



CANTERBURY TALES



Canterbury
SCHOOL

SPRING 2018



Canterbury SCHOOL

Canterbury Tales
Spring 2018

Head of School: Philip E. Spears

Editor: Harriette Knox

Photographer: Wendy Riley

Canterbury Tales is published
biannually by Canterbury School
5400 Old Lake Jeanette Road
Greensboro, NC 27455
Phone: (336) 288-2007

All editorial correspondence
should be directed to:
Canterbury School
5400 Old Lake Jeanette Road
Greensboro, NC 27455
Phone: (336) 288-2007

Postage Paid at
Greensboro, NC
POSTMASTER,
send address changes to:
Canterbury School,
5400 Old Lake Jeanette Road
Greensboro, NC 27455



FOR THE SECOND YEAR, LIBRARIAN KARI BAUMANN HELD TECHNOLOGY TAKE APART WEEK IN THE LIBRARY. PARENTS DONATED MORE THAN 100 ITEMS INCLUDING OLD LAPTOPS, RADIOS, PHONES, AND CABLE BOXES, AND PREK THROUGH FIFTH GRADERS GOT TO TAKE THEM APART DURING THEIR LIBRARY TIME THAT WEEK. KARI BASES ALL LIBRARY TIME ON A QUESTION, SUCH AS "WHAT ARE TALL TALES?" OR "HOW DO I FIND A BOOK ON A SHELF?"

KARI SAID, "OUR QUESTION WAS, 'WHAT'S INSIDE?' BECAUSE IT'S IMPORTANT TO DO HANDS-ON QUESTIONING, PLUS IT WAS FUN." HERE KINDERGARTENERS HALLE COX AND ADDIE SAINÉ USE TOOLS TO LOOK INSIDE.

Challenging the mind. Nourishing the spirit.



- 2) What Does It Mean To Be An Episcopal School?
- 5) A Wrinkle In Time
- 8) Arts & Smarts
- 10) Snew White
- 12) Mind, Body, Spirit
- 14) Alumni News

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,

WHAT DOES IT MEAN TO BE AN EPISCOPAL SCHOOL?

I love the hymn “Seek Ye First (the Kingdom of God).” Upon entering chapel for a regular school worship service, I am always thrilled to see its number — 711 — on the hymn board. This beautifully simple song has a gorgeous melody (that I often end up humming all day), and it quotes Jesus’ Sermon on the Mount. But what I love most about it is what our chapel sounds like when all of our students are singing it, and I particularly enjoy standing next to our youngest ones as their angelic voices soar into the rafters. They know the song by heart, sing joyfully, and remind me of the scriptural reference to music in heaven. I imagine the music in the hereafter to sound very much like the voice of little children singing “Seek Ye First” in Phillips Chapel.

Though it is not an Episcopal hymn per se, I learned “Seek Ye First” at the first Episcopal school in which I worked and thus associate it with the church’s hymnal and services. As we celebrated the Easter season and as Canterbury nears the conclusion of its silver anniversary and moves toward its next 25 years, the hymn reminds me that Canterbury’s success for the next 25 and beyond will continue to depend on the school’s living into its Episcopal identity.

The National Association of Episcopal Schools (NAES) directs its members to “ensure that their missions are built on the sure foundation of a Christian love that guides and challenges all who attend our schools.” I see and experience this love in the wonderful variety of activities our students participate in, both in class and out, examples of which you will find throughout this issue of “Canterbury Tales.” For example, each year our 3rd graders read and discuss the terrific work “Snew White,” a reimagining of the classic fairy tale. They meet the author, and put on the play, and the themes of trust, friendship, family, and love are paramount. In 6th grade this year, students participated in a cross-disciplinary unit on “A Wrinkle in Time,” by Madeline L’Engle, herself an Episcopalian. Students read, analyzed, and discussed the famous work in both English and theology class, making Biblical comparisons and tackling some of the deep philosophical and theological questions the book raises, before taking a field trip together to attend the premiere of the new movie. (Happily for his mother and me, my own 6th grade son asked us more questions about God during this unit than he had altogether in his life.)

You’ll see how the 7th grade Millenium Development Goals unit engenders a broader global perspective among students, a respect and appreciation for other cultures and nations, and helps the students grow more grateful for the immense blessings they enjoy each day at Canterbury and in America. This and other lessons and activities also help them learn to move toward the NAES and Episcopal Church goal to “strive for justice and peace among all people and respect the dignity of every human being.”



This same theme pervades our new 7th and 8th grade values-based health class, which you’ll find in this issue as well, and it also helps frame other strong programming on campus. One occurred in the middle school’s student-designed-and-led worship service to honor the victims of the horrific Parkland, Fla., shooting, followed by a get-to-know-you activity aimed at making sure no young person in our middle school ever feels isolated and

hopeless — a worthy goal indeed. Another is the lower school’s classroom library initiative. Using research-based materials provided to us by a peer Episcopal school, our homeroom teachers are auditing their classroom libraries to make sure the titles represent a rich array of diverse and inclusive offerings. Lastly and importantly, our “Stuff the Bus” campaign allowed us to collect needed school and personal supplies for our neighbors displaced by the tornado that recently devastated Greensboro’s east side.

All of this class and extracurricular work, and much more, helps our students to learn, to love, to serve, and to live. It helps them, as NAES encourages in its directive to member schools, “to build lives of genuine meaning, purpose and service in the world they will inherit.”

A little over 25 years ago, Canterbury’s founding mothers and fathers felt Greensboro’s children and families and the city would benefit from the creation and life of an Episcopal school, and they made it happen. We are all blessed indeed that they did.

Have a wonderful summer!

Yours truly,

Phil Spears, Head of School

On the cover: Canterbury’s lower school art program includes visual arts, music, and the opportunity to perform. Art allows children to practice skills that lay the groundwork for success in school. Arya Nundkumar, a kindergartener, enjoys a printmaking art class. See story on page 8.



The entire Canterbury community comes together at least twice a week at all-school chapels. Phillips Chapel, dedicated in 2003, is large enough for the whole school to gather for worship, celebration, and support.

What Does It Mean To Be An Episcopal School?

CANTERBURY FOUNDERS wanted to open a school that educated the whole child – mind, body and spirit. They didn't realize it when they began, but what they wanted was an Episcopal school. Today, Canterbury is one of about 1,100 Episcopal schools in the U.S. educating 160,000 students. New York City's Trinity School, founded in 1709, is the oldest continually operating Episcopal school in the country. In 1993, Canterbury became part of a long tradition of Episcopal education in America.



HOW DID CANTERBURY COME TO BE AN EPISCOPAL SCHOOL?

In a history of the school written in 2009, Susan Kelly, one of the founders, wrote that in the fall of 1990 a group of parents, who were all looking for an educational alternative, came to the conclusion that they would start a school.

A woman who had tried to found an Episcopal school in Charlotte said to a member of the founding committee, "Why don't you become an Episcopal school?" "Why would we want to do that?" the committee member countered.

Susan writes, "It was not the original intent, but it quickly became the intent." Their reasons: an Episcopal school would be different from other alternatives; allow the founders to incorporate values through the spiritual component; the National Association of Episcopal School (NAES) was a ready-made organization that could provide advice and assistance; and Episcopalians had a long tradition in schools in the United States, beginning in post-colonial times.

WHAT DOES THE EPISCOPAL CHURCH BELIEVE AND HOW DOES THAT AFFECT A SCHOOL?

What Episcopalians believe is found in the promises made at a baptism: to continue the apostles' fellowship in the breaking of the bread, resist evil and repent, proclaim the gospel, serve Christ in all persons, and strive for justice and peace.

Canterbury Chaplain Hunter Silides explained, "To Episcopalians, seeking and serving Christ in all persons demands that we build and run schools and hospitals, house the homeless, grow and gather food for the hungry and work for justice for all people. We attempt to be a force that labors to support all people and that resists all forms of discrimination.

"Episcopalians are particularly good at running schools because our faith values human reason and intellect — Darwin was an Anglican cleric," Hunter added. "We believe that through the study of arts and sciences, as well as the scriptures, true wisdom can be gained. For us, science, math, history, and literature are all means by which we can learn of the infinite genius of our creator."

DO YOU HAVE TO BE EPISCOPALIAN TO ATTEND AN EPISCOPAL SCHOOL?

Not only do students not need to be Episcopalian, but Episcopal schools actively seek families and students of all faiths and backgrounds, because they believe that the best education occurs in an environment where students are exposed to a variety of people, perspectives, and ideas.

Admission Director Kelen Walker estimates that 10-20 percent of Canterbury's student body is Episcopalian. (It's an estimate because Canterbury does not require families to list a religious affiliation in their application or contact information.)

WHAT MAKES AN EPISCOPAL SCHOOL EPISCOPAL?

NAES says that Episcopal schools "invite all who attend and work in them — Episcopalians and non-Episcopalians, Christians and non-Christians, people of no faith tradition — both to seek clarity about their own beliefs and religions and to honor those traditions more fully and faithfully in their own lives. Above all, Episcopal schools exist not merely to educate, but to demonstrate and proclaim the unique worth and beauty of all human beings as creations of a loving, empowering God."

Episcopal schools reflect these ideals through regular school worship, community



Every year, 7th grade students participate in a Millennium Development Goals (MDG) two-day, problem-based learning challenge. Students are divided into seven groups representing small villages in countries such as Burkina Faso and Malawi. They erect a village, establish a government, and work on an MDG linked to a real-world need within their assigned country. In the process, the students learn about plenty and want, about working together or not, and about themselves and the larger world. The project helps them develop global awareness, a sense of community, and a feel for social justice.

life, religious formation, and social justice.

Canterbury's regular worship includes two all-school chapels a week, which are more traditional, while lower-school and middle-school specific chapels are more flexible to give students ownership of worship, Hunter said. For example, after the Florida school shootings, the student-run middle school worship committee designed a service to honor the students who died and foster community at Canterbury in their memory.

Community life honors reflection, prayer, and matters of the spirit equally with nurturing the physical, mental, and emotional health of community members.

Religious formation is meaningful, academically substantive, and age-appropriate. "We work hard to foster dialogue with other faith traditions," Hunter said.

The ideals of equity, justice, and a just society are integrated throughout the life of the school. Such social justice embraces diversity and includes community service as an integral part of the school.

WHAT DO EPISCOPAL SCHOOLS TEACH IN RELIGION/ THEOLOGY CLASSES?

The NAES website says, "The study of religion in Episcopal schools is an academic subject. In keeping with the traditions of the Episcopal Church, Episcopal schools use a rigorous, reasoned approach to asking and answering ultimate questions about God, faith, religion, and human spirituality."

Canterbury lower school spiritual development classes use the Godly Play curriculum. Teacher Kathy Durham said, "It's very question-oriented, so the children progress on their own spiritual journey. We ask a lot of wondering questions like 'I wonder how Noah felt when he was building an ark and the sun was shining?' The classroom is a supportive, loving, caring space for all people to question. One student this year said, 'My mom and dad don't believe in God.' That's ok. There's room for everyone. We are



Each grade has a service learning focus – from regularly visiting friends at a retirement home to tutoring students at McNair Elementary or working in a local food pantry. When needed, the entire school comes together to help in the community. After the April tornado in Greensboro, Canterbury's "Stuff the Bus" campaign collected school and art supplies for three schools displaced by the storm. Eighth graders Libby Wakefield and Jack Albert organized the drive.

to love, respect, and honor everyone."

In middle school, 5th grade students gain an understanding of the Hebrew Scriptures. "We emphasize that in giving the law to Moses, God established a covenant with believers that highlighted God's justice," Hunter said.

Sixth graders explore the New Testament, especially the parables. Seventh graders study world religions — the three Abrahamic faiths (Judaism, Christianity and Islam) and Hinduism, Buddhism, traditional Chinese religion and indigenous American spirituality.

In 8th grade, students focus on personal theological reflection to prepare a sermon or project that is the result of an examination of their experiences in life and what they have learned about their own beliefs.

"Most students find this process very engaging," Hunter said. "Instead of being told what others believe, students are invited to use their own ability to wonder about life and express their take on what they have been taught. It is a rite of passage at Canterbury for young people to make a personal statement of faith. It does not matter to us what their belief system is, but rather that we have equipped them to experience and express their own tested personal beliefs."

HOW ARE EPISCOPAL SCHOOLS DIFFERENT FROM CATHOLIC OR CHRISTIAN SCHOOLS?

"Episcopal faith in Jesus demands that we welcome people of all faiths and of no faith in particular," Hunter explained. "We read Christ's message as a mandate to us to make the best education possible available to the children we enroll. We never require or expect students to embrace our beliefs. The Episcopal tradition is only one example of a 'balanced spiritual diet.' We are interested in teaching children to feed their souls."

The NAES site says, "So, in the Episcopal tradition, learning is important not to find the right answers to be used as weapons against 'unbelievers,' but in order to arrive at God's truth. This suggests that all truth is God's truth.... We believe that the truth will make us free and that God has given us the freedom to seek truth without fearing where it may lead. This suggests that our understanding of truth may grow and change, that God welcomes questions, and that we may subject all our ideas and beliefs to our critical faculties."

WHAT ARE THE ADVANTAGES OF AN EPISCOPAL SCHOOL?

Hunter sums it up, "Through our nurture of a love of learning in children, we feel we are equipping them for a life of exploration and wonder. Canterbury's adherence to a whole-child philosophy of education includes spiritual development, social emotional learning, physical education, and artistic expression as well as the traditional 'three R's'.

"For us, learning is a sacred act and we are committed to facilitating this process in young people so that they can actualize every gift and unique attribute they have been given," Hunter said. "We don't see our role as that of filling children with information through education, but rather drawing out of them the abilities God has given them to be critical thinkers and problem solvers in service of their fellow humans."



A Novel Way To Learn

Martha Burford's 6th grade theology class made collages as part of a multi-disciplinary unit on the book "A Wrinkle in Time." Left to right, Terrance Horne, Harrison Bartle, Nolan Spears, Brooks Powell, and Will Jacobs.

FAITH, SCIENTIFIC ENDEAVOR, THE UNKNOWNABLE, LOVE, AND QUANTUM PHYSICS don't seem to have much in common, but they all come together in Madeleine L'Engle's classic young adult science fantasy book "A Wrinkle In Time."

With the movie version opening in March 2018, middle school theology and English teacher Martha Burford was inspired to create a multi-disciplinary approach to teaching the book. She used it in 5th grade English classes and in her 6th grade theology class, while English teacher Karen Niegelsky had the 6th grade read it in English class. Molly Stouten, middle school art teacher, created a collage project around the book, and both

5th and 6th grades saw the movie on opening day.

Why "A Wrinkle In Time?" Martha said she felt the book spoke to persistence, trusting oneself, faith, free will, and acting out of love rather than anger.

"The story of 'A Wrinkle In Time' is about science beheld through a theological aperture, and ultimately, it is an expression of love — love for the unknowable, love for our neighbors, and love for ourselves as made in the image of the greatest love," Martha said. "It's also about battles between good and evil."

The book fit perfectly into Canterbury's educational philosophy. "The identity of an Episcopal school is about embracing science and God and seeing them as mutually inclusive," Martha said.

"A Wrinkle In Time" revolves around Meg Murry, an awkward girl who goes

"THIS STORY TOLD ME IT WAS OK TO BE DIFFERENT BECAUSE DIFFERENT IS UNIQUE ... SO IF YOU FEEL WEIRD, BE PROUD AND BE YOU." — TREYA MCCLAIN, 5TH GRADER



Martha Burford talks with 6th grade theology students including Isabel Skains, right, about an art project that reflects their understanding of the themes found in *"A Wrinkle in Time."*

on a journey through time and space to rescue her father, who discovered a new planet then disappeared.

L'Engle saw herself in Meg, an awkward, out-of-step teen, Martha said. In the movie, Meg is an African American, a reflection of the director, Ava DuVernay, the first woman of color to direct a film with a multi-million dollar budget.

"The whole story is such a lesson in resilience and persistence," Martha said. "L'Engle was turned down by major publishers but she persisted to get 'A Wrinkle In Time' published. Catherine Hand, the movie's producer, dreamed of making this movie since she was in the 5th grade. She made a television version in 2003, which disappointed her, but she kept at it and found Ava DuVernay to direct it. What a lesson for the kids."

The students spent five weeks on the book — three just to read it. They annotated it, then chose their vocabulary words from the challenging language in the book. They discussed scientific terms and ideas such as tesseract, galaxies, and time and space. They wrote movie reviews after seeing the movie. Theology classes tackled questions such as, "In his letters (Romans 12:1-8 and 1 Corinthians 12:4-11), what was Paul trying to say? How do those passages relate to the concepts of being yourself or fitting in?"

In response, Treya McClain, a 5th grader, wrote, "Raise your hand if you feel different from everyone. You all should raise your hands

because no one is alike... Meg, the main character, feels like an outsider. Meg went through something in her life and so will we all. This story told me it was ok to be different because different is unique... so if you feel weird, be proud and be you."

The art project Molly Stouten created for the unit was a multi-layer collage reflecting the themes of the book (light shining in the darkness, love overcoming evil, and using one's gifts for good). The first layer of the collage was an abstract representation of light and dark. Next, students layered images from photographs or colored paper that echoed the book's themes. Then came a layer of text from the book or from scripture. The final layer incorporated found objects, such as glitter and ribbon scraps.

Martha is pleased with the results of the interdisciplinary unit.

"What I hope they learned from this five-week adventure is captured in the last two lines from a Shel Silverstein poem, 'This Bridge,'" she said.

The poem is about how a book, for example, can only describe things; you have to use your imagination to fully experience something. The poem is:

*This bridge will only take you halfway there
To those mysterious lands you long to see:
Through gypsy camps and swirling Arab fairs
And moonlit woods where unicorns run free.
So come and walk awhile with me and share
The twisting trails and wondrous worlds I've known.
But this bridge will only take you halfway there-
The last few steps you'll have to take alone.*

Fifth grader Thomas Shaw wrote, "I think that the book created a better image in my head than the movie did. The images in the movie are not as pretty as they are in the book. I think reading a book and using your imagination is better than just seeing the movie."

"L'Engle was an Episcopalian who believed in God's love and who believed that God is larger than we humans can understand," Martha said. "She used scripture and the teachings of Jesus in her efforts to write something worthy of young adults' time."

Canterbury 5th and 6th graders would agree that the multi-disciplinary approach was a worthwhile way to experience the novel.



FOR THE LAST THREE YEARS, the North Carolina Association of Independent Schools has organized a Teacher-To-Teacher program, which pairs teachers from different schools who spend a day on each other's campuses, discussing best practices and observing. This year, these Canterbury teachers visited and hosted a colleague: Justin Stagner, Charlotte Preparatory Academy; Kaitlin Finnin, St. Timothy's School; Laura Rehman, Providence Day School; and Anna Taylor, Noble Academy.

Here, Julie Bean, left, a counselor at Noble Academy in Greensboro, visits a kindergarten class with Lower School Counselor Anna Taylor, right. Both are finishing their second year at their school. Anna said she participated in the exchange the previous school year. "I got lots of nuts and bolts ideas about children transitioning from lower school to middle school, including one we implemented this year: a panel of middle school students to answer questions from 4th graders moving up to middle school.

"It's nice to see a school, visit the classrooms, and think about classroom management and compare it to what we do," Julie said. "It's also good to see and hear that things you already do still work well."

Anna said the teacher exchanges have helped her be more effective and efficient.

Julie added, "Now that Anna and I have spent time together, we're connected in a different way. I'm more comfortable calling or emailing now. That benefits us personally and professionally."

ART & SMARTS



Julianna Lamptey prepares her fish drawing for printing during a kindergarten art class.

DO THE ARTS MAKE CHILDREN SMARTER? The research on that is mixed. Are the arts a foundational part of a young child's education? Absolutely.

Canterbury's lower school arts program has been an important part of a Canterbury education since the school opened – in fact, one of the first teachers hired was an art teacher.

"When PreK children are 'just' drawing a picture, they're developing planning skills, fine motor skills, creativity, story telling, and visual-spatial skills," said Roanne Ornelles, lower school director.

Those skills are building blocks for academic success. Planning is a thinking skill that helps students consider how to tackle a task before trying to complete it. Fine motor skills, developed using tools like crayons and scissors, lead to drawing and writing skills; and fine-motor coordination leads to better eye-hand coordination. Visual-spatial skills — the



At the start of an art class, kindergarteners listen to teacher Kelly Rightsell explain the day's project — printmaking — which involved drawing a fish on a foam sheet, coloring it, and transferring the image to paper.



Kindergarteners learned the difference between warm and cool colors with a cool cats and warm (hot) dogs project. They folded papers in half and drew cats with cool colors on one side and dogs with warm (hot) colors on the other. This piece is by Abbott Forsberg.

ability to tell where objects are in space — are necessary for understanding the relationships of numbers and letters in math and reading.

At Canterbury, exposure to the arts begins in PreK, where the students have a music class once a week and visual arts are a part of the daily curriculum.

"Art activities are an integral part of what we do in PreK," said teacher Katy Todd. "Open-ended and creative art experiences are an important way to develop the whole child and create an environment where a child can focus, feel successful, and express feelings. Arts also provide an opportunity to develop language skills, communication, and problem solving."

In K-4th grades, students have two classes a week in art and two classes a week in music. In addition, they have the opportunity to perform on stage in grade-specific plays and to play music or sing during chapel services and sing in the lower school Christmas program. Encore, Canterbury's after-school program, offers more options including ballet, tap, jazz, hip-hop, guitar, piano, violin/viola, drawing, pottery, and wood-burning classes for lower school students.

"In art class, children are learning fine motor skills, observation skills, language development, decision-making, inventiveness, and cultural awareness," said Kelly Rightsell, lower school art teacher. "We often discuss either their own works or famous works of art during class, broadening their exposure to other cultures."

Kelly coordinates projects with other teachers, for example for the Day of the Dead celebration in Spanish class. During the 2nd grade animal unit, students do observational drawings of animals and sculpt them in

clay. They use math skills measuring for self-portraits and architectural drawings.

Music classes also develop important skills in young children.

Lower school music teacher Mara Barker said, "Movement activities and games develop gross motor skills, coordination, body awareness, and spatial concepts. Listening, comparing, and responding to various types of music develop thinking skills. Repeating patterns, counting beats, and reading music develop math and literacy skills. Participating in group dances, music ensembles, and musical games encourages social skills."

Mara cites specific skills honed through music: creativity from improvisation and movement; confidence from performing in public; perseverance through persistence and practice; focus from playing in an ensemble.

"Students also learn that playing music can be a great outlet during stressful times and a way to express themselves without the need for words," Mara said.

A 2011 study of a pilot arts program in Mississippi, the Whole Schools Initiative, which implemented arts into regular classroom instruction, found that, "Teachers and students reported improved academic, social, and personal outcomes associated with the initiative, such as improved student comprehension, retention of content, ability to think critically and creatively about the material, and enjoyment of the arts."

"Participating in the arts improves children's abilities to concentrate and focus in other aspects of their lives and lays the groundwork for learning," Mara said. "Ultimately, those skills will help them in an increasingly competitive, fast-paced work environment."



Learning From Fairy Tales

The Enchanted Mirror gives the evil queen some advice. Left to right, Mackenzie Hewitt as Crabtree, Ava Mlekush as the Evil Queen, Jane Stinson as Evelyn, and Katie Ragsdale as Mirror.

WHAT DO YOU GET when you put together an enchanted mirror, seven dwarfs, Sigmund Freud, an insurance salesman, an evil queen, and a scullery maid? You get the play “Snew White,” written specifically for 3rd graders by Charlie Lovett, a writer from Winston-Salem.

For the past five years, Canterbury 3rd graders have performed the play for younger lower school students and for their parents.

“ONE OF THE REASONS WE CHOSE THIS PLAY IS BECAUSE THERE ARE NO STARRING ROLES, EACH PART HAS ROUGHLY EQUAL WEIGHT. EVERYONE HAS A ROLE WITH A SIGNIFICANT NUMBER OF SPEAKING LINES.” — PENNY SUMMERS

“I truly believe this is one of the most significant projects we do in 3rd

grade and one that will have a lasting impact,” said teacher Penny Summers.

“The students learn public speaking skills, writing skills, reading skills — really, all the academic skills,” said Marisol Lopez, also a 3rd grade teacher.

Both Penny and Marisol said the benefits of doing the play go beyond the academic: children gain confidence from being onstage, come to understand role playing, do memorization work, and practice teamwork when they help out a classmate who may flub a line. Both teachers said they noticed new friendships form between children who share a role or who are in scenes together.

Preparation for “Snew White” starts before Christmas, when the teachers introduce the play, do readings, and hold tryouts. Roles

are cast before the Christmas break. The students put in weeks of work leading up to the late-February production.

This year, Penny and Marisol combined their classes to produce the play, with children sharing roles so that everyone was on stage.

"One of the reasons we chose this play is because there are no starring roles," Penny said. "Each part has roughly equal weight. Everyone has a role with a significant number of speaking lines."

Both classes read the play line by line, asking: What does that mean? Why is that funny?

"The play is so rich with cultural references and sophisticated vocabulary," Penny said. "It takes lots of discussion."

Both classes spend time plotting the story, discussing the backstories of the characters, and writing biographies for each cast member.

"Doing 'Snew White' makes for a great connection between home and school," Marisol said. "We do vocabulary and writing here, and parents help their child memorize lines and practice body language. The children see that time spent working at home shows up on stage."

The synopsis of the play on Lovett's website reads: *Snew White, the loveliest maiden in Wychwood, wants nothing more than to find her real family, but alas, the evil queen has other plans. When Snew hides out with an odd assortment of dwarves (Snippy, Sloppy, Spiffy, Twitchy, Nosey, Stickey, and Brad) hilarity ensues. While the evil queen's new magic mirror convinces her to go into therapy with Sigmund Freud, the Governor of Wychwood and his lackies (Dean and Deluca) deal with the politics of having an evil queen in the kingdom. Meanwhile, Snew White sneaks into the queen's boudoir to have her own little chat with the magic mirror. Will Snew White find her family? Will the evil queen find true love, the only way — according to both the mirror and Dr. Freud — to achieve inner beauty?*

For the last several years, author Charlie Lovett has come to visit with Canterbury 3rd graders to answer questions about their characters, the plot, and the writing process.

The students' questions were



Seven interesting dwarfs have some of the best lines in "Snew White." Left to right, Kai-Daniel Hill as Nosey, Dax Barber as Snippy, Lewis White as Twitchy, and Lola Vanore as Sticky.

perceptive and Charlie's answers entertaining when he talked with students in January, three weeks before the performance.

They asked, of all the plays he's written, which is his favorite?

"How many of you have brothers and sisters? And which is your parents' favorite?" Charlie countered. "Like your parents, I don't have a favorite, but I can see some plays worked better than others."

When asked how long it takes to write a play, Charlie answered that it was like having a bucket of water. "If you want a glass of water, you just dip one out," he said. "I was faster at first because I had a million ideas. I wrote the first play in three days. The last one took a month because I'd used up all my good ideas. The water bucket wasn't as full. The most important part of writing is all the thinking that goes on in my head."

Charlie said the name of the play, written 13 years ago, came from the corny joke: There's a pile of snow outside. What's snow? Nothing; what's new with you?

He started writing plays specifically for 3rd graders at Summit School in Winston-Salem when his wife worked there. "As I did the play, I realized 3rd

grade is perfect for performance because 3rd graders are beginning to develop a more sophisticated sense of humor," he said.

When asked why he put an insurance salesman in the play, Charlie answered, "Who's the most unlikely person to show up in a fairy tale? We're used to kings and queens. These people are living dangerous lives. They should have insurance. I like to juxtapose things you don't see next to each other. A lot of times humor depends on the unexpected."

Charlie said the idea to make the magic mirror sassy came from working with 3rd graders. "I'd been working with third graders for three years when I wrote the play. Some third graders are a little sassy," he said. "Here's an important tip: Speaking up can go a long way. The Mirror should go for it. Just let it rip!"

In the Feb. 22 performance of "Snew White," Canterbury's 3rd graders, did, indeed let it rip. Dr. Freud, an insurance salesman, an evil queen ... what more do you need to learn something and have fun at the same time?

Mind, Body, Spirit

MENTAL AND EMOTIONAL HEALTH
PERSONAL AND CONSUMER HEALTH
INTERPERSONAL COMMUNICATIONS AND RELATIONSHIPS
NUTRITION AND PHYSICAL ACTIVITY
ALCOHOL, TOBACCO AND OTHER DRUGS
DIGITAL CITIZENSHIP



A NEW MIDDLE SCHOOL COURSE is breaking ground at Canterbury: “Mind, Body, Spirit” is a health class with an Episcopal school twist, and every 6th, 7th, and 8th grader takes a version of it.

“When I taught 7th and 8th grade — particularly genetics — I realized there was a huge learning curve for the kids,” said Nicole Schutt, who taught middle school science and is now Curriculum and Assessment Coordinator. “I thought the 6th grade needed to have a basic understanding of the body’s organs and how they worked. That would lay a foundation for science in 7th and 8th grades and for high school.”

In addition, several parents had approached Head of School Phil Spears

about adding a health class. So last summer, Nicole, Middle School Director Paul Andrichuk, and Assistant Middle School Director Anne-Barton Carter designed the class based on standards set by the state of North Carolina for public middle schools. Nicole teaches the 6th grade, Anne-Barton teaches 7th and 8th grade girls, and Paul teaches 7th and 8th grade boys.

The classes cover mental and emotional health; personal and consumer health; interpersonal communications and relationships; nutrition and physical activity; and alcohol, tobacco and other drugs. Canterbury’s 6th grade class also incorporates digital citizenship.

“We really weave in our Episcopal identity,” Nicole said. “Because we have theology and other perspectives that public schools don’t, we can talk about health issues from so many different perspectives.”

Sixth grade boys and girls take the class together once a week. They focus on human body systems and how they work independently and together. Nicole weaves in conversations about healthy living and making good choices.

“When we talk about the digestive system, we talk about diet, exercise, and drinking enough water because it’s necessary for kidney function,” she said. “When we cover the nervous system we talk about how you learn. I like to apply what we’re learning to something that’s relevant in their lives.”

Seventh and 8th graders take health once a week, and separate into a boys’ and girls’ class so that the students are more comfortable asking

questions and talking. The class is not graded.

"We are teaching the state standard topics, but we do our own take," Anne-Barton said.

For example, when 7th and 8th graders studied alcohol, tobacco, and drugs, students researched the effects of each, but also practiced things to say in various situations. "We talked about what you can say when you have to extract yourself from a situation. Can you be friends with someone who does things you don't? When is it time to tell an adult, versus keeping a friend's secret? We try to make it more practical to their life," said Anne-Barton. "We tell the students that they and their parents need an exit strategy, a plan, a code word so that kids can call home and have help getting out of a situation they can't handle."

During the mental health sessions, guest speakers were invited to talk to the students. One woman discussed what it was like to be bullied in high school and the ongoing effect it has had on her. Another talked about body dysmorphia and her experience with anorexia. Anxiety and depression were covered by another visitor, and students discussed when someone should seek help; how to get help for a friend; and different coping mechanisms to deal with stress, such as exercise or yoga.

The section on brain health covered the development of the brain's prefrontal cortex, which sometimes leads teens to make bad decisions.

"With sex, we talk about biological facts (anatomy, sexually transmitted diseases) but we also talk about values," Anne-Barton said. "What's important to you in a relationship? How does that translate to decisions you make for yourself?"

An anonymous question and answer box allows 7th and 8th grade students to ask anything.

"I've told them that I'm pretty hard to embarrass, so I'm going to answer anything they ask," Anne-Barton said.

"The myth of adolescence is that no one else feels what I feel; no one understands what I'm going

through; and that is never going to happen to me," Paul said. "When I ask a question from the question box, I can literally see a quarter of the boys breathe a sigh of relief. You can see them thinking, 'I'm not a freak for wondering about that.'"

Paul said he has been surprised at the misconceptions the boys have, especially about at-risk behavior. Statistics show that highest risk time for children to experiment with drugs and alcohol is between 8th and 9th grades, and to experiment with sex is junior year in high school.

"The idea that we can wait to talk about these things is doing children a disservice," Anne-Barton said.

Paul acknowledged that part of the beauty of a PreK-8th grade school is preserving childhood, but noted, "We can't ignore these issues because they're heading towards these kids like a freight train."

"KIDS TODAY LIVE IN A COMPLICATED WORLD WITH CHALLENGES BORN OF TECHNOLOGY THAT PREVIOUS GENERATIONS HAVEN'T FACED. PART OF OUR RESPONSIBILITY IS TO PREPARE STUDENTS FOR HIGH SCHOOL, COLLEGE, AND LIFE. SOCIAL AND EMOTIONAL EDUCATION WILL HELP THEM BE READY."

— HEAD OF SCHOOL PHIL SPEARS

For the most part, the students appreciate the class. A group of 7th and 8th grade boys and girls offered these thoughts: "I like the class with just boys because it's easier to talk with male peers." "I like the way Canterbury is approaching this. I'm getting a lot more educated and it's important to know these things." "I didn't like it in the beginning, but I get that it's important." "It can be awkward, but I'm glad I'm learning this."

Students were nervous about the class, and so were some of their parents.

"Parents had legitimate concerns about what we were going to tell their children. Every parent talks to their children based on their household values and they wanted to be sure the school was going to respect parental input," Anne-Barton said. "First, we stick to North Carolina state standards

and teach the same information the state approved. Plus, we encourage parents and students to have conversations about the things we cover. At least once a class I say, 'talk to your parents,' or 'that's a deeply personal choice. I can give a factual answer, but this is a value question your family needs to discuss.'"

Joanna Kirkland, parent of a 7th grade boy, said her son likes the class, and sometimes brings up topics they covered. "I think this class is so important because it gives parents another support system and a jumping off point to bring up some of these hard topics by asking what they learned in class. Then I can take the conversation from there."

One mother said the speaker on mental health opened a floodgate for her child, who was able to more openly discuss months of grief, mourning, and anxiety. Several

of the student's friends and their parents reached out to help. "These experiences personify the kind of devotion to health of mind, body and spirit that defines Canterbury's whole-child commitment," she said.

"A whole-child education is more complete when it includes comprehensive instruction in the social-emotional arena," said Head of School Phil Spears. "It's important to preserve childhood, but at the same time, it's important to equip kids to think about their values and goals and decision making as they head to high school. Kids today live in a complicated world with challenges born of technology that previous generations haven't faced. Part of our responsibility is to prepare students for high school, college, and life. Social and emotional education will help them be ready."



CANTERBURY ALUMNA TAKES CANTERBURY MOTTO TO HEART

Kathleen Martin Barry was part of the start, beginning 6th grade the day Canterbury opened its doors on Tuesday, Sept. 7, 1993, and graduating in 1996 in the first graduating class. Today, Kathleen is a pediatrician in Winston-Salem and married to her high school sweetheart, David. They have three boys, Werth (4 1/2), Anderson (2 1/2), and Brooks (born in February 2018).

WHAT YEAR AND GRADE DID YOU START AT CANTERBURY?

I was "part of the start" at Canterbury in 1993, and I probably still have the T-shirt somewhere to prove it! I started in Mrs. Lamkins' 6th grade class that year and my brother, Matthew (class of 1999), started as a 3rd grader. My youngest brother, John (class of 2008), was born the summer after I finished my first year at Canterbury and started kindergarten there in the fall of 1999. He graduated in 2008, ending a 15-year stretch of my family at Canterbury!

WHAT ARE YOUR FONDEST MEMORIES OF CANTERBURY?

As a class of 12 (that grew to 14), our class was a tight-knit group with wonderful teachers who shaped many of my fond memories at Canterbury. We were Mrs. Lamkins' "little darlings" and we helped develop many traditions, which are still longstanding at Canterbury (fortunately the denim jumpers we used to wear to chapel are not a part of longstanding tradition!). I think that most in my class would say that our class trips were definitely among our fondest memories. Betsy Jeff Penn (and Mr. Schoultz who was there at the time) will forever remind me of my days at Canterbury. Memories of the high ropes course and the "pamper pole" still make me smile.

Kathleen Martin Barry, left, was part of the start in 1993. Now, she's a pediatrician and mother to three boys. Pictured with her husband, David, are her sons (left to right), Anderson, Brooks and Werth.

WHERE DID YOU GO AFTER CANTERBURY?

I graduated from Greensboro Day School in 2000. I attended Wake Forest University for college and graduated with a BA in English and a minor in chemistry. I was pre-med throughout college and went on to attend Wake Forest University School of Medicine afterwards. In 2011, I completed a residency in pediatrics at Vanderbilt and moved to Winston-Salem to join a pediatric practice.

WHY DID YOU WANT TO BE A DOCTOR?

I was interested in medicine from an early age. I grew up in a medical family, but also always loved working with children and enjoyed babysitting. Pediatrics always seemed like a natural calling. In fact, in one of Mrs. Lamkins' journal assignments, I wrote that I wanted to become a pediatrician. I wasn't able to spell "pediatrician," but I knew where I was headed!

WHERE DO YOU WORK NOW AND WHAT IS YOUR JOB?

I'm a general pediatrician in Winston-Salem at Novant Health Twin City Pediatrics. I've been in practice there for almost seven years and love doing what I do.

WHAT'S THE BEST PART OF YOUR JOB?

Taking care of kids is the best job ever! Kids are so funny and tell it like it is. I am lucky to laugh at work every single day. I love watching babies turn into toddlers and then big kids, and I love getting to know families as they grow.

WHAT DID YOU TAKE FROM CANTERBURY THAT HAS INFLUENCED YOUR LIFE?

To this day, I remember Canterbury's motto, "To Learn, To Love, To Serve: To Live" in everything that I do. Learning, loving, and serving are among the most important parts of my jobs as both a physician and a mother, and allow me to live life to its fullest. I hope to instill these same values in my own children, and am very grateful to Canterbury for instilling that foundation in me at an early age.

WHAT DO YOU ENJOY DOING IN YOUR FREE TIME?

Balancing life as a mom to three young boys and as a pediatrician keeps me quite busy! That being said, in my free time, I love spending time with my family. We love to travel, pretend to be "foodies" (cooking and trying new restaurants), and spend time outdoors. I aspire to be an avid reader and enjoy running and being active.

WOULD YOU RECOMMEND CANTERBURY TO A FRIEND AND WHY?

Absolutely! I'm in awe over how much Canterbury has grown over the past 25 years. What started as a small, tight-knit school has grown into an incredible community with some amazing opportunities for its students. Despite that growth, the school has never lost sight of its foundations, and has a wealth of experiences and traditions designed to foster a sense of learning, loving, serving, and living for its students.

ALUMNI NEWS

PARENTS AND ALUMNI, PLEASE SHARE YOUR NEWS!

Send photos and information to datorma@canterburygo.org.



2002

Travis Cooke and Dorothy Allen were married Saturday, Sept. 23, 2017, at an outdoor ceremony in Charleston, S.C. (pictured above). Travis, who earned his undergraduate degree and MBA at UNC–Chapel Hill, is a senior policy fellow at the Theodore Roosevelt Conservation Partnership in Washington, D.C. Travis was part of the start at Canterbury, starting kindergarten in the school's first year, and graduating in 8th grade.

2004

Andrew Reittinger graduated from medical school and is now resident at Palmetto Children's Hospital in Columbia, S.C. He and his wife, Lizzie, were married last April in Wilmington, N.C.



2005

Hill DuBose was married on Nov 4, 2017, to Bess Trotter in Ft. Mill, S.C. (pictured left). Both of his brothers, **Brown** (2009) and **Jack** (2016), were groomsmen, along with his cousin, **Richard Black** (2006), and friends **Taylor Barker** (2005) and **Charlie Robbins** (2005). Hill and Bess live in Chapel Hill.

2006

Kathryn Marie Smith married Kyle Gardner on Nov. 11, 2017, in Raleigh (pictured left). Her "man of honor" was her brother, **Andrew Smith** (2009).



Kathleen Reittinger lives in Raleigh and loves working for Red Hat.

Audrey Smith taught language arts with Teach for America in Hammond, Ind., after graduating from the University of Iowa in 2014 with a degree in English and creative writing. She will earn her master's degree in education from UNCG in May 2018 and plans to move to Spain to teach English as part of the Council on International Educational Exchange program. She has recently had essays published in *Hippocampus Magazine* and *Nat. Brut*.

2008

Jake (Jacob) Smith is graduating from a dual-degree engineering program in May 2018. He will receive a bachelor's degree in engineering physics from Elon University and a bachelor's degree in electrical engineering from Georgia Institute of Technology. At Georgia Tech, he received the Outstanding Electrical Engineering Senior Award for 2018 and is the winner of the 2018 Electrical Engineering Undergraduate Research Award, as well as the Alvin M. First Leadership and Entrepreneurship Award. After a summer internship at Texas Instruments in Dallas, he will return to Georgia Tech on a research fellowship to complete his master's degree in electrical engineering.

2009

McKibbin Brady was recently promoted at Red Ventures, a company that connects online customers with products and services in the home services, financial services, and healthcare industries.

2010

Emily Audilet spent an alternative spring break on Ocracoke with NC State University professors teaching about the island's brogue and linguistic diversity. She will graduate in May with a degree in communication with a minor in linguistics and attend UNC–Chapel Hill for a master's in teaching in elementary education.

Elizabeth Reeve is graduating from Elon University in May with a degree in public health and a minor in Spanish. She will attend Yale School of Nursing for her master's degree and license to become a pediatric nurse practitioner.

Ansley Sackett, a senior at Clemson University, co-authored an article in the *Journal of Dairy Science*. She will begin veterinary school at Louisiana State University in the fall.

Maddy Lee will graduate in May as a Presidential Scholar with Latin Honors from Boston University with a degree in biology with specializations in cell biology, molecular biology, and genetics. Following graduation she will travel to Lubango, Angola, to complete a diploma program in International Public Health through INMED.

Davis Knox is graduating from Johns Hopkins University in May with a degree in mechanical engineering and will attend Carnegie Mellon University to study for a master's in mechanical engineering. He finished his swimming career at Hopkins as a four-time All-American.



Sloan Robinson (2012), right, came back to Canterbury on Dec. 4 to hear her chapel buddy, **Carly Vogel**, give her 8th grade sermon.



Peter Pickard (2010) is a member of the Theatre Nohgaku at Hampden-Sydney College and recently acted in the world premiere (in English) of *Atsumori*. The traditional noh play -- a Japanese theatrical form -- featured authentic costumes and a handmade mask from Japan.

Web Farabow will graduate from Williams College in June and start work as a paralegal in New York after graduation.

Katherine Maultsby will graduate in May from Davidson College with a degree in Spanish and psychology. This summer she will work as head counselor at Camp Seafarer.

This May, **Kyle Stevens** will graduate from UNC Wilmington with honors with a double major in film studies and communications. She hopes to work in Los Angeles.

2011

Haley Jones studied in Rome spring semester. She was accepted into the UNC-Chapel Hill School of Nursing and will begin the program this summer.

Ben Stevens, a junior at UNC Wilmington, is serving as president of his fraternity.

Jane Pearce, a junior biology major at UNC-Chapel Hill, won first place in the 13th Annual American Association for Cancer Research Undergraduate Student Caucus and Poster Competition. This international meeting was held in Chicago and was attended by 22,000 cancer researchers. As the first place winner of the Margaret Foti Foundation Undergraduate Prizes for Cancer Research, Jane's poster was judged, based on the abstract, research content of the poster and on her ability to effectively answer questions about the work during the poster presentation. Jane works in the lab of Dr. Stephen D. Hursting in the Nutrition Department, UNC Gillings School of Global Public Health.

2012

Matthew Audilet is a sophomore majoring in media and journalism at UNC-Chapel Hill.

Patrick Sullivan is a sophomore at James Madison University majoring in computer information systems and is on the intercollegiate club cycling team racing during mountain bike season.

Molly Sackett, a student at The University of the South, will study in Paris during the fall semester in the Sewanee Study Abroad program.

2013

Mac Maultsby is finishing his freshman year at Wofford and will work on a ranch in Saddlestring, Wyo., this summer.

Molly Stevens, a freshman at UNC Wilmington, was elected social chairman at her sorority.

2014

Claudia Mohamed is a senior at Chatham Hall, where she is a recipient of the Jerry Van Voorhis Leadership Scholarship, a crucifer, president of the altar guild, and a student ambassador. She is also the Community Service League representative for her class, a peer tutor, and a volunteer teacher at a nearby preschool.

Claire Audilet won a gold key for her senior portfolio, a silver key for individual drawing, and an honorable mention in the 2018 regional Scholastic Art and Writing Awards. She is a senior at Page High School, where she is the president of Playmakers and of the National Art Honor Society.

Jack Delligatti, a student at Greensboro Day School, signed a letter of intent to play lacrosse at the University of Richmond.

Several Canterbury alumni were in a fall production of "Crazy Town" at Page High School. Thespians included **Jack LaFave**, **Ava Dodge** (2015), **Claire Audilet**, **Ashley Brown**, **Ashley Yates**, and **Sydney Mayes**. The poster for the show was designed by **Jessie Carroll** (2006).

Kilian Brady and **Jacob Thomas** were inducted into the National Honor Society at Greensboro Day School.

2015

Kobi Selby, a student at Christ School, gave the closing tribute at the school's January Spirit of Martin Luther King Jr. Awards Ceremony. Kobi also gave a spoken-word performance at an MLK Day candlelight ceremony in downtown Asheville.

Burke Sullivan, a member of Troop 216, recently earned the Eagle Scout award. He is a member of the National Honor Society at Greensboro Day School and was named an all-conference swimmer and competed in the independent schools state championship meet.

Will Hayes was inducted into the National Honor Society at Greensboro Day School.

Sam Simpson was elected president of the student body at Page High School for the 2018-19 year.

2016

Alyssa Lee is a sophomore at Chatham Hall where she has recently been asked to ride for the varsity Interscholastic Equestrian team.

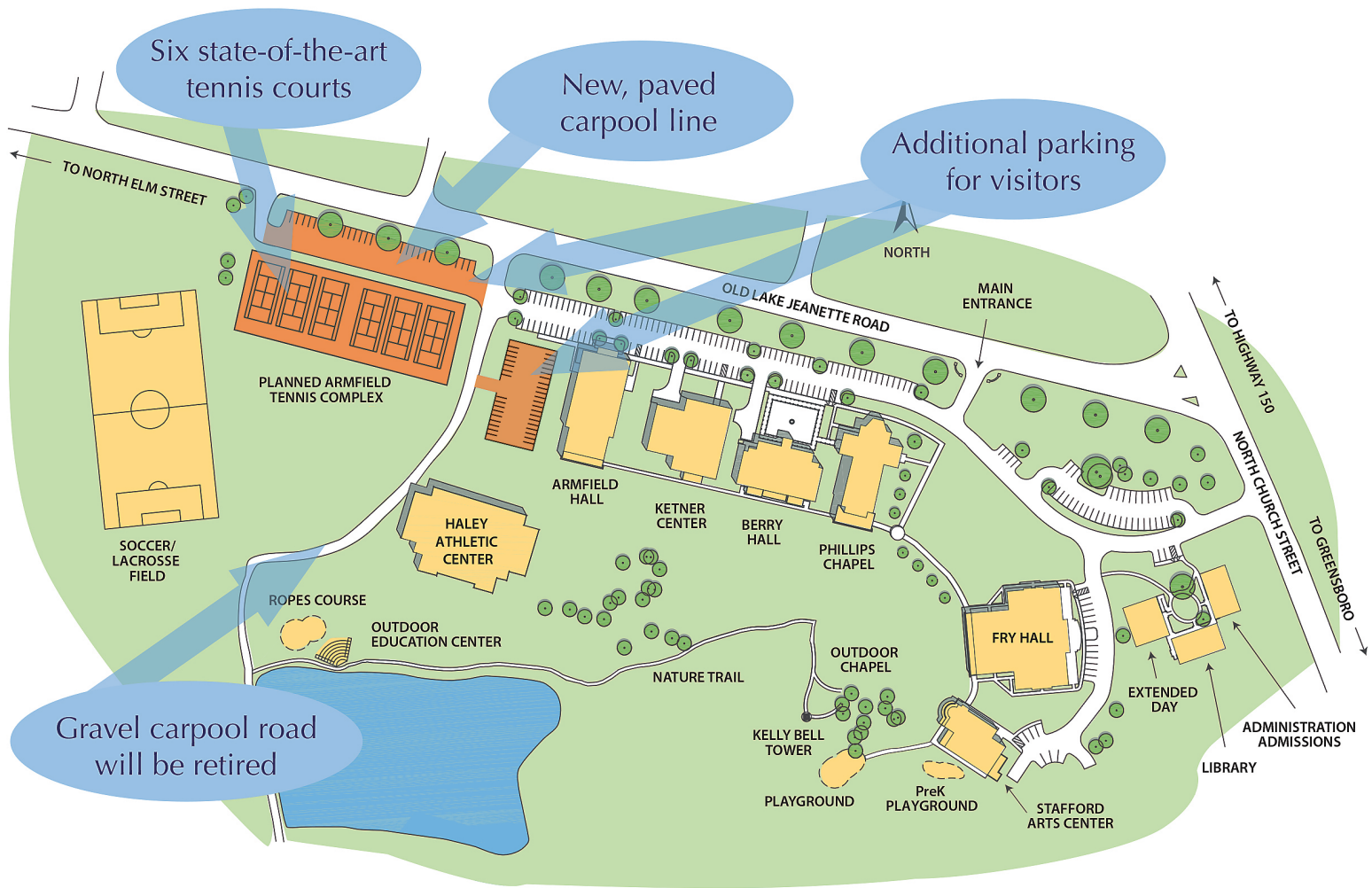
Ben Lee is a sophomore at Christ School and received honorable mention for the Western North Carolina All-State Soccer Team.

2017

Bode Aucoin is a member of Page High School's junior varsity lacrosse team. This summer, Bode will travel to Glory Ridge, a work camp in the mountains of North Carolina, as part of a Holy Trinity Episcopal Church group. The Glory Ridge team includes several other 2017 Canterbury graduates: **John Buie**, **Walt Wright**, **Marshall Klug**, and **Katherine Moore**.

Canterbury's Next Building Project

West Campus Development And Armfield Tennis Complex



Transforming Our West Campus

Canterbury is ready to transform the west end of campus. With a lead gift from the Armfield Foundation, this project will raise the remaining funds to build six state-of-the-art tennis courts to be used by our tennis team and PE classes, create much-needed visitor parking, and add a paved carpool line, eliminating the need to use the gravel road.

We hope to begin construction this summer when students are not on campus, so large equipment can be brought in at one time, saving on construction costs and cutting down on disruption on campus.

The project goal is \$715,000. With the Armfield Foundation gift plus \$52,500 in additional gifts and donors for three of the courts, we only need to raise an additional \$87,500 to make this project a reality.

For more information:

Contact Meghan Davis, Director of Advancement,
336-288-2007 x160
davism@canterburygso.org

How You Can Be Involved

Individuals and families can make donations toward the Armfield Tennis Complex in any amount. All gifts will help enhance the complex. Pledges can be paid over five years.

There are several naming opportunities remaining, listed below. Pledges can be paid over five years.

Tennis Complex	\$500,000	Named
Tennis Court #1	\$25,000	Named
Tennis Court #2	\$25,000	Named
Tennis Court #3	\$25,000	Named
Tennis Court #4	\$25,000	Available Named!
Tennis Court #5	\$25,000	Available
Tennis Court #6	\$25,000	Available



5400 Old Lake Jeanette Road
Greensboro, NC 27455

Return Service Requested



www.canterburygso.org

Non-Profit Org.

US Postage

PAID

Greensboro, NC

Permit No. 73



NEARLY 90 PERCENT OF CANTERBURY MIDDLE SCHOOL STUDENTS PLAY ON A SPORTS TEAM. THE 22 GIRLS ON THE SOCCER TEAM, COACHED BY MIDDLE SCHOOL TEACHER LINDSAY GUPTILL AND ASSISTANTS ALLISON MEDLEY AND RICH WINSLOW, FINISHED THE SEASON WITH A 15-1-1 RECORD, INCLUDING A WIN IN THE TMAC CHAMPIONSHIP. HERE, MCKENNA SPENCER, A 7TH GRADER, PLAYS IN A HOME GAME. CANTERBURY ALSO FIELDED TEAMS IN BOYS' SOCCER, GIRLS' VOLLEYBALL, GIRLS' TENNIS, CO-ED CROSS COUNTRY, BOYS' BASKETBALL, GIRLS' BASKETBALL, CO-ED SWIMMING, GIRLS' AND BOYS' TENNIS, BOYS' LACROSSE, AND CO-ED GOLF.