

# CANTERBURY TALES



Canterbury  
SCHOOL

WINTER 2020

**GROWING  
GLOBAL  
LEADERS**







Canterbury Tales  
Winter 2020

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VEGGIE CARS ARE A 2<sup>ND</sup> GRADE TRADITION AND A HIGHLIGHT OF GRANDPARENTS' DAY IN THE LOWER SCHOOL. EACH STUDENT PREPARES A RACECAR MADE ONLY OF VEGETABLES AND FRUITS AND KABOB STICKS FOR AXLES. STUDENTS SUCH AS GEORGIA FOWLER AND MASON HU (PICTURED) RACE THEIR CARS DOWN A RAMP, AND PRIZES ARE AWARDED BOTH FOR LONGEST DISTANCE ROLLED AND MOST CREATIVE VEHICLE. GRANDPARENTS' DAY, ALWAYS HELD THE FIRST FRIDAY IN MAY, IS ONE OF THE MOST EXCITING DAYS OF THE SPRING, WITH FAMILY MEMBERS ARRIVING FROM FAR AND WIDE TO VISIT THEIR GRANDCHILDREN'S CLASSROOMS, TAKE IN A CHAPEL SERVICE, AND HEAR ABOUT WHAT'S NEW AT CANTERBURY SCHOOL. SAVE THE DATE FOR GRANDPARENTS' DAY 2020 ON MAY 1!

## Challenging the mind. Nourishing the spirit.

On the cover: Sullivan Edmunds and Mandy Wang build a model of a public bathroom with toilets, sinks, showers, and a plumbing system for the UN Challenge (page 6). They identified sanitation as one of the main problems for their country, Burkina Faso.

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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.

## DEAR CANTERBURY COMMUNITY,

President John F. Kennedy said, "Leadership and learning are indispensable to each other," an indisputable maxim to be sure.

Since its beginning 27 short years ago, Canterbury has focused on developing young leaders.

The very structure of the school was designed to put leadership in the hands of middle school students, whose strong influence each year on the whole school program would largely have been lost if Canterbury had included a high school.

In the story of the school's founding, Susan Kelly wrote, "Most of all, [the founding mothers and fathers] wanted a school that spoke to, and promoted, and reinforced values and character development."

But for most of our history, we've spoken of leadership indirectly as we've taught students about compassion, empathy, and other intangible attributes often labeled "soft skills."

Canterbury's new strategic plan, announced in the fall, puts a somewhat sharper point on our character development education, calling it what it is: leadership. This may feel a touch perplexing, but it isn't a step away from our founding values and Episcopal ethos — it's a deeper step into them.

The kinds of skills we will consider as we enhance this part of our curriculum include:

- Listening;
- Asking complex questions;
- Thinking broadly and critically;
- Evaluating and synthesizing information; and
- Taking action to better the community and world around us.

We share your expectation that Canterbury students will work hard and be successful at their chosen paths in life. We want our students to set ambitious goals and strive for and achieve success, now and later. In the jobs of the future, many of which don't yet exist, we want them to be able to successfully collaborate with colleagues, innovate, and earn professional accolades.

But we believe it is also important to grow and nurture students as servant leaders who will use their time, talent, and resources to better everything they touch.

This "double bottom line," to borrow a phrase from the current corporate lexicon, will help our students both do well in their lives and make a positive difference in the world.

This issue of *Canterbury Tales* focuses on the many ways that students are developing the skills and attitudes they need to compete and care in the shrinking global market, from learning cultural competence in 4th grade to thinking critically about global issues in 7th.

We want to graduate students who can go out into the emerging markets and communicate effectively with their counterparts there, while at the same time being conscious of the ethical responsibilities of leadership in a global context.

One alumna success story we are proud to highlight centers on Maddy Lee '10, profiled on page 18, who has spent the past two years working in global community development and will soon attend medical school. Maddy is on a strong professional path, a servant leader who already models a dedication to the double bottom line.

As we move forward with our strategic plan efforts, we hope you will join with us in building on Canterbury's already strong foundation in leadership so that our graduates, like Maddy, can soar to new heights.

Phil Spears, Head of School





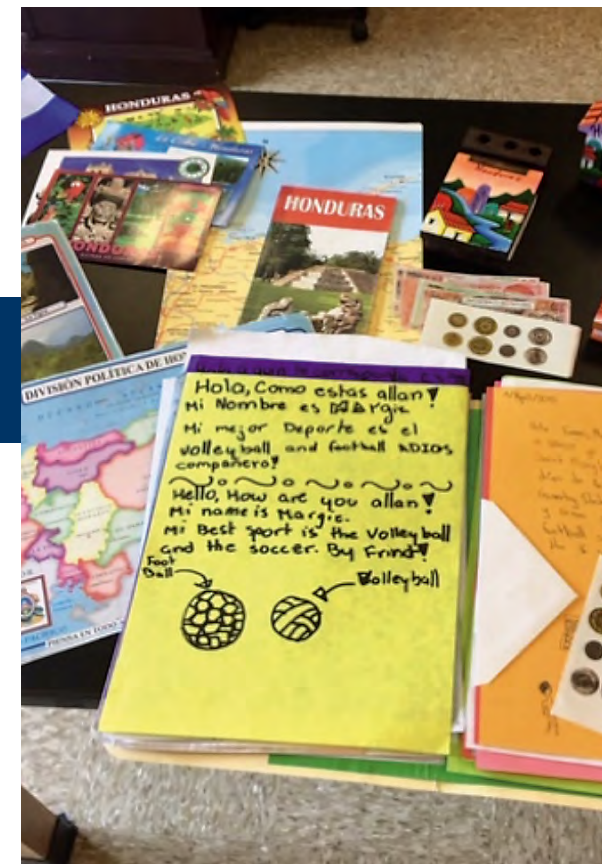


## GROWING GLOBAL LEADERS

Ava Upson draws an Indian mandala design on Canterbury's sidewalk.



Hannah Kim's family shared Korean New Year traditions with her kindergarten class. She and her parents made origami bokjumeoni with each child's name written in Korean; these little bags are thought to bring good fortune. The children also practiced bowing to their elders.



As part of her doctoral research, Middle School Science Teacher Elizabeth Klammer facilitated collaborations between 4th graders at Canterbury and St. Mary's Episcopal School in Tegucigalpa, Honduras in 2017-18. Canterbury's 4th graders exchanged care packages and letters in Spanish with their Honduran counterparts, and both classes undertook the same science experiment.

When they become adults, Canterbury's students will have opportunities their parents and grandparents never imagined to see the world and experience all it has to offer.

But will they be prepared to appreciate that bounty, or will they be paralyzed by the unfamiliar? Even more importantly, will they reach out to those different from themselves with open arms, or will they turn their backs?

Through initiatives large and small, Canterbury's goal is to nurture and grow leaders who will thrive in the global future that awaits them and use their

compassionate understanding of the world to lift up others.

"The world is increasingly interconnected and increasingly complex socially, professionally, and geopolitically," said Head of School Phil Spears. "We need to help our students be ready for that world."

Canterbury's curriculum teaches empathy; collaboration; engagement; and an understanding of global economies, religions, and cultures. It generates exactly the kind of complex thinking our students need to become leaders in their local and worldwide communities, he said.

Students need to see the relevance of their education by

applying their knowledge to solve problems that affect people all over the world, added Angela McCray-Hancock, Canterbury's Academic Dean.

What's more, they benefit from having faculty who hail from, and have experience teaching, around the globe. Angela has taught overseas in Japan, Costa Rica, and England. Other faculty members have experience teaching in Mexico, Thailand, Malawi, and the Cayman Islands.

"Exposing students to various cultures at an early age creates people who will appreciate and celebrate different cultures," Angela



said. "This creates stronger social skills and an open-mindedness that leads to more understanding of fairness and equity."

Global awareness is integrated into the curriculum in both the lower and middle schools in a variety of ways.

- Students learn about Spanish-speaking countries in foreign language classes throughout the lower and middle schools.
- Kindergarten families are invited to share their cultures and traditions with their classes through "Once Upon a Wednesday."
- 2nd Grade Teacher Tracy McIlwain recently secured a grant to purchase additional multicultural books for lower school classrooms.
- Over the past decade, 3rd-5th grade members of the Microeconomics Club have made 299 microloans to small businesses, entrepreneurs, and farmers in 63 countries.
- 4th grade's interdisciplinary

curriculum focuses on world geography and culture.

- 5th graders study world history and ancient cultures.
- 7th grade theology focuses on world religions.
- 7th graders learn about helping address their global neighbors' basic needs through the two-day UN Challenge, formerly known as the MDGs and SDGs.

The curriculum builds on itself as students mature, so that when they receive their country assignments for the UN Challenge, "they'll have some knowledge of where those countries are and what those people's lives are like, and they won't carry stereotypes with them that these people are just poor people from South America or Africa," said Kelly Wesney, 4th Grade Social Studies Teacher.

Exercises like these and the greater understanding and compassion they bring students are a core part of Canterbury's Episcopal identity.

"It dovetails so easily with

Canterbury's perspective as an Episcopal school – the philosophy of acceptance, appreciation, and open arms for difference," said Justin Stagner, 4th Grade Language Arts Teacher.

Building an appreciation for differences creates leaders with integrity who will stand up against intolerance, he said. Just last year, when seeing a peer pulling at his eyes to make fun of Asians, one of the 4th graders said, "That's not nice. That's not funny. Please don't do that," Justin recounted.

"Hopefully these types of experiences will help kids take up for and appreciate not just different races and ethnicities, but also people of different socioeconomic status," he said.

"These are kids who are going to be able to say, 'I've had a lot of advantages in my life, so what am I going to do with that?' They're going to be able to be productive members of society in a way that's productive for a lot of people." 🌍

# SPOTLIGHT

## 4TH GRADE

If you're a 4th grader, fart jokes are funny. If you're a Canterbury 4th grader, unfamiliar names are not.

"A huge emphasis for us in 4th grade is that different isn't funny," said Kelly Wesney, 4th Grade Social Studies Teacher. "It might be interesting, unusual, or surprising, but we don't laugh because someone's name is different."

It's all part of a 4th grade curriculum designed to build an appreciation and respect for diversity.

"We're making students aware that the world is larger than right here where you live and your school, and that not everyone lives like you and looks like you and eats like you," she said. "There are just so many opportunities to learn about other people, and that might be their religion, their dress, what they value, or what their customs and traditions are. You don't have to be afraid of people who are different from you, or make fun."

The 4th grade's interdisciplinary curriculum focuses on world geography and culture, from hearing about apartheid from a parent who experienced it, to reading literature from international perspectives. The year culminates with Enrichment Week, a festival of global experiences for 4th graders.

Students learn to locate each of the world's countries on a map – some taking the even greater challenge to learn capitals, too – combined with a deep dive into a country on each continent. They explore culture kits from UNC-Chapel Hill that give them a chance to hold artifacts and photos from different

countries, and they create puppet shows presenting folktales from around the world.

The interdisciplinary course of study extends into PE, where 4th graders learn international games and sports; Spanish, where they make connections to Spanish-speaking countries; science, where they study the Ganges River; and music, where they play djembe drums and learn about other instruments from West Africa.

"You can take whatever it is you're supposed to be teaching and develop it with a cultural lens," Kelly said. "They have their little spot in the world where everything is safe and familiar, and our curriculum opens them up to the joys and sorrows happening all over the world."

The year of study concludes with the much anticipated Enrichment Week, in which students visit the Greek Festival in Winston-Salem; go shopping at Super G Mart and then cook and taste international recipes; try their hand at international crafts and games; and even get to visit major world cities through virtual reality.

Kelly and her co-teacher, Justin Stagner, began developing the global studies curriculum four years ago, when the current 8th graders were in their classes. The lessons have continued to grow and evolve every year.

The lasting impact may be Canterbury graduates' ability to have conversations about identity with a little more nuance, understanding, and cultural and racial sensitivity, Justin said.

"It's important to know that your experience is important and valid, and so is everyone else's in the world," he said. 🌍



McKenna Lynch, Louisa Pope, and Georgie Pope check out the vast array of soy sauces at Super G Mart.



The international focus in 4th grade stretches across the curriculum, with students playing African djembe drums in music.



Students take in a sushi-making demonstration during Enrichment Week.



Students enjoy dancing on a field trip to the Greek Festival during Enrichment Week.





*Molly Lovvorn (right) and Cal Ferrero (left) demonstrate their water filtration system.*



*Sheena Bakare (left) and Isabel Skains (right) demonstrate their plan for Honduras.*



*The Moldova team simulates a classroom for part of the UN Challenge.*

**LEARN ABOUT HOW A CANTERBURY ALUMNA IS LIVING  
THE UN CHALLENGE ON PAGE 18.**

# SPOTLIGHT

## UN CHALLENGE

The UN Challenge takes middle school students into the woods to learn about the world.

This two-day experience challenges 7th graders to learn about the United Nations' sustainable development goals and apply them to the needs of a developing country. As students simulate the issues plaguing developing nations, they learn about income inequality, taxation issues, unfair trade practices, and other struggles that people experience as they are trying to make better lives.

On the morning of the first day, students are assigned to groups representing six countries. They research their countries, decide which needs they want to take on and what solutions they could provide, and decorate T-shirts with their country's flag for team unity.

Last year's group representing Honduras focused on creating good and fair jobs and readily accessible clean water for their village. To promote economic sustainability, they created a farm and a market where farmers and craftspeople could sell their goods directly to consumers. To provide clean water, they built a water filtration system and a rain collector for tropical showers. More than 60 percent of Hondurans live below the poverty line,

which is \$1.90/day, said Sheena Bakare, now in 8th grade.

“We wanted them to be able to securely sell their produce without being swindled by middlemen who will pay them just a few cents and then sell them to a larger market for a lot more money,” she said.

Meanwhile, in Moldova, students addressed the country's decreasing population with health and wellness initiatives such as building a hospital, water filtration facilities, a soup kitchen, and a garden. They also built a school to continue Moldova's high literacy rate.

"I learned that other people have a hard time getting what we take for granted," said 8th grader Keller Aucoin. "People have to work really hard to get things like health care, and they don't usually have them."

But before students head into the field to begin implementing their solutions, it's lunchtime. Each group has one wealthy person who receives \$3 for lunch, two middle class folks who get \$2, and the rest are low income, with just \$1 to spend on lunch. They don't realize the inequality until they see that the wealthy person can afford rice, beans, and toppings for their lunch, while the lowest income members get just rice.

"This starts the discussion about what's fair, how people earn money in these countries, and what kinds of governments they have," said Beth Larson, Canterbury's Outdoor Leadership

Instructor who coordinates the exercise.

Examples of hardship continue through the simulation, with students carrying a heavy rock every time they go back to the buildings to use the bathroom or a full gallon of water each time they fill their water bottles – burdens designed to remind students of how far people in their countries often must walk for water and sanitary facilities.

On the afternoon of the first day, teams start building their villages, using sticks and other natural resources to frame their structures. They are given a few resources such as tarps and ropes and encouraged to bring back supplies on Day 2 to help build their countries.

Soon after they return with their surplus of materials on the second day, tax collectors come around and take some of them away. That's the start to another great conversation about unfair access to resources, Beth said.

Learning to improvise was one of the greatest takeaways for last year's Kenya team, which had much-needed supplies removed temporarily. Still, they managed to address their country's need for clean water and better sanitation by building a working water filter that cleaned some of the debris from Canterbury's pond water and latrines that were situated away from the village for sanitation. Their village also had a shelter, a fire pit, and a small garden.

"It opened our eyes to see how hard it is for some people to get


water and shelter," said 8th grader Allison Richardson.

And food. Once again at lunch, the toppings on students' baked potatoes depend on their assigned wealth. "Again, they're shocked and hungry," Beth said. "They hopefully begin realizing this is more food than some people in their country ever have."

The exercise concludes with a presentation to “UN Ambassadors” who visit their villages and ask questions about the sustainable development goals they’ve selected, how they affect their country, and their solutions. Students also complete a written evaluation and a verbal debrief about what they learned and how it impacts their worldview, what they can change as 7th graders, and how they can positively impact the world.

"We learned a lot about empathy and understanding the lives of those less fortunate and what we can do to help them achieve a better standard of living" through donating to organizations such as Doctors without Borders and the Red Cross and shopping at stores like Ten Thousand Villages that promote fair trade, Sheena said.

Like the people of Honduras who they represented, her team learned the importance of community and interdependence through the UN Challenge.

"We used our wits a lot," she said. "We took our wins and losses and worked together as a group." 



# OUTDOOR LEADERSHIP CHALLENGES BODIES AND MINDS

*A student's-eye view from the top of the high ropes course.*

Beth Larson's sweet spot is the "stretch zone."

Whether it's camping, tackling the high ropes course, or facilitating a group of younger students, Canterbury's Outdoor Leadership Instructor is always aiming to make her middle school students just a little uncomfortable.

"A lot of things we do stretch them, so their capacity becomes bigger," Beth said. "They're able to see that they can do this, and I'm hoping that will transfer into trying new things in other situations, as well."

Her classes marry outdoor skills with the leadership traits that are at the core of Canterbury's character education curriculum.

Alongside physical and mental challenges that push them to literally "take the leap," outdoor leadership students learn about inclusion, encouragement, listening, respect, commitment, accountability, and facilitating a team.

"Students learn that it's great to take risks, fail, and try again; a team is made up of a variety of people with different strengths in which all can contribute to a common goal; and anyone can be a leader," Beth said.

It's a unique opportunity for Canterbury's students; few PreK-8 schools have low and high ropes courses, and curricula like this are rare, she said.

The vision to use Canterbury's 35-acre campus as a learning resource began in the school's earliest years, and Canterbury quickly established itself as a leader in experiential education among independent schools in the state.

"From the beginning, the school's mission was at the forefront of everything we did, including outdoor leadership," said Tricia Fisher, Canterbury's longtime PE Teacher and founding Outdoor Leadership Director. "It was never an add-on or just a trip. To learn, To love, To serve: To live translated well into what we envisioned for our students: teaching them the skills they needed to become leaders in their personal

lives, their community, and the world we live in."

The school's faculty realized they had a golden opportunity to develop an outdoor program on the wooded part of the property, and in 2005, the high and low ropes courses opened. Building them was a community effort, with parents, faculty, and students pitching in to clear the land to make this important leadership tool a reality.

"Tricia had a heart to see students grow through experiencing the outdoors," Beth said. "She had a vision to have all Canterbury students be stretched in a way that grew them."

5th grade students focus primarily on environmental

education, continuing the sustainability lessons they began in 4th grade.

The next year, 6th graders begin learning how to interact with each other, with teamwork activities and lessons on actively listening and taking responsibility for their actions.

In 7th grade, students learn basic camping skills such as how to pitch a tent, start a fire, and use a map. In the fall, they take an overnight camping trip – the first such trip for some – where they hike and learn to canoe, fish, and use a compass. In the spring, students take on Canterbury's low ropes course, where they learn how to spot each other and take other safety measures. Last spring, they also learned woodworking skills as they researched native birds and built birdhouses for Canterbury's campus.

The 8th grade capstone curriculum combines leadership and outdoor skills as the students – now the school's leaders – learn to facilitate groups of lower school students while also gaining the skills they need for Canterbury's high ropes course. They kick off the year on a trip that challenges them with activities such as whitewater rafting

*7th graders built birdhouses to learn woodworking skills and help their feathered friends.*

and rock climbing and brings them together as an 8th grade leadership team. They conclude their studies by leaping off a platform on the high ropes course – with safety harnesses and ropes, of course.

Canterbury's outdoor education team is trained and certified annually by an independent company, and the course is inspected every year.

However, the program isn't one-size-fits-all. Students get to choose their own level of challenge, a concept that empowers them to decide for themselves what will take them into the stretch zone. For some, it's climbing to the top of the climbing wall, while for others, it may be taking one step off the ground on a ladder.

All students keep a journal to reflect on what they've learned in class and how they can apply it to school and life as a whole. Prompts may challenge 5th graders to consider how they can make a positive impact on the environment; 6th graders to think about how they can listen to others without distraction from their electronic devices; 7th graders to consider how to work with a team that might not include their best friends; and 8th graders to ponder how they will approach high school and beyond.

Outdoor leadership classes help build community and communication in ways that just may not be possible in the classroom while giving students the chance to take healthy risks within the context of a safe community, Beth said.

"My hope is that they will carry these positive transformations and paradigm shifts with them long after graduation," she said. 🌻



# FACULTY PROFILE: LAURA REHMAN



Lower School Spanish Teacher Laura Rehman recently celebrated two decades of teaching at Canterbury. In addition to her time in the classroom, Laura's commitment to her students' education goes so much broader and deeper. She spearheads numerous after-school clubs and summer activities, from the perennial favorite Microeconomics Club to Mechanical Engineering Camp. Plus, she's always on call as Canterbury's very own tooth fairy.



Clockwise from top: Microeconomics Club members. Sra. Rehman gives instructions for sugar skulls. Tooth fairy supplies.

## Where did you grow up?

I was born in Mexico City and grew up in the state of Veracruz. Xalapa is the capital city – it's the birthplace of jalapeño peppers!

## How did you end up at Canterbury?

I had graduated from the modern languages department of Universidad Veracruzana and was working as the director of a foreign language institute. One day, I saw an ad in a newspaper for an exchange program. I had a video interview, and I was one of only three teachers from Mexico accepted. It was a huge honor, but they told me there was no guarantee I'd find a school.

I had three interviews, one with an elementary school in Rockingham County. She was so brave — she hired me over the phone! All of this happened over four weeks, and the next Sunday I was on a plane to Raleigh. I worked at Dillard Elementary for three years, and then they closed their foreign language program. Someone told me there's a little school in northern Greensboro that needs a Spanish teacher. I applied, and it has been 20 years.

## What has kept you here for so long?

There's no other place like Canterbury. I have so much freedom in my curriculum and what I do, and I feel trusted like a professional and respected. There's no other place I'd rather be, and now that I'm a mother, no other place I'd like my daughter, Maryam, to go to school. It's the perfect place where you can grow and help other people grow as well. It's like heaven for me.

It's so rewarding as a teacher to see the children grow from PreK to 4th grade, and to see what little they could do when they were tiny, and now they can do so much. I have students come back, and they've gone and done wonderful things, many of them with languages, and I'm very proud of their achievements.

## Why is learning a foreign language so important for young children?

It takes advantage of their physical attributes. They are growing and their mouth muscles are not formed completely. They can teach their mouths to speak another language without an accent. And it enhances connectors in our brains – children who learn languages at an early age test better in standardized tests and have better critical thinking than children who are monolingual.

Also, I think when you learn another language, you are encouraged to learn another culture. When you do that, you become more compassionate towards people who

don't speak the same language as you, don't look like you, don't eat the same things you eat. It opens the borders of minds and hearts. Teaching language at an early age teaches children that different isn't scary. Different is fun.

## You're a Renaissance woman, teaching not only Spanish, but so many other different after-school activities and camps. Why do you do it?

I have always believed education shouldn't have any walls. You cannot compartmentalize one thing and just do one thing. I would be a machine if I only did one thing! The best example I can be is to always get out of my comfort zone, keep learning, and share what I know. I invite students on the journey with me to see what we can learn together.

What's more, everything is related. I see the children don't write with pencils much. But sewing is very good for eye and hand coordination and fine motor skills. I was just reading an article about how students who go to medical school are so knowledgeable in theory, but when they need to stitch a patient, they do not have those fine motor skills. As an educator, it's my duty to ensure children are offered what they need to be successful.

## How did you become Canterbury's tooth fairy?

One day 20 years ago, I had a kindergartener approach me and ask me to pull his tooth because he was scared. He placed that trust in me. Well, I'm not sure it was me specifically, but I had some of those little bottles with glitter and he wanted one of those! The word started spreading from that day, and my total is probably in the high hundreds now. Some weeks I pull four or five teeth. Many times it's the child's first tooth, and it's just a sacred trust they place in me.

## Did you tell your daughter, Maryam, you were an expert tooth puller when she was ready to lose her first?

She said, "You're my mom, so it's different." But I still ended up pulling it.

# faculty news

**Nadav Avital**, Middle School Social Studies Teacher, was presented with the Rosalyn Tanner Orr Award of Teaching Excellence at graduation in May. Nadav was recognized for his rigorous classroom environment, which challenges each student to excel to the best of their own ability, and for the supportive relationships he builds with them in middle school and in the years that follow.

**Mara Barker**, Lower School Music Teacher, was a guest clinician for Appalachian State University Double Bass Day in September. She presented two sessions for middle school through college-level students and performed a solo at the clinician recital. She also attended the North Carolina Music Educators Association In-Service Conference in Winston-Salem. A highlight of the conference was getting to meet and learn more from John Feierabend, who designed the curriculum Mara uses with PreK-2nd grade students.



Under the leadership of Challenge Innovation Designs, **Beth Larson**, **Lindsay Guphill**, **Jill Jones**, **Kelly Russell**, and **Kelen Walker** were certified on the high and low ropes elements at Canterbury over the summer. Beth, Canterbury's Outdoor Leadership Instructor, partnered with this outside group to review, refresh, and assess all the important measures of running a ropes course with both fun and safety in mind. This group of faculty members climbed, spotted, tied, and swung in the treetops for three grueling but extremely rewarding days on our course.

This fall, Academic Dean **Angela McCray-Hancock** and **Elizabeth Klammer**, Middle School Science Teacher, attended Bridging the Gap, a STEM conference for administrators, K-12 teachers, and higher education educators. The two-day conference introduced ways to integrate science, technology, engineering, and math into all areas of the curriculum.

Elizabeth Klammer

Teachers **Ashley Luchsinger**, kindergarten; **Katy Todd**, 1st grade; **Marisol Lopez**, 3rd grade; and **Eddison Wilkinson**, middle school language arts, traveled to Trinity Episcopal School in Charlotte this fall to see reading and writing workshops in action. They came away with many ideas to implement in their classrooms in regards to literacy. "Reading Superpowers' is one strategy that I am already utilizing in my classroom, and the students love it," Ashley said.



# COMPLETE *the* CAMPUS UPDATE

In February 2019, Canterbury launched an exciting capital campaign that will complete the campus plans envisioned by our founders in 1993 and provide unifying space for our community. The library and administrative building, named for longtime Canterbury supporter P. David Brown, will sit between Phillips Chapel and Fry Hall. It is envisioned as an intellectual meeting place for students, a welcome center for the community, and a collaborative space for faculty and parents. As we move toward breaking ground before the end of the school year, we are excited to share some updates about the project.

**What's the construction timeline?** We are currently working with an architect, Teague, Freyaldenhoven and Freyaldenhoven (TFF), and an interior designer, ID Collaborative, to finalize the plans for the building. In January, the project will go out to bid to a selected list of contractors, a process managed by our architects. We hope to start construction in late spring, and weather permitting, move into the new building 10 to 12 months later.

**How's the fundraising going?** We have raised just over \$4 million to date out of the \$4.25 million goal set forth by the board for the Complete the Campus campaign. The board has given our administration the go-ahead to prepare to break ground, but the remaining \$200,000 is critical to funding the endowment for the future maintenance of the building. In addition to construction and maintenance costs, the fundraising total also includes furnishings, technology, and re-grading for a new lower school play space.



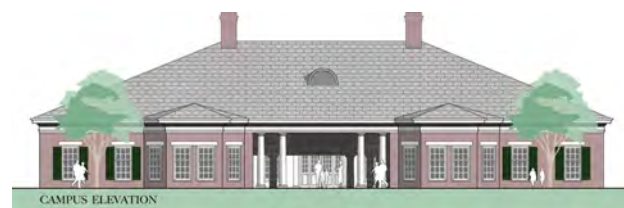
**Is it too late for me to contribute?** Not at all. Gifts are welcome and still very much needed. Contact our advancement office to learn more or make your pledge.

**Are there any disruptions to expect during construction?** The construction won't affect student learning or daily life at Canterbury, but it may affect our carpool processes. We won't know where the construction staging will happen until we have hired a builder; stay tuned for more details as we get closer to breaking ground. We appreciate parents' understanding during this potential temporary disruption.

**What are some features of the building?** The approximately 9,500-square-foot building includes a welcome center, administration offices and workspace, a school store, and a sick room for children waiting to be picked up. A flexible meeting room that holds 60 to 100 guests will provide a much-needed medium-sized space for CPA meetings, board meetings, faculty meetings, and guest speakers for smaller groups.

The heart of the building, the 2,300-square-foot library area, will feature a reading nook in front of a big bay window. It is designed for flexibility, with comfortable, moveable seating; bookshelves on casters that can be reconfigured as needed; and a classroom to accommodate simultaneous classes visiting the library. There will also be librarian workspace.

There will be artwork throughout the building in the main foyer, campus foyer, and central hallway, both commissioned and created by students.



Emily Brooks (right) enjoys books with classmates Sophia Alston (left) and Katharine Batchelor (center) in the library.

## LIBRARY LOVE

WE ASKED STUDENTS TO SHARE WHAT CANTERBURY'S LIBRARY MEANS TO THEM:

"There's a lot of nice books and I like all of them. Ms. Baumann reads a lot of great books to us. It helps you read and learn."

Emily Brooks, 1st grade

"The library is important to me because I love to read, and you can find books on any topic and enjoy a quiet space to read at the library. Books inspire me!"

Kerrigan Stemke, 3rd grade

"What I like about the library is that it has all types of books on any topic you are looking for. Ms. Baumann is great, because if she does not have a book you want, she will do her very best to try and get it!"

Patrick Whitehead, 4th grade

"The library is important to me because I get to learn how to find books and help others learn about things that they want to learn about."

Lucy Shoemaker, 5th grade

"The Canterbury School library is a place for us to read and share with our friends our love for books. And it helps us grow our community because we can learn about all the things that happen outside of school and we can expand our fictional minds."

Caroline Jorgenson, 6th grade

"The library has always been special. I love to spend time there. I also love hanging out with the librarian. She always is very supportive of my love of reading and tells me great books. I have also had the honor of being on the Battle of the Books team for two years, and spending time after school there was one of the highlights of my week."

Danielle White, 6th grade

"I'm very excited about the new library - I can't wait to make new memories in a new building built specifically for academic adventure. I hope this building will be an engaging, comfortable space for reading and learning."

Mary Margaret Hall, 6th grade

**Wasn't it two stories at first?** Yes, but after we began working with the architects and thinking critically about layout, it became clear that putting everything on one level was the best path. The current one-story plan promotes cohesiveness, collegial conversation, and more access to the administration for parents, faculty, and students. It's also more cost-effective; it removed the cost of an elevator, two sets of stairs, and other infrastructure required for a two-story building. Aesthetically, one story also is a better match with other buildings on campus.

**Where will the lower school classes play when they no longer have the open field between Fry Hall and Phillips Chapel?** We do have quite a bit of open space on campus that, with a little tweaking, can be good for lower school activities. For instance, the field near Fry that currently slopes toward the woods will be re-graded to create a level play space, if fundraising allows.

**What will happen to the original cottages?** The cottages will stay in place for now to provide space for existing and future programs. Extended Day will remain in its current location.





# CLASS of 2019 Commencement

"IT HAS BEEN MY HONOR AND  
PRIVILEGE TO BE WITH YOU ON  
THIS JOURNEY. THANK YOU FOR  
ALLOWING ME TO WALK WITH  
YOU. NOW GO. GO AND BE THE  
CHANGE THIS WORLD NEEDS."

— WES VOGEL



Canterbury graduated 40 members of the Class of 2019 on June 6.

As their class gift, the graduating 8th graders gave the school spirited new signage for the tennis courts, which was up and ready for the fall tennis season.

The graduates selected Wes Vogel, Middle School History Teacher, to give the commencement address.

He began by congratulating them on making it through the easiest part of their education, "at least that's what it has looked like to me. I've watched you all for the last nine years make things look easy."

But the class faced challenge, as well, with the loss of their classmate Kean McElroy in 5th grade.

"We got through it together," Wes said. "When there were no words, we were simply present with one another. When

there were no answers, we created space for the unknown. We trusted each other. We loved each other. And we tried to help each other heal. Then together, we found our way – a new way, to be sure, but our way, nonetheless. Now 'your way' is taking you somewhere new. And while that may feel scary, it is also exciting."

After offering seven points to approaching transition, he concluded, "One of the great joys of being at an Episcopal school is that you have been formed in faith. Even if you didn't want to be, you were! We have prayed together, and cried together, and sung together, and served others together. And we have done that in the name of a God whose promise to us never changes. That promise is to be with us always, to the end.

"It has been my honor and privilege to be with you on this journey. Thank you for allowing me to walk with you. Now go. Go and be the change this world needs." 🌿

## High Schools

### CLASS OF 2019 ATTENDING NINE DIFFERENT HIGH SCHOOLS

**Bishop McGuinness**  
John Hutchison

**Chatham Hall**  
Liliana Stinson

**Greensboro Day School**  
Billy Burton

Jack Clodfelter  
Yuri Feng  
Elliott Kirkland  
Lindy Lin

Jackson Love  
Charlotte McKee  
Paige McKee  
Mac Presson  
Brandon Robinson

**Grimsley High School**  
Carter Bingham  
Logan Lester  
Natalie Terry

**McCallie School**  
Hugh Carlson

**New Garden  
Friends School**  
Rodney Frazier

**Page High School**  
Molly Adams  
Peyton Adcox  
Maggie Dator  
Carter Hartley

Wynnan Hill  
Katie Himes  
Brady Hu  
Natalya Jones  
Anne Kaplan  
Callie LaFave  
Emerson McCormick  
Grant McCormick  
Robert Michel  
Reagan Neff  
Molly Pope  
McKenna Spencer  
Preston Troncale  
Sam Whitlatch  
Megan Witherspoon  
Carter Womble

**Piedmont Classical  
High School**  
Betsy Keeton

**Weaver Academy**  
Sara Kathryn Gesse

**Unknown**  
Tiyur Friday



# CLASS of 2019 Awards

## MOLLY POPE WINS 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."

Like Mr. Miller, Molly Pope brings a smile and positive attitude to school every morning, said Middle School Science Teacher John Schoultz, who presented her with the award.

"In the beginning, I was sure it was just a phase; I was waiting for the middle school angst to set in," he said. "Yet there this student was, day after day, with joy and a smile for being at Canterbury School. Her lower school teachers still get the same engaging and genuine smile today that they got when this student was half her current size, lighting up the rooms in Fry Hall. As this student grew in age and in height, that joy never wavered. She began to assume responsibilities and opportunities to be involved all over campus and always did so with exuberance and out of true love for Canterbury School."

Like her family, Molly truly loves Canterbury and there is nothing that she, her parents, her older sister, or her younger ones would not do – and they all do it with a smile, John said. "She understands she is a role model for all the students she is around, and she is a role model even for this very old teacher. She culminated that positive energy and leadership this year while leading the middle school worship committee. What a perfect place for her joy and love to land."



## MEGAN WITHERSPOON WINS A. BURNS JONES AWARD

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 charter reads that 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."

Megan Witherspoon lives out leadership and character in every facet of Canterbury life, said Middle School Social Studies Teacher Nadav Avital, who presented the award. When asked about being a leader, the great Joe DiMaggio said, "A person always doing his or her best becomes a natural leader, just by example," Nadav quoted.

"Megan never seeks out the spotlight in most anything at all. Rather, it is always the goal or objective that is the main focus, instead of receiving acclaim of any kind. This is true whether she volunteers to keep class notes, craft study guides for tests in all of her subjects – which classmates then seek her out for, take on service learning such as tutoring outside of school at the Glen Haven Apartments, lead the service committee in many projects and newly conceived initiatives, take on the stage managerial position at the school plays, or always be the first to volunteer for any task at all, she is the consummate exemplar of what we intend when we speak of leadership."

He concluded, "When you want a job done, and done better than you have even imagined, this student can be counted upon to carry it out in stellar fashion. Her character, integrity, leadership, and exuberant self have been a blessing to everyone who has been fortunate enough to know her."



## LINDY LIN WINS SERVICE LEARNING AWARD

The Canterbury Service Learning Award, established in 2004, is given only in years when the faculty and staff feel a student's service to others, both in and out of school, has been truly outstanding. The award was presented to Lindy Lin at the 2019 graduation service.

Retired Middle School Assistant Director Anne-Barton Carter, who presented the award, said Lindy moves through the world with an unassuming and quiet demeanor. Says one teacher, "I've not really known another student who so generously gives in the spirit she does. It's the same towards her family as it is with strangers. Better still, she does it in a way that is selfless and so authentically genuine that it values them as human beings. The respect she gives all others is rare and exceptional, and it informs every interaction she has in the world."

Anne-Barton continued, "Whether working with her co-leader of the Student Government service committee to plan a parent's night out for hurricane relief or voluntarily completing far more than the assigned number of cards for active service members – all with her beautiful original artwork, she is selfless in her focus on others. As one of four volunteers who traveled with Chaplain Hunter on Thursdays after school to the Americorps office in the Glen Haven Apartments, this young woman drew on her own memories of being new to the United States to gently tutor children living with the bewildering experience of suddenly being immersed in a foreign culture where no one speaks your language."

She concluded, "Lindy is a graduate who undoubtedly will grow to serve others the world over."





## ALUMNA SPOTLIGHT: MADDY LEE

**Maddy Lee '10** lives the UN Challenge every day.

The Canterbury alumna works for Global Brigades, an international nonprofit that addresses health and economic disparities and inequalities in rural communities in the developing world.

Maddy's division in Tegucigalpa, Honduras, focuses on three UN sustainable development goals: good health and wellbeing, clean water and sanitation, and economic growth and development.

She fell in love with the organization in college at Boston University, when she volunteered digging trenches and laying pipes in Honduras and Nicaragua over three winter breaks. She graduated with a degree in biology, and now she coordinates the activities of students like her younger self who come to Honduras to volunteer alongside community members.

"There are a lot of organizations doing development work, and I felt that Global Brigades did a really great job of addressing all of those aspects of health, not one single aspect," she said.

**HEAR FROM MADDY ABOUT HER WORK IN HONDURAS ON OUR WEBSITE AT [WWW.CANTERBURYGSO.ORG/ALUMNI](http://WWW.CANTERBURYGSO.ORG/ALUMNI).**

Many of the people in the communities where she works don't have running water in their homes, so they must walk 30 minutes for water that still isn't necessarily clean. Global Brigades works with community leadership and local organizations in Honduras to install water systems that provide in-home access to clean water. Other projects help increase access to medical care.

Maddy spends time in the field with volunteers helping them lay pipe while laying a foundation for their understanding of community development. Her lessons range from ethical



*Maddy digs trenches for sanitation systems in Honduras with a college student volunteer.*



*Many of the communities Maddy serves don't have running water to homes.*

volunteering to the necessity of public health education in alleviating poverty in low and low-middle income communities.

When she's not "on brigade" with student volunteers or supporting their leaders back on campus, Maddy works with Global Brigades' medical team to plan community health worker conferences, help secure additional resources for patients who need advanced care, and support teams of health care professionals who come to provide specialized care in Honduras.

She is preparing to pause her work with Global Brigades to attend medical school next fall, but she hopes to practice in the global health field after her training is complete.

"Ultimately working for the World Health Organization, the CDC, or the UN in some sort of global health capacity would be a dream for me," Maddy said.

She has been thinking lately about Canterbury's influence on her life and worldview as she prepares her medical school applications.

"They ask what values you grew up with, and I keep coming back to the motto for Canterbury – To learn, To love, To serve: To live," she said. "That really encompasses everything I value as a person and what I want to portray to the world and get myself involved in."

As a 7th grader at Canterbury, she represented Malawi in the UN Challenge, then known as the MDGs. Her most vivid memories are of the meager lunches of rice and baked potato – and the snow.

"It's really incredible" that Canterbury students have the chance to learn about and apply the UN sustainable development goals, an unfamiliar concept for many of her college student volunteers.

Exercises like the UN Challenge help educate students in how to be global citizens, she said. She says her experience helped awaken her curiosity about the world.

"It's an understanding that there's a whole world beyond Canterbury or Greensboro or North Carolina – the concept that what I consider normal doesn't mean that someone else's life is abnormal. It's a different normal. You can put yourself a little bit in somebody else's shoes and see what their life is like." 🌍

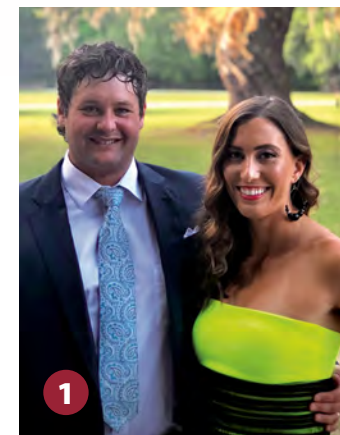
# ALUMNI NEWS

**ALUMNI AND PARENTS, PLEASE SHARE YOUR NEWS!**

*Send photos and information to [datorma@canterburygso.org](mailto:datorma@canterburygso.org).*

**1999**

**Brittany Fisher Aronson '99** graduated from UNCW in fine arts/film studies. She has had a career in Wilmington and Charleston, SC as a cosmetics manager and makeup artist. She is married to Josh Aronson, also from Greensboro. They have two precious old black labs, Duke and Mickey Mouse. She loves living on the coast, outdoor adventures, playing soccer, and of course, eating all of the amazing food in Charleston.



**1**

**Stafford Kelly '99** and his wife Wendelyn welcomed their second child, Jean, in August, joining big brother Fred. Stafford recently joined Uwharrie Bank as executive vice president and senior relationship manager.



**2**

**2001**



**Christopher Irvin '01** is a territory manager at ConMed Advanced Surgical and AirSeal Technology.

**Natalie Fisher Tribett '01** lives in Wilmington, NC with her husband, Matt. They own an equestrian facility just outside of Wilmington, where Natalie teaches, trains, and competes in dressage. Along with the horses are, of course, dogs and chickens. In her spare time, she volunteers her training with a local dog rescue. Natalie and Matt enjoy backpacking, camping, and exploring the intracoastal waterways.

**2002**

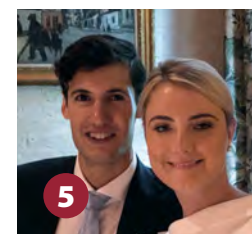
**Preston Kelly Fogartie '02** and Doug Fogartie welcomed their son Fulton Fogartie, born November, 2019. The Fogarties are moving to Greensboro in no small part due to Preston's love for Canterbury!



**3**



**4**



**5**

**1** Brittany Fisher Aronson '99 and Josh Aronson **2** L-R: Preston Kelly Fogartie '02, Doug and Fulton Fogartie **3** Natalie Fisher Tribett '01 **4** JT Jobe '03, Harrison Jobe '02, Mary Ann Sacco, and Brantlee Jobe '06 **5** Katherine Scott Johnston '05 and Herrick Augustus Savage

**Mary Ann Sacco** met up with three Canterbury alumni on Martha's Vineyard in Edgartown, MA.

**2003**

**Lauten Crow '03** is a broker at Simpson Commercial Real Estate.



development firm based in Raleigh.

**Catherine Easter '03** is an associate at Atlas Stark Holdings. Atlas Stark is a commercial real estate

**2005**

**Katherine Scott Johnston '05** was married to Herrick Augustus Savage in an intimate ceremony on Sept. 14, 2019 at Fifth Avenue Presbyterian Church in New York. The reception followed at La Grenouille. A large

celebration was held on Oct. 5, 2019 in Greensboro at Greensboro Country Club. The couple now resides in Los Angeles, CA.

**2008**

**Bradley Youngdahl '08** has been promoted to the newly created role of supply chain business manager at ATD. Bradley's role will be key in the development of marketing strategy, KPI monitoring and reporting, vendor account maintenance, supply chain planning, and P&L management. Bradley joined ATD in 2017 as an inventory analyst after graduating from the University of South Carolina with a bachelor's degree in supply chain and operations. He most recently served as an international supply chain planner supporting the development of monthly ordering and inventory plans.



## 2009

**Alexander Boyko '09** graduated from Washington University in 2017 and in 2019 began his first year of medical school at Boston University.

**Jenna Livingston '09** graduated with a B.S. degree in exercise and sports science in 2017 from Meredith College. She then attended Northeastern University in Charlotte, where she completed a B.S. in nursing through their accelerated program. Jenna now works at Duke University Hospital as a registered nurse on the orthopedics unit.

**Owen Rightsell '09** graduated from NC State and is working for DePuy Synthes.

## 2010

**Emily Audilet '10** graduated from NC State University in 2018 with a BA in communication and a minor in linguistics. She received a master's degree in teaching from UNC-Chapel Hill in 2019 and is beginning her first full year of teaching 3rd grade with Orange County Schools in Chapel Hill.

**Lizabeth Schaede** graduated from University of Georgia with a BS in International Affairs in May 2019. She moved to Atlanta for a job with FleishmanHillard, a PR firm.

## 2012

**Matthew Audilet '12** is a senior at UNC-Chapel Hill majoring in media and journalism with a reporting focus. He is the president of the UNC men's club basketball team and is a staff sports writer for the Daily Tar Heel newspaper.



**Mary Katherine Barker '12** returned to the Canterbury campus with the Summit School

JV Boys Tennis team as one of their two coaches (and minibus driver!). MK worked this job while in her spring semesters at Wake Forest University both her sophomore and junior years.



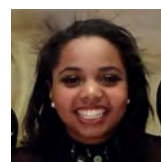
**Dr. Sam Ginger '98** is a pianist, composer, and educator, and has taught at Millikin University since 2014. He completed the BM in piano performance at UNC-Chapel Hill (2006), MM in piano performance (2009), MM in piano pedagogy (2011), and Doctor of Musical Arts in piano performance and literature (2015) at the University of Illinois at Urbana-Champaign.

He has performed piano and chamber music recitals in Switzerland, Austria and throughout the United States, and has appeared as featured concerto soloist with the LaGrange Symphony Orchestra, the University of Illinois Symphony Orchestra, and University of North Carolina at Chapel-Hill Symphony Orchestra. Sam has received awards in various piano competitions, including first prize in the Brevard Music Festival International Solo Piano Competition and the Krannert Center for the Performing Arts Debut Artist Award. His August 2018 CD release of world-premiere recordings of Carl Czerny piano trios on the Naxos label can be found on Spotify, Apple Music, or Amazon.

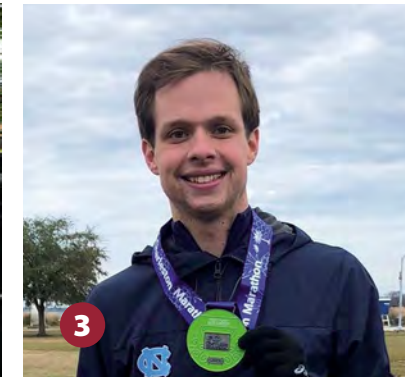
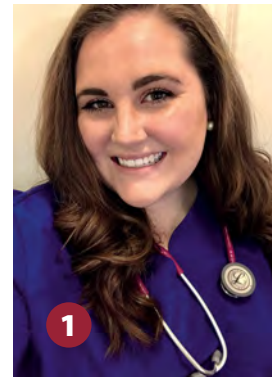
Sam lives in Champaign, Illinois with his wife, Nayoung and baby, Yunoo.

UNC Young Democrats welcomed **Anders Pokela '12** to their fall 2019 cabinet as policy research and programming director. Anders is a political science and public policy double major, minoring in environmental science and studies. This past summer, Anders worked as a policy intern for Governor John W. Hickenlooper's 2020 presidential campaign in Denver, CO. Previously, he was a research intern at Greenspaces Chattanooga, TN, researching energy efficiency in rental housing for low-income neighborhoods.

**Kathleen Rightsell '12** is a senior at Appalachian State studying psychology and working at Behavioral Consultation and Psychological Services.



**Jessica Thomas '12** has accepted a full-time offer with Goldman Sachs in Salt Lake City upon graduation from Vanderbilt University in spring 2020. Jessica is extremely excited to join the human capital management division as an analyst. She looks forward to beginning her professional career with GSI



**1** Jenna Livingston '09 **2** Owen Rightsell '09 **3** Anders Pokela '12 **4** Kathleen Rightsell '12 **5** Jack Maginnes '13 and Caroline Fitzgerald '14 **6** Members of the Class of 2015 visit campus for their cap and gown walk **7** The Bennett Family, L-R: James '12, Jim, Meg '15, Marianne, and Claire '10 **8** Tommy Dator '15 released his second EP

## 2013

**Joe Gesell '13** is finishing a summer research project on pyocin production and its relation to antibiotic resistance. The findings will be published in a scientific journal by the end of the year. Joe is doing this research as part of an undergrad research program at Shenandoah University.

**Jack Maginnes '13** accepted a position as a global technology intern with Nike at their world headquarters. Jack is thankful for the opportunity to work at such a renowned company this coming summer.

## 2015

Many members of the class of 2015 had fun walking the halls on campus for our second annual Cap and Gown Walk!

**Meg Bennett '15** won a thespian award at Greensboro Day School. Meg also won Outstanding Actress (Musical) and made Honor Roll (unweighted semester average of 85-90). Marianne Bennett, parent of Claire, Meg, and James, won special recognition for serving as GDS MAD (Music/Arts/Drama) President.

**Sarah Burton '15** received one of two Page High School Alumni and Friends Scholarships and the Yearbook Adela Linnemann Advisor Award at Page High School.

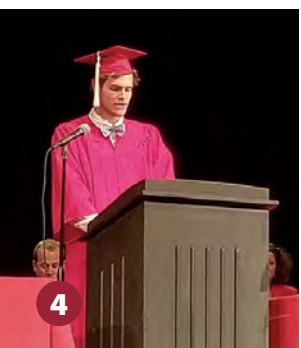
**Tommy Dator '15** released a single from his forthcoming second EP. The song, "Pool House" is receiving airplay on all major streaming platforms.

**Khuzi Gausi '15** made honor roll (unweighted semester average of 85-90) at GDS.





Canterbury celebrated our alumni over the Thanksgiving weekend with socials for younger graduates, older graduates, and parents, as well as an alumni chapel service. Among the guests were four who were "part of the start" as kindergarteners (left to right), **Kelly Flora Young**, **Anna Hurd Grabmeier**, **Harrison Jobe**, and **Preston Kelly Fogartie**.



**Will Hayes '15** won the Maureen B. Gerhardt Award at GDS. This award is presented annually to an upper school student who best exemplifies the honor, personal integrity, responsible citizenship, and service to the community as articulated in the Greensboro Day School mission statement. Will also won the Outstanding 12th Grade Science Award, won course awards for AP literature and AP Spanish literature and culture, and won the Coach's Award for varsity boys swimming at GDS. Will and one other GDS student were awarded the Cum Laude Award for the highest GPA in the class, and he was a convocation speaker on the topic of scholarship.

**Jack LaFave '15** received the C.E. Weymouth Leadership Award and the Paul J. Puryear Most Ideal Student Award at Page High School. The Puryear Award honors students who demonstrate the ideals of a good student: active participation in activities, excellent conduct, good scholarship, and above all, a love for Page. **Kathryn Coladonato '14** and **Caroline Yarborough '12** are past recipients of this honor.

**Sophie Maginnes '15** was valedictorian of Page High School's Class of 2019. Sophie is Canterbury's 19th valedictorian/salutatorian in the past 15 years. Sophie also received the Crutchfield Award in English and the Marine Corps Scholastic Excellence Award. She attends Duke University.

**Sam Simpson '15** received the Kit Murphy (athletic/academic) award and was student body president for the 2018-19 school year at Page High School. He was one of three students in Guilford County and the only one from Page selected for Honors Carolina at UNC-Chapel Hill.

**Burke Sullivan '15** made honor roll (unweighted semester average of 85-90) at GDS.

**Spencer Underwood '15** released his third album with his band The Dune Sea. The album, self-titled, is receiving airplay on all major streaming platforms.

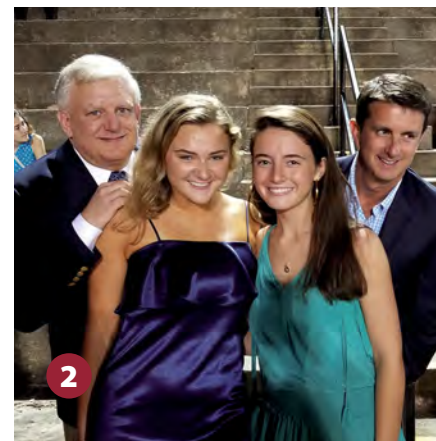
**Lou Wright '15** received the Page Creative Arts Award and the Sue Ellen Medley Drama Award at Page High School.



**Carson DuBose '08** has recently begun an entrepreneurial adventure, starting a new hand lettering and calligraphy design company, Designs By DuBose. Just a year ago, she decided to try something new and after attending a hand lettering class, she was hooked. She took the initiative to continue with her interest, and over time has taught herself the basics of hand lettering and faux-calligraphy. Carson began selling her work with pieces for friends and family, and then with their encouragement

she began selling through Etsy. She opened her Etsy shop ([www.etsy.com/shop/designsbydubose](http://www.etsy.com/shop/designsbydubose)) in February and now sells custom hand lettered and calligraphy designs for weddings, event signage, home décor, gift bags, and more. She even had a booth at a pop-up show in Charlotte in August.

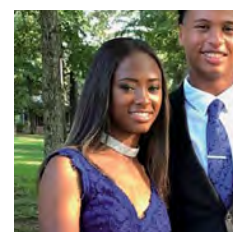
"I have had so much fun working with different clients and challenging myself with new projects, and I am so excited to see where this takes me," Carson said.



#### 2016

Page High School had four Canterbury alumni junior marshals at graduation: **Anne Dehnert**, **Kaelyn Hinshaw**, **Clara Pope**, and **William Fitzgerald**, all Class of 2016.

**Nan Cornelius '16** and **Anne Dehnert '16** were senior class representatives at Page High on the Homecoming Court. Nan was elected Page Pirate Princess.



**Noel Harris '16** won the Lenwood Edwards Endowment Award at GDS. Noel also won course awards for advanced biology and art III, won All-Conference in varsity girls soccer, and made honor roll (unweighted semester average of 85-90).



**1** Spencer Underwood '15 released his third album *The Dune Sea* **2** L-R Perry Cornelius, Nan Cornelius '16, Anne Dehnert '16 and Rick Dehnert **3** Numerous Canterbury alumni participated in a mission trip to Kenya in July for the Sister2Sister Ministry. Students helped build a mission house and did many service projects. Pictured on top are alumni and pen pals in Kenya who had been corresponding with our alumni for almost a year. Alumni include: Kaelyn Hinshaw '16, Kristine Shaw '16, Sterling Clark '16, Clara Pope '16, Howell Pierce '18, Anna Stewart Edmunds '18, Maria Vanore '18, Jonny Kate Harron '18, Will Presson '16, and Jack Mayes '16.

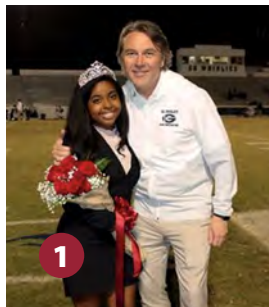


**Jamison "Jamie" Pennix '12** is a rising star, literally, in local politics. The recipient of the inaugural UNCG College Democrats Rising Star award in 2017, Jamison is a senior at the university this fall. At 21, he has already held local political organizer positions including Director of Political Affairs for the UNCG College Democrats, Chairman of Precinct G45, member of the Guilford County Democratic Party Executive Committee, Vice President of the UNCG College Democrats, and Legislative Assistant for the 96th Session of the UNCG Student Government Association. With hobbies

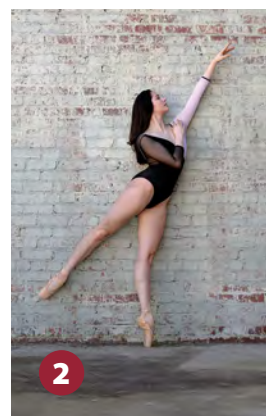
including political debates and policy discussions, Jamison also won a 1A basketball state championship at The Burlington School in 2015, and he loves photography, traveling, and cooking. He plans to attend graduate school and work in local government in Greensboro after college.

"My goals are to use whatever platforms and positions are available within our Democratic Party to better both my community and my country, one step at a time," he said.

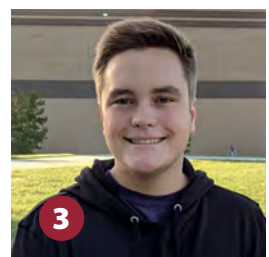




1



2



3

1 L-R: Demetria Hall '16, Ged O'Donnell, Principal 2 Belle Powell '16 3 Will Presson '16

**Demetria Hall '16** was voted 2019 Homecoming Queen at Grimsley High School.

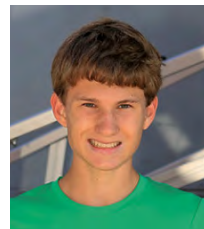
**Belle Powell '16** is in the pre-professional division of the Charlotte Ballet as a company trainee for the second year. She has been very involved in the company and has been chosen to perform in highlighted roles, such as Inca in "Peter Pan" and Mother Ginger in "Nutcracker."

**Will Presson '16** won a medal for "Write it, Do It," at the regional Science Olympiad on the GDS team. Will also won Outstanding Actor (Drama), was inducted into the GDS Upper School International Thespian Society, made head's list (unweighted average of 90 or above) and won National Merit Scholarship recognition for scoring among the top 50,000 of 1.6 million who took the PSAT.

#### 2018

**Elizabeth Adams '18** and **Muzamani Gausi '18** made head's list (unweighted average of 90 or above) at Greensboro Day School.

**Josh Hoffman '18** made honor roll (unweighted semester average of 85-90) at GDS.



**Oliver Kreimer '18** won MVP for varsity boys track at GDS and was inducted into the upper school International Thespian Society. Oliver also

made honor roll (unweighted semester average of 85-90) at GDS.

**Howell Pierce '18** won Most Improved for Varsity Cheerleading at GDS and made honor roll (unweighted semester average of 85-90) at GDS.



Chip Bristol, former Head of School, celebrated his 60th birthday with current and past Canterbury faculty. [L-R: Chip Bristol, Kathy Zopatti, Tricia Fisher, and Mary Ann Sacco]

# LEAD FORWARD>

## 2019 STRATEGIC PLAN

Over the past year, facilitated by strategic consultants Ian Symmonds & Associates, a task force comprised of a wide variety of stakeholders has listened, reflected, and worked thoughtfully and diligently to develop a comprehensive strategic plan that reflects Canterbury's most important priorities and highest aspirations. That plan is now complete with the creation of a vision to guide our direction over the next five years, with an impact that will be felt for many years to come.

The implementation of our strategic plan will be carefully carried out by senior school leaders. Planning is already under way, but some later portions will require additional fundraising. We will share regular updates with you along the way as we strive forward to achieve our goals. We will, through this process, grow even stronger as an institution.

This plan's success hinges on the involvement and engagement of our broader school community. We are excited to begin this next chapter in Canterbury's development and to do so with each of you as partners in this challenging work. Together, we will lead Canterbury forward into our fourth decade and beyond.



## Academics

## Leadership

## Community

### EMERGE AS THE PREK TO 8TH GRADE ACADEMIC LEADER IN GREENSBORO

As a PreK-8th grade independent school, Canterbury is uniquely positioned to incorporate the latest research, technology, and pedagogy while considering the developmental needs of our students at every level. As we imbue in students a firm grounding in writing, mathematics, science, languages, social studies, and the arts, we also must develop the crucial 21st century skills of collaboration, critical thinking, cross-disciplinary analysis, and more.

### INSPIRE TOMORROW'S LEADERS

Leadership is at the heart of Canterbury's identity as an Episcopal school. Our students are inspired leaders who learn to measure success not by recognition or accolades – though those are always appreciated – but by their ability to lift up others through empathy, compassion, inclusion, and love. Through this plan, we have both the challenge and opportunity to articulate and enhance the applications of our character- and values-based education as they relate to leadership development in our community.

### INCREASE OUR VITALITY, CONNECTIONS, AND IMPACT IN THE COMMUNITY

Canterbury's student leaders are nurtured with the expectation that they will serve their neighbors and our world during their time on campus and throughout their lives. Service learning has been an integral part of our curriculum since the school's beginning, yet we continue to have the opportunity to deepen our relationships and engage our students and our campus in new and important work to meet the needs of our community, both near and far.

LEARN MORE AT [WWW.CANTERBURYGSO.ORG/PLAN](http://WWW.CANTERBURYGSO.ORG/PLAN)

### THE CLASS OF 2015 GOES TO COLLEGE:

Grace Barnhill: *Elon University*  
Meg Bennett: *University of South Carolina*  
Clare Bristol: *UNC-Greensboro*  
Michelle Buccini: *UNC-Chapel Hill*  
Sarah Burton: *UNC-Chapel Hill*  
Claire Carmody: *University of Virginia*  
Tommy Dator: *Guilford College*  
Ava Dodge: *NC State University*  
Khuzi Gausi: *Case Western Reserve University*  
Cydney Graham: *NC A&T State University*  
Gillian Harrison: *East Carolina University*  
Will Hayes: *Duke University*  
Lily Helms: *East Carolina University*  
Clay Holmes: *University of Mississippi*  
Alexa Huntley: *NC State University*  
Stephanie Jones: *University of Georgia*

Luke Joseph: *UNC-Chapel Hill*  
TJ Jung: *University of Illinois at Urbana-Champaign*  
Weller Kreimer: *Sewanee: The University of the South*  
Jack LaFave: *UNC-Chapel Hill*  
Sophie Maginnes: *Duke University*  
Ethan McKinney: *New York University*  
Ariel Mial: *Dual Physics and Engineering program with North Carolina Central University and Duke University*  
Katharine Michel: *Virginia Polytechnic Institute*  
Drew Palmer: *NC State University*  
Austin Patterson: *UNC-Greensboro*  
Banks Peete: *NC State University*  
Mason Powell: *College of the Holy Cross*

Emily Richardson: *Auburn University*  
Caitlin Riley: *University of Tennessee*  
Cameron Ringer: *UNC-Chapel Hill*  
Kobi Selby: *Columbia College Chicago*  
Sam Simpson: *UNC-Chapel Hill*  
Hallie Smith: *Brigham Young University*  
Delali Som-Pimpong: *UNC-Greensboro*  
Burke Sullivan: *NC State University*  
Michaela Tisdale: *UNC-Pembroke*  
Spencer Underwood: *Appalachian State University*  
Laina Wilson: *Furman University*  
Lou Wright: *University of Georgia*  
Kate Yarbrough: *UNC-Chapel Hill*





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CANTERBURY'S GIRLS' SOCCER TEAM WENT UNDEFEATED LAST SPRING, WITH A RECORD OF 10-0. THE TEAM BOASTED BOTH VETERAN PLAYERS AND SOME WHO WERE NEW TO THE SOCCER PITCH, BUT THE MENTORSHIP OF THE 8th GRADE LEADERS KEPT THEIR TEAMMATES AT ALL LEVELS INVOLVED. PICTURED ARE 8th GRADERS MCKENNA SPENCER, REAGAN NEFF, NATALIE TERRY, AND EMERSON MCCORMICK. THE TEAM'S HEAD COACH WAS BJORE CARPEN AND ASSISTANT COACHES WERE KEVIN SPENCER, A TEAM DAD, AND MEGHAN DAVIS, CANTERBURY'S DIRECTOR OF ADVANCEMENT.