helped bridge that divide between the grades," she recalls. "As a younger student, Families made it so the older kids didn't seem as intimidating. And as a middle schooler, Families was a great time to be with my chapel buddy and act as a mentor and friend to the younger kids."

As new Head of School Harrison Stuart met with community members last summer to learn about Canterbury, the Families program kept coming up as an important pillar of the school's identity.

“ANYTIME THERE’S A LITTLE COMPETITION, A LITTLE TREAT, AND A LITTLE SILLINESS, IT’S A RECIPE FOR SUCCESS.”
KELLY RUSSELL

“It was meaningful not only to students, but to faculty and parents,” said Lower School Counselor Allison Speckhard, who currently coordinates Families. “It was something that sets Canterbury apart from other places, and there was a big drive to bring it back” from a hiatus due to COVID-19.

parent volunteers bring the program back to life, her goal is to pay tribute to past successes while also building new traditions that reflect Canterbury today.

Last fall’s activities were just such a mix. Families kicked off with Stone Soup, perhaps one of the program’s longest running traditions, with students gathering in their family groups on blankets for a Thanksgiving meal.

Their December activity was a new one focused on the holidays. Faculty advisors set the scene, projecting a cozy fireplace on YouTube and playing a special jazzy playlist while 8th graders led the younger students in a conversation about their own families’ holiday traditions. Each member of the group also traced their hands on green paper to assemble into a special holiday wreath for each family.

Through the years, Families projects like this have helped symbolize how students are valued as individuals and as parts of the Canterbury whole.

Other activities have included service opportunities, such as making no-bake dog treats for an animal rescue, writing cards for service members, and participating in campus cleanup projects. Then there are the all-school events and contests. Penny and Kelly both fondly recall a school-wide game of “Scattergories,” with each family playing as a team.

“Anytime there’s a little competition, a little treat, and a little silliness, it’s a recipe for success,” said Kelly, who coordinated the program for several years.

Laina, the alumna, says her most lasting memory of Families



Canterbury family groups gather each fall to break bread together at Stone Soup.

SHARING TRADITIONS

A number of faculty members have organized the program over the years, passing along binders outlining successful activities and providing handy tips and inspiration.

Allison spends time paging through the notebooks she has inherited, looking back at the program’s history. As she and



8th grader Mattie Stinson shares a book with the members of the Canterbury family she co-leads with Isabella Tessier, far right.

was making Mardi Gras floats in Ketner Gym in competition with other groups, then devouring king cake together. Other family versus family contests have stuck with her, as well.

“Everyone got really hyped up, and it was fun to be part of such a rowdy and exciting schoolwide activity,” she said.

BUILDING RELATIONSHIPS, SKILLS

Allison loves the idea of families as teams. “It becomes part of your identity as a Canterbury student: ‘I’m a 2nd grader in Mrs. Mellwain’s class and I’m part of Family 21. These are my people,’” she said.

A crucial part of teamwork is relationship building, and that’s a top priority for this year’s program as

Families returns with many groups formed anew.

Eighth grade family leaders receive feedback and coaching from their faculty mentors, whose role is to encourage and support, but never to take over. The goal is to prepare Cougar graduates with skills such as public speaking, taking responsibility, and making back-up plans so they are prepared to take on more mature roles such as babysitter or youth league coach in high school.

The leadership of a family group is age-appropriate and realistic for 13- and 14-year-olds, and the feedback they receive is immediate, Kelly said.

“If you’re doing a good job, you have a happy, communicative family,” she said. “To watch an 8th grader navigate 5-year-olds to 13-year-olds

is a 100 percent genuine leadership opportunity for them.”

Now a Canterbury parent with two lower school students of her own, Kelly also sees the leaders from her children’s perspective.

“Our big kids are still so little, but in the eyes of our littlest people on campus, they are so cool,” she said. “It creates an opportunity for little people to get to know them in a different way than passing them on the sidewalk or watching them in a drama or sports performance. I think it feeds their souls in different ways.”

INSPIRING CONFIDENT CHANGEMAKERS

On a cold winter afternoon, Ashley Meyer’s leadership and mastery classroom is alive with ideas.

Ashley begins class the way she always does, with a question. This week’s: *Is self-confidence an important trait in leadership?*

“Yes. You have to be confident if you want others to be confident in you as a leader,” 6th grader Anna Harron answers.

A lively discussion follows, with students describing how they could show self-confident leadership through their words, their body language, and the example they set.

Their teacher follows up: *Can self-confidence be learned?*

Sixth grader Emerson Ainsworth chimes in. “I don’t think anyone is born with it. You get it from your past experiences.”

Students quickly volunteer ways to become self-confident: through hard work, practice, improvement, and success.

In essence, anybody can learn the confidence to lead, and that’s exactly what these 6th graders are doing.

The new middle school “Leadership and Mastery” initiative uses the recommendations of Canterbury’s most recent strategic plan as a springboard for inspiring all students to see themselves as leaders who can effect change in the world.

The class reflects Canterbury’s belief that all students are capable of leadership, said 6th grader Zoey Moore.

“Canterbury teaches students to be leaders so explicitly because they want them to use that in their everyday life,” she said. “I came as a new student this year, and they want their students to welcome people and be leaders to others.”

Zoey and her classmates in the Class of 2024 are the first to undertake the program. As 6th graders, they are learning about the characteristics of successful leaders and the unique skills and traits that each of them possesses. They will finish the year by putting their heads together on a group project

to address an issue they select.

As the students grow into the 7th and 8th grades, they will be challenged to put their skills to work leading their own projects that reflect their interests and passions.

“Our goal when kids leave Canterbury is that they are problem solvers, critical thinkers, and thoughtful members of the community, and to me there’s no better outlet for them than a project like this,” Ashley said.

Students are growing up in a world in which every piece of knowledge is at their fingertips, she added, so educators are now charged with showing them how to apply that information to solve problems

in collaboration with others.

The 6th graders are well on their way already. With two decades of experience teaching lower school students, Ashley has been surprised and impressed by the interpersonal skills the middle schoolers bring to the classroom.

“These kids are confident. I’ve asked them tough questions and there has been disagreement, but they know how to have conversations and they think critically before they respond,” she said. “This speaks volumes to what our teachers have done all the way through.”

Ashley, who has a master’s degree in curriculum design, now gets to build on these skills. She’s writing the leadership curriculum unit by unit; while she has reviewed similar programs at other schools, she hasn’t found anyone tackling exactly what Canterbury wants to accomplish with middle school-aged students.

She began the year with goal setting and perseverance, or grit. Students started by setting a goal for

themselves over a four-week period, researching and figuring out how to measure it, and deciding how to know if they achieved success.

Picking their goal, from academic performance to swimming times, was easy because it was differentiated by the students’ interest, Ashley said.

Once they set their goals, the lessons on grit began.

“Some kids don’t realize they possess grit until we push them,” she said. “Then they think, ‘I am gritty.’”

Over the course of pursuing their goals, students learned about how they’ll hit bumps in their pursuit of an objective, but how to get back on course and keep going. They talked about failure, because that’s also a part of the growth process.

The lessons about grit were the most helpful for 6th grader Anna. “It helps you learn to keep going, even when it’s hard,” she said.

She said the leadership class has helped her become more self-aware and ultimately, a better person.

Students put that self-awareness

**“OUR GOAL WHEN KIDS
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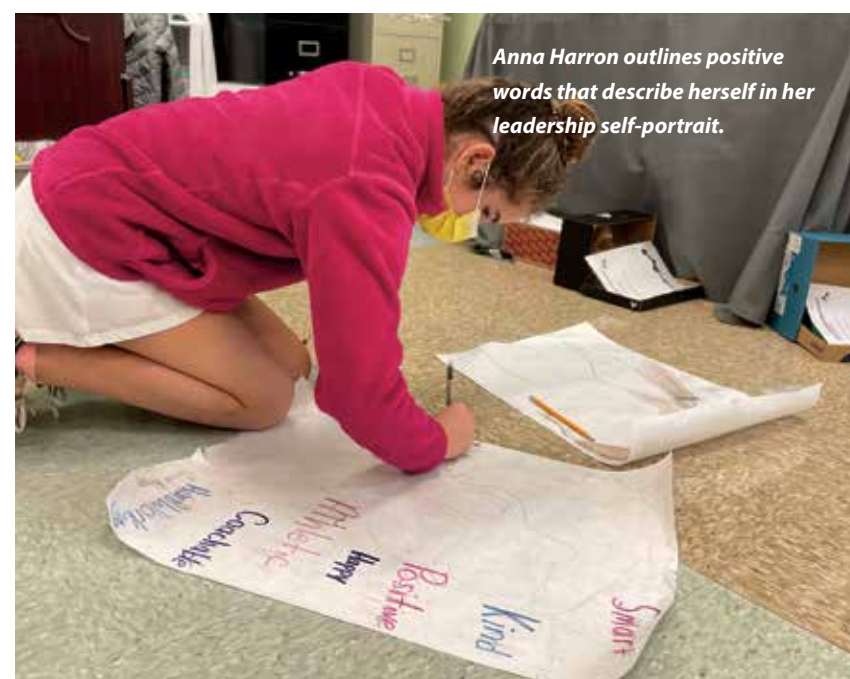
— ASHLEY MEYER

to the test with a project following their discussion on self-confidence. They created life-sized silhouettes and labeled those drawings with words they believe about themselves that make them unique and special.

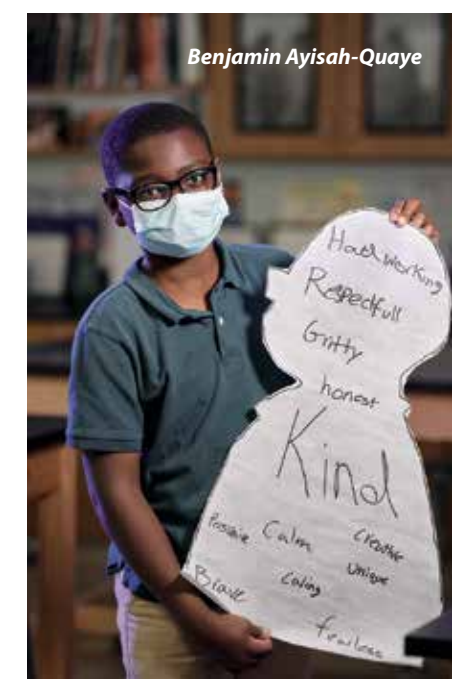
Around Anna’s drawing, she added words like “kind,” “positive,” and “coachable.”

Other students described themselves as loyal, funny, determined, and brave.

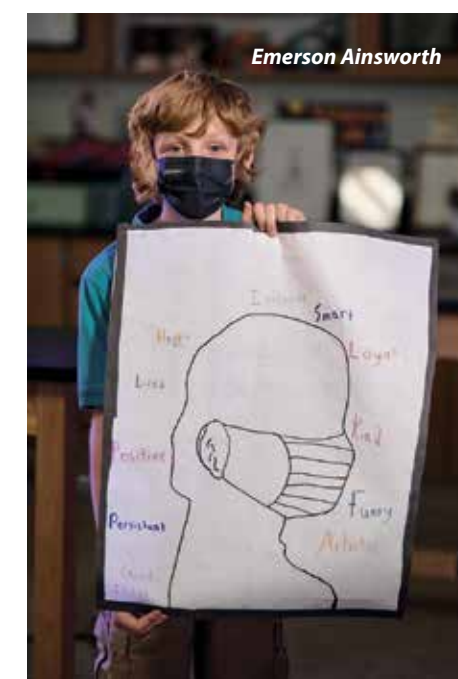
“In the end, we want them to learn what their individual strengths are and that they can make a difference,” Ashley said. “That sets them up for success.”



Anna Harron outlines positive words that describe herself in her leadership self-portrait.



Benjamin Ayisah-Quaye



Emerson Ainsworth



Zoey Moore



Cubs students enjoy movement and music activities in their classroom, including ice skating on paper plates to "The Skater's Waltz".



Maxi Ortner enjoys making a snowman craft with marshmallows on a winter morning. Daily crafts are part of the Cubs routine.

CUBS CLASS WELCOMES 3s TO CANTERBURY

AS THE MOM of four children, Allison Donovan knows 3-year-olds and preschools.

Yet Allison was "blown away" by her daughter Maisy's experience in Canterbury's first Cubs class last year.

"It was the most empowering preschool experience we have seen any of our kids have," she said. "The growth she experienced at 3 was unparalleled to what our other kids experienced" at several other preschools in Greensboro and Charlotte.

By the end of the year, Maisy could write her name, recognize most uppercase letters, and count plenty high. But what was magical to the Donovans was that she learned it not through drilling, but through play.

"The class always felt so nurturing and play-based, but somehow she was learning at the same time," Allison recalled.

The goals of the Cubs program are to nurture young children's social development, spark their curiosity, and lay the groundwork for a love of learning. Teachers meet students where they are developmentally and help each grow as individuals, said Lower School Director Roanne Ornelles.

"They are just so excited about everything they do at that age," she said.

Cubs lead teacher Roz Brink plans lessons that use all of the children's senses to teach letters, shapes, colors, and numbers. On any given day, the class may be singing, playing with homemade play dough, tracing their letters in sensory boxes, doing movement activities, or making a craft.

"The students are at all different levels, but I find we all meet in the middle when we are doing an activity because they are all learning in their own way, at their own pace," she said.

Roz strives to share Canterbury's culture with her small students while creating a warm, compassionate environment for their growth.

"This is a big school, but I want our classroom to be their safe haven so that when they come to Canterbury for the next 10 years, they're going to remember their start in Cubs," she said.

Canterbury's youngest students have received a warm welcome from more senior Cougars. Middle schoolers sign up to read to them through their weekly electives, and 4th graders are regular visitors in the Cubs classroom, as well.

Spending time with young children helps older students put their stages of development in perspective, Roanne said.

"Even the 4th grader who wants to be really cool will sit down and read to Cubs," she said. "They do love seeing the younger kids and saying, 'When I was that age...'"

Fourth grade reporters who interviewed the Cubs for their newspaper gained surprising new insights into 3-year-olds, as their serious questions elicited

zany answers from the little ones, Roanne said. The article is reprinted to the left/right/below, etc.

"They were just so taken with these little children," Roanne said. These visits are just the start of the relationships that will form between the Cubs and 4th graders, as many will become chapel buddies when they meet again in kindergarten and 6th grade, respectively.

The attention and love that Cubs receive from older students help shape them from an early age, Allison said.

"It empowers those little kids to feel like they are part of something bigger," she said. "I think they gain self-confidence that cannot be matched."

In addition to learning from older role models, Cubs get to enjoy Canterbury's entire whole-child program, from Spanish and music to library visits and age-appropriate classes with the chaplain. Those with older siblings also get to look forward to the Canterbury milestones ahead.

Their parents, meanwhile, can take advantage of a larger school's parenting education and support,

most or all of their children sharing a school schedule, and partnership with teachers in a program that considers their child's growth trajectory from ages 3 to 14.

Canterbury was preparing for its first 3-year-old class in early 2020 when COVID-19 hit. As morning preschools around the area remained shuttered for the 2020-21 school year, demand for the new class began to grow.

The program began in August 2020 with 13 students. There are eight Cubs in 2021-22 and applications are strong for the third year.

Allison will never forget the day that Maisy's stuffed cougar welcome gift arrived and Canterbury became her school, as well as her big sisters'.

Other parents have shared their concerns with Allison about moving their 3-year-olds from their small church preschools to a school the size of Canterbury.

"They kind of assume [Canterbury's Early Childhood program] has lost its sweetness too early, but no, it holds onto it more," she said. "It's such a precious program. I've loved every second of it." 🌻

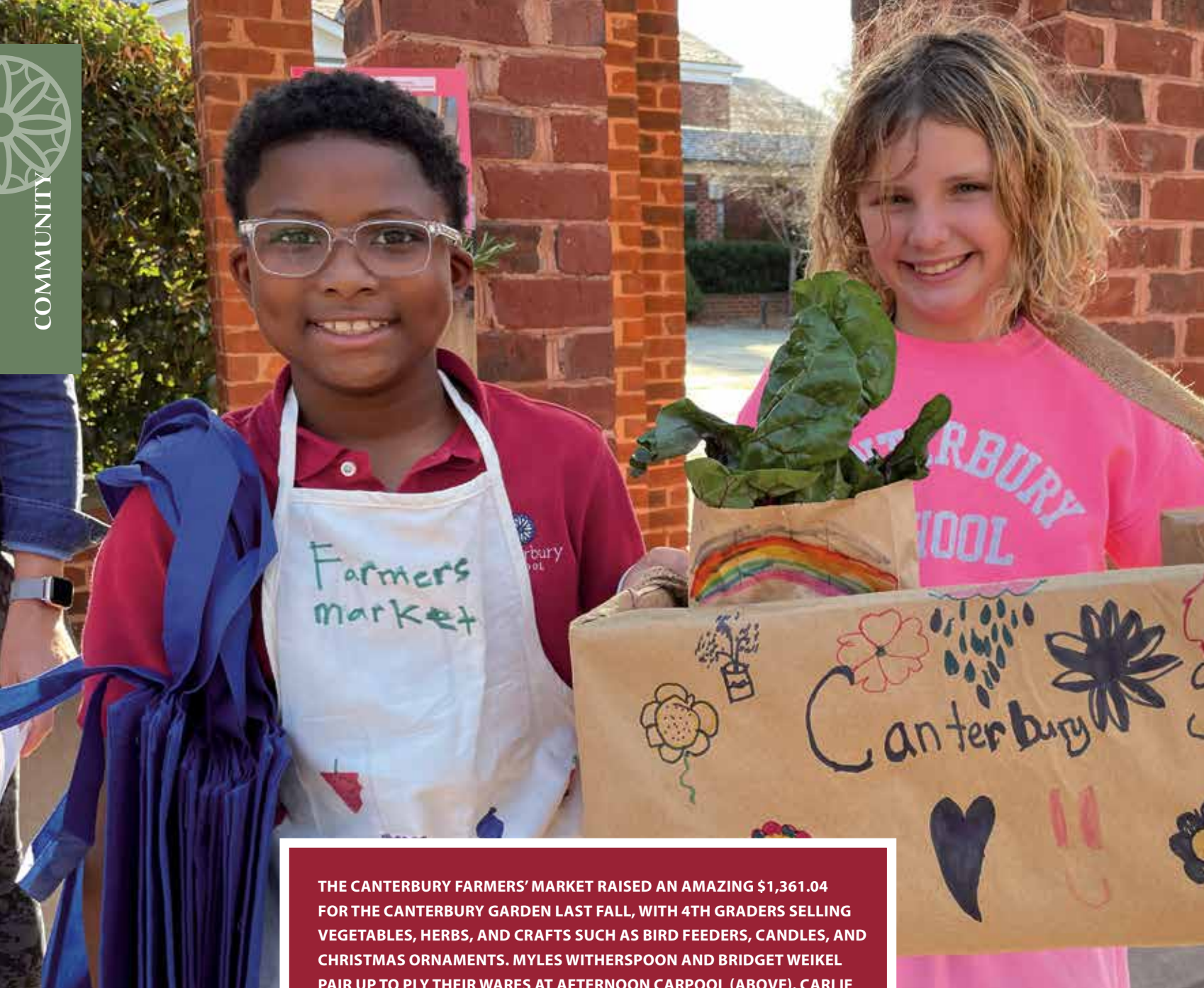
THE CUBS PROGRAM

*By Julianna Lamptey, 4th grade
The Canterbury Chronicle*

Who knew there were adorable little cubs at Canterbury? The cubs classroom is located in Fry Hall in the Cougars Den. Their classroom is full of beautiful artwork. The teachers of these cubs are Ms. Brink and Ms. Alston. The cubs are mostly three year olds. The girls in that class love going to the dollhouse and they like to play with dolls.

The cubs love to eat cupcakes and play with toys. They love zebras, elephants, polar bears, and dogs. The boys love to read the book, The Very Hungry Caterpillar. They love to play in their little tent. They like to put pictures on the wall.

The cubs are very creative, imaginative, and talkative and so are all the other kids at Canterbury. And finally, I hope if you are looking for a school with welcoming and kind people, you will consider Canterbury as the right school for you.



THE CANTERBURY FARMERS' MARKET RAISED AN AMAZING \$1,361.04 FOR THE CANTERBURY GARDEN LAST FALL, WITH 4TH GRADERS SELLING VEGETABLES, HERBS, AND CRAFTS SUCH AS BIRD FEEDERS, CANDLES, AND CHRISTMAS ORNAMENTS. MYLES WITHERSPOON AND BRIDGET WEIKEL PAIR UP TO PLY THEIR WARES AT AFTERNOON CARPOOL (ABOVE). CARLIE PAREDES AND SYDNEY GORDON WELCOME PARENT LIDDY HALL TO THEIR STAND (BOTTOM LEFT). EMERSON XU AND BANKS BELL MAKE A CARSIDE SALE (BOTTOM RIGHT).



DADS SHARE TIME, ENTHUSIASM *with Canterbury*

PARENT VOLUNTEERS are the engine that keeps Canterbury running.

While it's usually moms who deliver hot lunch, run CPA committees, and plan events, a small contingent of dads are making their marks as well.

Weekly, monthly, or even annually for special projects, these fathers are experiencing Canterbury firsthand and loving every minute.

Billie Pope is one of Canterbury's longest running volunteers, dad or mom. He began stirring Stone Soup in 2009 when his oldest daughter (now a college student) was in 2nd grade. Over the next few years, he helped students open the many cans of vegetables that then made up the soup, which is warmed in a huge cauldron and shared with the whole student body and staff before Thanksgiving.

Eventually, Billie became co-chair of the Stone Soup committee. He said has remained committed to this event because it so perfectly illustrates why he and his wife have chosen Canterbury for their daughters.

"Helping with Stone Soup provides the opportunity to see the whole Canterbury community work together to exemplify generosity and thinking of the greater good," he says.

Likewise, Matt Healy feels more connected with Canterbury's mission, staff, and other parents through his role as a member of the board-appointed Recruitment & Retention committee, which advises the admissions and marketing departments.

He encourages other dads to try to do as much on campus as they can.

"It reminds you what you work so

hard for, to be able to give your children this wonderful experience," he says, "and it's just a source of pride and happiness."

Mike Polos says volunteering is the least he could do for the school that has been such a blessing to his family.

So at least once a week, he arrives on campus at 12:50 p.m. to take a seat behind the front desk during receptionist Betsy Raulerson's lunch break. For the next hour, he answers the phone, helps students who are sick or hurt, and signs visitors and students in and out.

Growing up, Mike would often help his mom in the school office where she worked, so when he saw a call for volunteers in the *Chatter*, he figured he could give it a try.

"It has been a joy spending so much time on campus," he said. 🌻



Billie Pope serves hundreds of cups of soup for Canterbury's Stone Soup celebration.



Mike Polos manages the front desk as a weekly clerical volunteer.



Kathy imposes ashes on Noelle Millner '20 at an Ash Wednesday service.

DURHAM TAPPED TO LEAD MIDDLE SCHOOL



Incoming Middle School Director Kathy Durham

VETERAN CANTERBURY educator Kathy Durham will serve as Canterbury School's next Middle School Director, beginning in the 2022-23 school year.

"Kathy is exactly the kind of leader we want shaping Canterbury's middle school for our students and teachers each and every day," Head of School Harrison Stuart said in his announcement to parents.

Kathy holds a bachelor's degree in education from UNC-Chapel Hill. Over the course of her 25-year career at Canterbury, she has touched nearly every part of

campus, holding faculty positions including 4th and 5th grade homeroom teacher; middle school social studies, science, and math teacher; and lower school spiritual development teacher.

As an administrator, she has led the school as Middle School Dean of Students, Dean of Student Life, Unity and Diversity Director, Assistant Admissions Director, Interim Middle School Director, and Director of the Extended Day program.

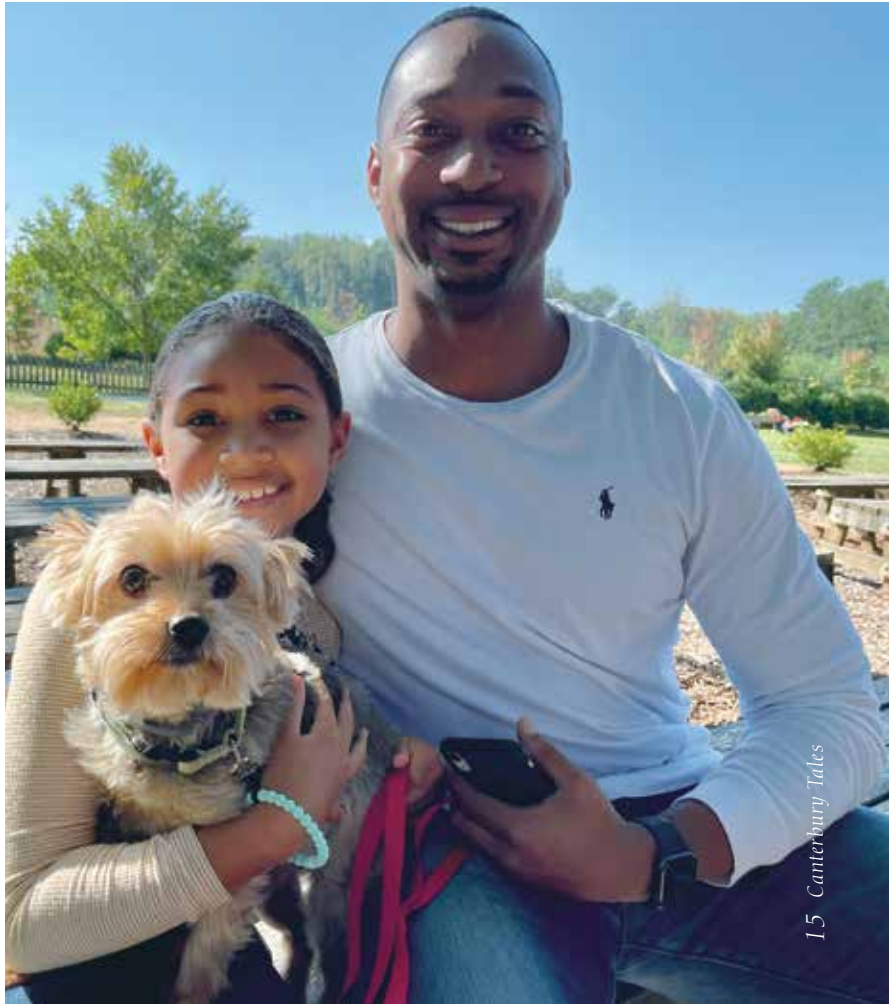
Kathy's skill as an educator was recognized with the 2021 Rosalyn Tanner Orr Award of Teaching Excellence at graduation last year. The parents and colleagues who nominated her said that that Kathy is gifted at understanding students' strengths, needs, and learning styles. She sets high expectations and pushes each student to do and be their best, while at the same time being their staunchest ally.

Kathy specializes in teaching students the skills they need to be successful in middle school and beyond and the resilience they need for future success, nominators said. She is an advocate for students with learning differences while helping students learn to self-advocate, as well. Kathy is quick to provide student support and is generous of spirit, making time for honest, encouraging conversations with students and parents. Finally, she is a supportive colleague who always takes time to share her experience with other faculty members.

"Like the intricate gears of a watch must work to move time forward, so must all the components of a division work together to move the division forward in educating the whole child," Kathy said. "I'm excited to connect with our community in this new way."



THE BLESSING OF THE ANIMALS RETURNED TO CANTERBURY'S CAMPUS LAST FALL, WITH A CROWD OF ADORABLE ANIMALS JOINING THEIR FAMILIES TO CELEBRATE ST. FRANCIS OF ASSISI AND THE LOVE BETWEEN CHILDREN AND THEIR PETS. CHAPLAIN HUNTER SILIDES AND HER HUSBAND, THE REV. GEORGE SILIDES, BLESSED THE DOGS, CATS, AND STUFFED ANIMALS PRESENT IN THE OUTDOOR CHAPEL. THE ALTAR HANGINGS WERE PROUDLY CREATED BY THE 3RD GRADE CLASSES. THE 2022 EVENT IS SCHEDULED FOR SATURDAY, OCT. 1 AT 10 A.M.



movement

SUMMER STUDY BRINGS TO CANTERBURY MUSIC CLASSES

By Mara Barker, Lower School Music Teacher



Mara Barker with her classmates at the Dalcroze Eurhythmics workshop she attended through her summer study grant last summer.

“MUSIC ACTS ON THE WHOLE OF THE ORGANISM LIKE A MAGIC FORCE WHICH SUPPRESSES THE UNDERSTANDING AND IRRESISTIBLY TAKES POSSESSION OF THE ENTIRE BEING. TO INSIST ON ANALYZING THIS FORCE IS TO DESTROY ITS VERY ESSENCE.”

—ÉMILE JAQUES-DALCROZE

Eurhythmics is now used widely in a variety of settings all over the world: in group retirement communities, community musical organizations, universities, and in PreK-12th grade schools.

The Dalcroze Society of America (DSA) has promoted

the method in the United States and has active chapters in every region. In 2014, two prominent DSA-trained teachers, David Frego and Marla Butke, founded a new organization, The American Eurhythmics Society, and wrote the book “Meaningful Movement: A Music Teacher’s Guide to Dalcroze Eurhythmics.” They offer workshops with the music teacher in mind that are positive, joyful, and user-friendly.

I was excited to pursue this new-to-me approach with the support of Canterbury’s summer study grant. My initial workshop in the summer of 2020 was cancelled due to COVID-19, so I felt especially fortunate to experience one of their week-long workshops in July 2021 on the campus of Ashland University-Columbus Center in Columbus, Ohio. After more than a year of distance, it was profoundly moving for all of us to have the experience of learning this dynamic curriculum together in person.

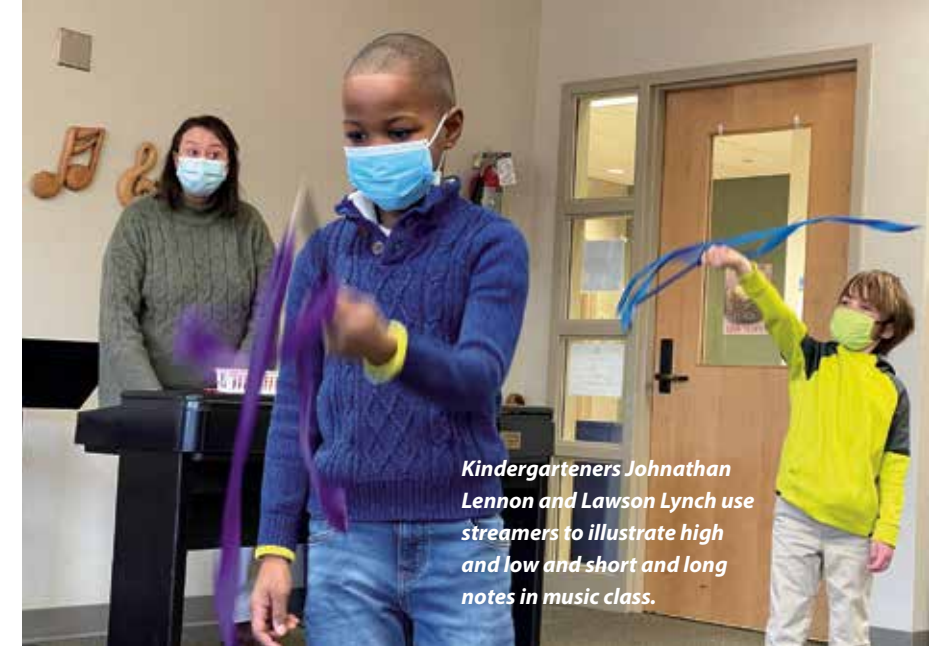
Our days began with focus exercises, which became more challenging every day. The rest of the day was spent doing a variety of musical activities, learning the pedagogy behind the Dalcroze technique and, of course, lots of movement. We bounced racquetballs on the ground to the steady beat of pieces of music

in a variety of meters, moved expressively using stretchy bands of cloth, and sang while moving around the room. We even sang scales moving around the room, taking large steps for large intervals and small steps for small intervals. After lunch was piano improvisation. We took turns playing piano while the group moved to what we played.

We learned a technique that is unique to Dalcroze Eurhythmics called *plastique animée*. Dalcroze invented this art form to deepen the understanding of music through purposeful movement. At first glance, *plastique animée* looks a little like modern dance. However, in modern dance, the music provides a backdrop and the focus is the dancers. Performing *plastique animée* requires no prior dance or choreography training and the music is the focus. The performers provide a visual representation, showing form, dynamics, texture, rhythm, and other elements. Every session would finish with group folk dancing, which is not part of the Dalcroze approach, but the instructors just thought it would be fun. I did learn lots of great new dances to try with students when we can return to a more normal classroom setting with less physical distancing. At the end



Even middle school students have gotten into Dalcroze methods this year, including these 5th graders.



Kindergarteners Johnathan Lennon and Lawson Lynch use streamers to illustrate high and low and short and long notes in music class.

of the day, I often returned to my hotel room mentally and physically exhausted but loved every minute and couldn’t wait to go back the next day to learn more.

After every activity, there was a short period of reflection and sometimes a discussion of how we would incorporate the activities with our students. Our apprentice teacher showed us a video of how she used some of the activities in a PreK classroom in Boston. The instructors showed us a master class they did with a men’s choir at a college. It was amazing how much more expressively they sang after going through several movement activities with the instructors!

For our final assignments of the class, we were assigned to two groups, one in which we would team teach a lesson and one in which we would perform our own choreographed *plastique animée* routine for the entire class. Our homework that evening was to listen to the song and to come back ready to bring ideas to our group. I couldn’t wait to dive in and put our song, “Baba Yetu,” performed by the Soweto Gospel Choir, on repeat as I danced around my hotel room.

For the next three afternoons, we worked together as a group choreographing our routine. On the final day of the workshop, the morning was spent going through each group lesson. Our group taught a lesson that introduced the 3/4 meter through a song called “Oh How Lovely Is the Evening.” During the lesson, our students did active listening, swaying, walking, clapping, and tossing bean bags to the beat, before ultimately learning to sing the song.

Studying Dalcroze Eurhythmics has improved my own personal musicianship, and the approach has already crept its way into my teaching in lots of meaningful ways. I’ve purchased racquetballs and stretchy bands to use in class and used some of the musical games and creative movement activities. I can’t wait to let the students try *plastique animée*, and I look forward to scheduling a performance as soon as it’s safe to do so.

I feel very fortunate to teach at a school that allows teachers to learn and grow in so many amazing ways. Canterbury students are very fortunate, as well! 🌻



Athletic Director Jill Jones gives the Class of 2021 one final pep talk at graduation.

The Class of 2021 returned to Phillips Chapel for graduation in June.



Congratulations

CANTERBURY GRADUATES CLASS *of* 2021

A RAINY JUNE DAY couldn't dampen the spirits of the 29 members of the Class of 2021 as they graduated in Phillips Chapel.

As their class gift, the graduating 8th graders gave the school an outdoor fire pit that has already seen use.

In her commencement address, Athletic Director Jill Jones shared with them the encouragement of a professional athlete, coach, teacher, and Canterbury grandfather, Billy Fitzgerald: "Don't be good... Be GREAT!"

This saying doesn't mean to BE the best, it means to GIVE your best, Jill said.

"No one is born great; real greatness is what you do with the hand that you have been dealt," she said. "And great things never come from comfort zones or start in your lap."

Each and every member of the Class of 2021 has the ability to give their best through late night studying, early morning workouts, weekend practices, or missing a social gathering to focus on bigger priorities, she said. It sometimes means giving their best when nobody is watching.

From 2nd grade veggie car races to 8th grade sermons, the Class of 2021 has had plenty of opportunities to give their best and be great at Canterbury. But these nine years were one small part of a great journey that has only just begun, she said.

Whether in sports, on the stage, in the classroom, or with friends, students will always have a chance to try harder and go the extra mile for greatness.

"Your next chapters will be full of opportunities, but YOU

are responsible for taking those opportunities and transforming them into meaningful GREAT life experiences for yourselves," Jill said.

She concluded: "Canterbury graduates, as you walk across the stage today and leave Canterbury, remember to challenge yourself to be brave, work hard, take chances, ask questions, radiate joy, make a difference, laugh out loud, share your sunshine...but most importantly, DON'T BE GOOD, BE GREAT!" 🌟

EVIE WESNEY *honored with* STERLING P. MILLER AWARD



Created in 1999-2000 to honor Canterbury's founding head of school, the Sterling P. Miller Award is given by the faculty to the graduating student who "best exemplifies the exuberance, joy, and love for Canterbury School that was so evident in Mr. Miller."

FOR NINE YEARS, Evie Wesney's smile has been omnipresent on the Canterbury campus, said middle school science teacher Elizabeth Klammer, who presented her with the Sterling P. Miller Award.

"All of the teachers who have had this student have been blessed to see a bright, cheerful smile enter the room each day. Teachers can also count on this Cougar to always step up and assist them by giving a helping hand whenever there is a need, all without being asked," she added.

The teachers who nominated Evie mentioned her upbeat spirit, her kindness, her constant positivity, and her love for Canterbury — from the Extended Day program to athletics.

Chaplain Hunter Silides described Evie's love for her fellow students when introducing her sermon: "She is also the most trustworthy friend. One friend told about how once she was frozen at the top of the rock wall on the ropes course. She didn't think she could rappel down, and she said, 'Then I heard a voice yelling 'You got this. It's not that bad. You can do it. I believe in you.' I knew right after that I could. Her encouragement helped me get down that wall.'"

Evie's high school, Southwest Guilford, is blessed to have such a loyal and caring student, Elizabeth said. 🌸

MADDY CHANDLER *receives* A. BURNS JONES AWARD



OVER HER YEARS at Canterbury, Maddy Chandler has graciously prioritized improving the world around her, while engaging and inspiring others to do the same. Maddy's teachers described her as wise, empathetic, perceptive, focused, curious, selfless, passionate, and fiercely kind, said middle school social studies teacher Emilia Catanoso, who presented her with the A. Burns Jones Award.

Amid all manner of upheaval, from the daily pressures of adolescence to the fear and confusion of a global pandemic, Maddy developed and maintained her commitment to serving the greater good — not just of the Canterbury community, but the world at large. During a year where opportunities to directly serve the community were limited, she took it upon herself to establish a Styrofoam recycling program to reduce Canterbury's carbon footprint, leading by example as she diligently followed through with her initiative.

In the classroom, Maddy demonstrated a quiet confidence in questioning systems that deny justice of any kind; her knowledge and curiosity left space for others to consider and connect with new ideas, Emilia said.

"Maddy's reverence for the environment, and her passion for justice and equity set her apart as a leader, not only among her peers, but among adults as well," one teacher described. Another teacher noted: she is a "true servant leader ... one who serves others without shining the spotlight on herself."

Maddy attends the Early College at Guilford. 🌸

The A. Burns Jones Award for Leadership and Character was created by the Board of Trustees in 2015 to recognize the contributions to Canterbury by Burns, who was Canterbury's Head of School from 2007-2015. The award is given by the faculty to "that graduating 8th grader who best displays the trustworthiness, respect, personal responsibility, fairness, and leadership that Burns exemplified every day."

Congratulations

CLASS OF 2021 ATTENDING 11 DIFFERENT HIGH SCHOOLS

CHRIST SCHOOL
Jackson Higgins

EARLY COLLEGE AT GUILFORD
Maddy Chandler

GREENSBORO DAY SCHOOL
Auden Forsberg
Summer Oakley
Will Wakefield

GRIMSLEY HIGH SCHOOL
Michael Bingham
Sawyer Lester
Mariana Rello

NORTHERN GUILFORD
HIGH SCHOOL
Baity Barksdale

NORTHWEST GUILFORD
HIGH SCHOOL
Charlie Kidd

PAGE HIGH SCHOOL
Anne Adams
Micah Chacon
Dylan Driskill
George Gunter
Maggie Hu

Elliott Keys
Elle Lackey
Ava Richards
Sally Rose
Emma Scott Shepherd
Isabelle Simpson
Bo Vanore
Bobby Young

SOUTHWEST GUILFORD
HIGH SCHOOL
Evie Wesney

WEAVER ACADEMY
Treya McClain
Emily Witherspoon

WEST CARTERET
HIGH SCHOOL
Reese Yost

WOODBERRY FOREST
McAuley Davis
William Eesiah

ALUMNI SPOTLIGHT: STAFFORD KELLY '99

**“PART OF
THE START,
PART OF
THE PRESENT,
PART OF
THE FUTURE”**

STAFFORD KELLY '99 is one of the few special people who can claim he was “part of the start” at Canterbury, which is what we call students and staff members who were part of Canterbury from the very beginning in 1993. His parents, Sterling and Susan, were two of the school’s founders, and Stafford went on to graduate in the first class of 8th graders. He went to high school at Woodberry Forest and then attended Wofford College. After working in Charlotte for 13 years, he and his family moved back to Greensboro in the spring of 2021, where he joined his father as vice-president of development and acquisition at Burkely Communities. Stafford’s son Fred is now the third generation of the Kelly family to be a part of the Canterbury community as a PreK student and member of the Cougar Class of 2031.

Stafford shared the following remarks at Canterbury’s 2021 Founders’ Day Celebration on Friday, Oct. 22.



Stafford Kelly with his parents, Susan and Sterling, and his wife, Wendelyn, at Founders’ Day 2021.

Thank you, Harrison, for that kind introduction. And thank you for allowing me to participate in this year’s Founders’ Day.

When I was very young, strangers began to visit my house on a regular basis, and at very odd hours. In fact, these visits were almost always after I went to bed. Night in and night out, I could hear low murmurs of talking coming from downstairs. Sometimes I would ask myself if I was dreaming, but I wasn’t.

There were strangers in my house, all the time. I saw them! What are my parents and these strangers doing? Are they in a cult? Is everything OK?

It was 1992. I was 8 years old and way too young to understand anything adults did.

But one year later, on Sept. 7, 1993, Canterbury School opened its doors for the first time, and I began to connect the dots. Walking to my 3rd grade class with Mrs. Jennifer Brooks, I noticed some of those very strangers walking on this new Canterbury School campus.

I couldn’t believe it. Those strangers were real normal people, real parents, real teachers and administrators. I came to realize all of those strangers were actually Canterbury’s founders: a group of different people from diverse backgrounds who came together, sometimes at my parents’ house, to create a special school for children and their

parents right here in Greensboro.

29 years after that opening day, it’s clear that Canterbury School is thriving. Don’t believe me? Come to the next Family Picnic and tell me otherwise. What an incredible sight to see this past Tuesday. It was beautiful in every way.

There are so many memories I have of Canterbury, but the best ones always involved the teachers. Though I was not the most gifted student, I had amazing teachers who pushed me each and every step of the way. Names like Summers, Lamkins, Wannamaker, and Allen come to mind. If you recognize those names, you know what kind

“Canterbury prepared me for school after 8th grade, the rigors of high school, and the independence of college.” — Stafford Kelly '99

of amazing I’m talking about.

My sister was part of the first class to start in kindergarten with the opportunity to go all the way through 8th grade. Her kindergarten teacher, Mrs. Moore, just retired last year. Mrs. Durham was her 4th grade teacher and is still here, Mrs. McIlwain is still here, and as best I can tell, Mrs. Creekmuir is still running the show. (Sorry, Harrison.)

Canterbury’s teachers, past and present, are the lifeblood of the school, the secret sauce, the knockout punch, and the main reason we still thrive today.

I can firmly say that Canterbury’s mission and philosophy to develop the whole child shaped who I am today.

Canterbury prepared me for school after 8th grade, the rigors of high school, and

the independence of college. My time here taught me how to manage myself socially, to be open to other ideas, kind to others, and to be curious about your own religious faith.

Two of my very best friends to this day both went to Canterbury with me. We didn’t even go to the same high school, but that didn’t matter. We’re still friends. Canterbury helped create that strong friendship.

To this day, I still remember who my chapel buddy was. What other school has chapel buddies? I was so happy to hear that tradition continues on.

Stone Soup? Of course we still do it, Mr. Stuart told me.

The dress code? Hasn’t changed a bit: collared shirts, no logos.

Casual dress down days? Oh man, what we would do for a dress down day.

These are the traditions that make Canterbury special.

My wife and I recently decided to move back to Greensboro. We have two young children, Fred and Jean. While we were thinking through this important decision, Canterbury kept coming up in conversation.

Fred just started in the PreK class and he is loving it.

Canterbury is one of the main reasons we moved here. It’s that special.

And each and every one of you in here today is part of Canterbury’s history and special story, just like the founders. Part of the start, part of the present, part of the future.

What a joy it’s been to speak with you all today. Thank you, and happy Founders’ Day everyone! 🌻

ALUMNI NEWS

LET ALUMNI
COORDINATOR
MARY DATOR KNOW
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WITH YOU!

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Mark Niegelsky '04 was married to Dr. Eleni Drivas in a ceremony held on August 21, 2021 at Pippin Hill Vineyard outside Charlottesville, Virginia. Fellow Class of 2004 alums **James Morris**, **Alan Mitchell** and **Tyler Mohr** joined in the celebration.

Kathleen Reitinger '06, married Will Coleman in Phillips Chapel in November 2020 (pictured at left). Some Canterbury alumni and beloved past staff played special roles at the wedding: **Fr. Nathan Finnin**, officiant; **Emilie Barker '06**, maid of honor; **Lydia (Roer) Stewart '06**, bridesmaid; **Mary Katharine Barker '12** (Kathleen's chapel buddy), cross bearer; **Rob Lovejoy '06**, reader; **John Alexander**, organist; **Andrew Reitinger '04**, groomsman; and **Kaitlin Finnin** even stepped in to help, too!

Kathleen and Will Coleman now live in Raleigh. Kathleen has worked at Red Hat for almost six years and recently was promoted to Partner Sales Executive.



Bradley Youngdahl '08, was recently featured in Modern Tire Dealer's November issue as a young star on the rise. Bradley described his biggest accomplishment to date as being part of the team that created American Tire Distributors' new third-party logistics company. He said the effort, collaboration, and communication that was needed to create the new company was a source of pride and accelerated his development as a leader.

Emily Audilet '10 is in her third year teaching 3rd grade with Orange County Schools in Chapel Hill. She has a BA in communication with a minor in linguistics from N.C. State University and an MA in teaching from UNC-Chapel Hill.

Ansley Sackett '10 passed her North America Veterinary Licensing Examination. Congrats to the future Dr. Sackett!



Allison Tice Vassily '11 was surrounded by Canterbury alumnae at her wedding (pictured above). From left to right, front row: **Christian Hicks '11**, **Mary Scott Faircloth '11**, **Jane Pearce '11**, **Liza Brown '11**, **Mollie Winstead '12**, **Haley Jones '11**, the bride, **Sally Hayes '12**, and **Mary Layton Moffit '11**.

Matthew Audilet '12 graduated from UNC-Chapel Hill in 2020 with a degree in media and journalism with a focus on sports writing. He is a writer for "The Spun," an online publication of the Sports Illustrated Media Group in New York City.

James Bennet '12 accepted an offer to join Cornell University's Master of Engineering in Biomedical Engineering program. James and the Cornell Engineering Master of Engineering students also won first place in the Autodesk Fusion 360 competition, helping children with disabilities strengthen their emotional, cognitive, and social development.



Lauryn Durham '13 has been coaching volleyball for St. Elizabeth Ann Seton Catholic School in South Carolina and recently had one of her players sign for a Division 2 school as a volleyball player. She coached the player for four years. She also read at the 2021 Festival of Lessons & Carols.

In May 2021, **Chandler Simpson '13** graduated from the University of North Carolina at Chapel Hill with highest distinction and highest honors with a double major in journalism/advertising and interdisciplinary cultural studies and a minor in art history. Currently, she is working in Jackson Hole, Wy. as a gallery associate at Tayloe Piggott Gallery, which specializes in modern and contemporary art.



Alec Smir '13 was drafted this winter to play Major League Soccer by FC Dallas. Alec also was selected in 2021 for Second Team All-ACC Honors as UNC's goalkeeper.

P. David Brown Hall was dedicated in May 2021 at a ceremony that celebrated David's many contributions to Canterbury School. He is the grandfather of Canterbury alumni **Hill DuBose '05**, **Richard Black '06**, **Jessie Littleton '06**, **Hutter Black '08**, **Brown DuBose '09**, **Suejette Black '09**, **Ashley Brown '14**, **Jack DuBose '16**, and **Collins Brown '17**.



Caroline Ferner '13 is the 2021 recipient of Canterbury's Alumni Achievement Award. Caroline is a senior at Harvard University, where she is an ambassador for Harvard's admissions office and a leader in organizations including Undergraduate Women in Business and the Harvard Humanitarian Initiative.

Caroline served as a summer international health fellow working on female health initiatives in Uganda for the Foundation for International Medical Relief of Children and held an internship in Geneva, Switzerland, with the United Nations Office for Project Services, where she and other interns worked to ensure that tuberculosis is at the forefront of the global political agenda.

She will graduate in May with a major in neuroscience and a secondary concentration in global health. After graduation, Caroline will work at ClearView Healthcare Partners in Consulting out of their Boston office.

"Caroline's accomplishments are incredible, and this is only the beginning," said presenter Todd Jorgenson, a former trustee and current parent. "Her foundation for leadership and learning started with her Canterbury experience, where pushing boundaries and being smart was – and is – cool."



Ranford Almond



Ashley Brown (top photo)
Sarah Burton



Caroline Fitzgerald



Lou Wright's t-shirt (top photo)
Elena Granowsky

Jacob Thomas '13 is a senior at Wake Forest University, where he is majoring in biochemistry and molecular biology. Jacob is also the president of the Black Student Alliance (BSA) on campus. In this role, he is committed to providing a safe space for students of color on campus, while addressing the racial injustices present at the university.

Ranford Almond '14 was featured in the News & Record in January for his music. Lately, Ranford has been playing with local group Viva La Muerte and recording an album titled "Old Soul."

Emily Audilet '14 was inducted into the Phi Beta Kappa honor society at UNC-Chapel Hill. She is a senior, double majoring in studio art and English comparative literature with a concentration in writing, editing, and digital publishing.

Ashley Brown '14 was elected to be an N.C. State Computer Science Student Ambassador. Ashley has a strong interest in cybersecurity.

Sarah Burton '15 made a difference last summer as the lead intern for the Isabella Santos Foundation, which raises funds and awareness for rare pediatric cancer research. Sarah is a junior at UNC-Chapel Hill, where she is double majoring in psychology and human development and family studies, with a minor in neuroscience. She plans to pursue her doctorate in occupational therapy. **Billy Burton '19** and **Shuford Edwards '18** also were a part of Sarah's team, Running for Research, which beat their \$10,000 goal, raising \$10,204 for pediatric cancer research.

Caroline Fitzgerald '14 took part in the 21st annual Lake Toxaway Art Show in western North Carolina in October 2021. At the same time that she was preparing for this show, she was also building a website to serve as her own personal art gallery where she can share and sell her work. Caroline also organized her second annual Art for Change virtual art auction, raising \$3,564 to benefit organizations affiliated with sexual violence prevention and victim support.

Lou Wright '15 had a design make it onto the Silver Dollar Athens T-shirt site.

Kaelyn Hinshaw '16 is a sophomore at UNC-Chapel Hill. *Canterbury Tales* regrets the error in last year's issue.

Elena Granowsky '17 was awarded the Trinity Scholarship to Duke University.

Lillah Hayes '17 was recognized as Page High School's 2021 Salutatorian. Lillah now attends UNC-Chapel Hill, where she plans to major in biomedical engineering and computer science. She is Canterbury's 21st valedictorian or salutatorian in the past 17 years.

Caroline Coley '18 won "Best Defense" for Page High School's varsity field hockey team in 2021.

Helen Dehnert '18 was selected a Page High School Big Dreamer of the Week in March 2021.



Lillah Hayes



McKiran McElroy

Muzamani Gausi '18 has been recognized by the College Board as a National African American Recognition Program Scholar. The designation recognizes remarkable academic achievement and outstanding performance on the PSAT and/or AP tests.



Zakiya Hall '18 made it to the top 30 of Broadway World's Next on Stage, singing, "I Couldn't Know Someone Less" from Daddy Long Legs. Her voice instructor is alumni parent **Polly Cornelius (Noelle '12 and Nan '16)**.

Oliver Kreimer '18 made All-Conference in varsity cross country on Greensboro Day School's team.

McKiran McElroy '18 read at the 2021 Festival of Lessons & Carols.

Maria Vanore '18 will play varsity soccer at the University of Alabama. She participated in Page High School's first signing day in November.



Alice Kaplan '18, Helen Dehnert '18, and Maria Vanore '18 were inducted into the National Honor Society. They are students at Page High School.

CONGRATULATIONS TO THE CLASS OF 2017 AS THEY HEAD OUT INTO THE WORLD!

Bode Aucoin, *UNC-Chapel Hill*
Lilly Barnhill, *Saint Peters University*
Caroline Bartle, *NC State University*
Collins Brown, *NC State University*
John Buie, *Appalachian State University*
Andrew Cockman, *UNC-Chapel Hill*
Anna Cotrone, *Self-study for programming languages/software engineering*
Addie Coughlin, *UNC-Chapel Hill*
Foster Crenshaw, *William Peace University*
Chris DeAngelis, *Guilford Technical Community College*
Sydney Durham, *Fashion Institute of Technology*
Anna Stewart Edmunds, *UNC-Chapel Hill*
Brooks Farabow, *UNC-Chapel Hill*
Jynae Gilyard, *US Navy*
Elena Granowsky, *Duke University*
Ruth Hale, *Clemson University*
Hannah Harris, *Elon University*
Lillah Hayes, *UNC-Chapel Hill*
Eliana Herman, *College of Charleston*
Julia Holt, *Unknown*
Ellie Jones, *UNC-Chapel Hill*
Elizabeth Kane, *NC A&T State University*
Marshall Klug, *Feltrim Academy*
Sophie McKinney, *UNC-Asheville*
Katherine Moore, *Wofford College*
Turner Pinson, *Cape Fear Community College*
Scott Richardson, *Auburn University*
Rosa Sackett, *Sewanee: The University of the South*
Hadassah Selby, *UNC-Greensboro*
Ashtien Sims, *Unknown*
Maya Spidell, *UNC-Wilmington*
Charlie Stowers, *Wake Technical Community College*
Aniya Taylor, *Unknown*
Tristin Troy, *NC State University*
Jacob Wilkerson, *Hampton University*
Walt Wright, *NC State University*

WATCH OUT WORLD



Carter Bingham



Sara Kathryn Gesse with her family

Elizabeth Adams '18, Muzamani Gausi '18, Oliver Kreimer '18, Howell Pierce '18, Jack Clodfelter '19, Yuri Feng '19, Courtney Kim '19, Jackson Love '19, Paige McKee '19, James Haviland '20, Will Jacobs '20, DJ Pritchett '20, and Mandy Wang '20 all made the Greensboro Day School Head's List (average of at least a 90). **Josh Hoffman '18** and **Elliott Kirkland '19** made the GDS Honor Roll.

Carter Bingham '19 was asked to join the prestigious 2021 N.C. Honors Chorus. Students from all over the state auditioned and were chosen to participate. Carter is a junior at Grimsley High School.

Billy Burton '19 was voted Most Improved for the GDS JV-A basketball team.

Jack Clodfelter '19 was chosen as the Poet Laureate for Greensboro Day School. The recipient participates in a number of poetry events and will read at Convocation or the Upper School Closing.

The Gesse family had an absolutely magical holiday as **Sara Kathryn '19** starred as the Sugar Plum Fairy in Greensboro Dance Theatre's production of the Nutcracker Ballet.

Paige McKee '19 was voted Most Improved for the GDS varsity co-ed track and field team.



When **Evelyn Milford '08** thinks back on her years at Canterbury, first and foremost are the experiences that taught her to bridge gaps with people with different life experiences.

Whether she was visiting seniors for service learning in 4th grade or befriending with students of all ages in her family group, Evelyn's experiences at Canterbury helped her understand how to "recognize and connect because of our overall humanity," she said.

Those lessons have helped Evelyn navigate her career as a social worker and her life in general, she said.

"It's remembering that at the end of the day, we are all people with general basic needs, and I think that is the sort of thing that drives me first and foremost in a lot of the work I do."

Evelyn, who now lives in Brooklyn, N.Y., attended Brandeis University for undergrad

and has a master of science in social work from Columbia University. Most recently, she worked for Catholic Charities Neighborhood Services assisting individuals and families at risk of houselessness in Queens, N.Y.

She now supports people experiencing houselessness in lower Manhattan as a community organizer and volunteer, compiling lists with contact information and hours for local food banks and places that offer shelter, hot meals, and hygiene resources.

Evelyn is wide open to where her career in social work may take her, but she would love to be involved in prevention education and community engagement with youth around issues of consent, boundaries, and healthy relationships.

"I really like working with students in trying to figure out the social issues that are presented to them and how I can provide support," she said.

IN MEMORY



Rebecca Lang Clodfelter died on August 14, 2021. Mother of **Jack Clodfelter '19** and wife of Jim Clodfelter, Becky fought a hard battle with ALS. The Canterbury community will deeply miss her. Becky and her husband Jim ran Clodfelter Studio, and Becky's piece, "Family Picnic," is a focal point in Canterbury's new library in P. David Brown Hall.



Perrin Maultsby '18 of Boy Scout Troop 216 recently became an Eagle Scout. He is pictured with his parents, Alex Maultsby and Louise Bristol.



Hugh Carlson '19 has earned the rank of Eagle Scout. Dad Fred notes that it has been amazing to watch him develop and mature during his time in Scouts, and that he joins his brother, his grandfather, and Fred as Eagle Scouts. Hugh's Court of Honor was held in the same room where his father's was, 49 years ago.



Congratulations to **Jackson Love '19** for receiving his Eagle Scout Award.

EAGLE SCOUTS



Canterbury SCHOOL

5400 Old Lake Jeanette Road
Greensboro, NC 27455

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SUMMERS ARE BACK WITH A NEW LOOK AT CANTERBURY SCHOOL!

Our day camp will emphasize:

- Skill-building on facilities across Canterbury's dynamic 35-acre campus, from the playground to the pond.
- Leadership and character development woven into daily activities. These life skills such as respect, kindness, communication, and cooperation will be presented in a special experiential curriculum designed to help students thrive.
- Most importantly: lots of **PLAY** and **FUN!**

Canterbury Summers will be offered June 20-Aug. 12 (excluding July 4-8) for rising K-5th grade students at any school. Drop in for one week or book them all!

Learn more and register at
canterburygso.org/summers.

JOIN THE FUN!

