



Lansdowne Friends School Newsletter is a publication of Lansdowne Friends School.

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Into the Woods

Field trips and experiential learning at Lansdowne Friends School *by Zac Powers, 3/4 Grade Teacher*



At Lansdowne Friends School, field trips are a big deal. We believe that time spent out in the world deepens and expands our students' knowledge. Field education is a key part of our experiential, hands-on approach to learning. The human brain builds knowledge from direct life experience, and students best grasp the big ideas we seek to teach them by relating them to emotional, social, and physical experiences. Lived experience is a powerful teacher.

As a member of LFS' 3rd and 4th grade team, I'm proud to share with you just one example of our approach to field trips. Last spring, I took my class on an overnight trip deep into the Pennsylvania woods. It was the last leg of our theme on Coal and Pennsylvania History. The trip

"It's enough to praise the skill of our guides, but the third and fourth grade students did a lot of work to prepare for that moment, too."

—ZAK POWERS



brought together the historical and scientific strands of our study in an overnight trip in Central PA. It was designed to be an experience built on the learning community my students and I had built throughout the last few months.

We piled fourteen children and seven adults into two comfy vans. We drove north through the suburbs to the town of Ashland. In Ashland, we toured the Ashland Mine Tunnel Museum and drove through the legendary town of Centralia, where a coal fire burns deep underground. Our crew then spent the night at Rickett's Glen State Park, and hiked the waterfalls the next morning.

A play by play of our trip leaves out the nuances of the journey. The unit was built around a series of experiences, interviews, and research projects that guided students through an exploration of coal's role in Pennsylvania history. To gather information on the topic my students brainstormed together, interviewed community members whose parents and grandparents worked in coal, and who had grown up with coal in their basements, firing the furnaces. Then, to better understand different types of coal, we designed out scientific experiments to study them. Students also studied different maps of Pennsylvania and worked in Shop with Tr. Al to build a topographical map of the state. Ultimately, the class published their research, a short student journal called *Coal*, composed of each students' essay on their particular area of expertise, and featuring titles like "Company Stores"; "How Coal Forms"; and "The Black Lung!"

The field trip brought the research process to life. In the Ashland Mine Tunnel, students took a steam train into the heart of a historic mine. The mine had been operating since the 19th century and had closed officially in the 50s, but even our guides had grown up mining in the area. The guides provided a broad picture of the daily experiences of miners. They talked about their family's century long experience in the industry, and their perspectives gave us a no-frills personal context for understanding what it is and was like to work in a coal mine. To the students delight, they also brought a wicked sense of humor, happily answering questions about life in the mines (namely, "How did they go to the bathroom?").

It's enough to praise the skill of our guides, but the third and fourth grade students did a lot of work to prepare for that moment, too. The



knowledge and research skills they brought to the mine deepened their experience.

We started our research workshop grouping out the students' thoughts and questions structured into different categories: Life in a Coal Mine, How Coal Mines Work, Kids in Coal Mines, How Coal Forms, Coal as Energy, and Coal Pollution. We then built "bulletin boards" from butcher paper where students assembled research facts they'd found for each category and, in a separate column, new research questions, which they could peel off and investigate on their own. We dealt with mixed media: video, writing, photography, maps, and in one case, music. Together, the students built a collective base of knowledge on the topics that interested them most in the world of coal.

My students had spent months reading about the lives of coal miners and their fight against mining companies for health, safety, and freedom. They'd pored over pictures of children working in mines. They dug deep to understand the how a coal mine works and, together, they built their understanding of coal, social and scientific, from formation to combustion.

One end product of that work was our class journal, *Coal*. The other less tangible but longer lasting product was the background knowledge they had built. When they saw a shotgun shack at the mine, they saw stories in the wood, re-calling the narratives of coal families piling into a single bed; when they saw rich veins of coal, one student geeked out "I can't believe that used to be trees!" Because of their research, the students were able to ask precise, insightful questions of their guides. They could pose detailed questions and got detailed answers. Out of a



deep research process the students could make the most our field trip, while their fieldwork also enhanced their research.

Our visit to Rickett's Glen also brought depth to the mapping work they had done in Shop class. Driving through the hills of Eastern Pennsylvania, reading the names of highways and towns they'd marked on the map, the students saw the topographical map they had made come to life. And when not staring in awe out of the window, sleeping, or playing car games, a few of them even matched their maps to the landscape they saw. Arriving at the park, we hiked the waterfalls and saw the forests they'd mapped first hand.

Our stay in the park also exemplifies another aspect of why field trips are so important at Lansdowne Friends. Field trips are a social experience. Overnight trips and hiking trips, specifically allow children to experience themselves and their community in new and dynamic ways. The students know each other throughout the year in the frame of a daily routine: morning meeting, gathering, specials, recess, and academics. Like all of us, they form habits of mind and beliefs about each other overtime. They also come to form particular beliefs about themselves.

In the field students find new space to explore their relationships with their friends. At Rickett's Glen they had the chance to play freely in the woods with friends, to have a meal around the campfire, to tell scary stories with Tr. Iyad, to spend all day together and to hike as a team. They all got to know each other better —and differently. Field trips like these can create a new context for students to grow and for teachers and parents to grow with them.

The social learning that can take place in the field stands equal to the academics, and culminates our day to day social education. As the research workshop enhanced our academic field experiences, the experience of an overnight trip built on our social curricula which builds a foundation of risk taking and growth that opened up worlds to explore on our field trip.

LFS aims to take our students on field trips like this. Field trips that give students space to explore and contest their ideas and values in the outside world. We take students on trips to help them better make meaning of their education and to give them the social experiences that bring them closer to one another. ::



SECOND GRADE PRETZEL SALE RAISES \$200 FOR WORLD WILDLIFE FUND

In the spring, second grade students sell soft pretzels to the entire school. In 2016-17, students applied their money counting and change making skills at recess time every Thursday in May. That's a lot of practice making change! The class raised \$200.00 and through a consensus process, they decided to donate their \$200.00 pretzel earnings to the World Wildlife Fund.



LEARNING MATH MATTERS

Throughout the school, LFS students explore mathematics in playful and authentic ways. We find and use natural occasions for practicing math skills. In second grade, math students especially enjoy two authentic opportunities to apply their money counting skills.

Every fall, second graders learn about UNICEF and lead the school in the Trick-Or-Treat for UNICEF fundraiser. The students learn about UNICEF's work to help children around the world, visit classrooms to deliver UNICEF boxes and make announcements, and make signs to hang around the school. The second graders practice their money counting skills and count all the money that is raised. This year students will be sending \$1,054 to UNICEF to help many children around the world get proper homes, food, medicine and education. (They beat their prior record of \$800!)

ZINZI CLEMMONS '97

Congratulations to Zinzi on the publication of her first novel, *What We Lose*. From NPR, to Oprah, everyone is noticing, praising, and recommending Zinzi's book.

Zinzi will be featured at Villanova's Literary Festival on April 5 at 7 PM, Speakers Corner, Falvey Library. We hope to piggyback on that event and see Zinzi at LFS. We will keep you posted!



Robotics at LFS By Deb Hazen, 5/6 Teacher

The school community is very proud of the fifth and sixth-grade students who competed in this year's First Lego League robotics competition. The LFS Lasers earned a first place trophy for their research project. The LFS Stars finished in first place overall, with a second place ranking in the robot board programming game and excellent research project, robot design, and core values scores. They advanced to the final round of competition at the University of Pennsylvania in February.

Students in grades 4 through 8 compete in the First Lego League. They are challenged to research a problem, work with professionals to develop an innovative solution, prototype and cost out their solution, and share it with a group that might implement it to receive feedback to improve the idea. At the competition, they present their solution to a panel of engineers for judging. In another round of competition, they must discuss their programming code, justify robot design and build decisions, and discuss their game strategy. The third round of judging asks them to perform a team value activity and discuss their application of First Lego League Core Values. These values foster a spirit of friendly cooperation/competition in which students compete against that year's challenge, not each other; encourage student driven problem-solving, inclusivity, and an emphasis on learning over winning. Throughout the eight-hour day, they are judged on their Gracious Professionalism as they interact with each other, other teams, and the judges.

This year the challenge was Hydrodynamics. Students had to identify a problem in the human water cycle. The LFS Lasers explored the use of water to grow cotton, manufacture a typical t-shirt, and then maintain that t-shirt throughout its lifetime. Their innovation aims to reduce the amount of water used to care for t-shirts and will also extend the life of clothing, thereby reducing the water footprint of the average consumer. They learned of a British company, Xeros, that is manufacturing washing machines that use nylon pellets and only one cup of water to wash an industrial load of laundry. They found this intriguing, but determined that Xeros hadn't gone far enough. In their opinion, there is already a great deal of bad news about plastics in the environment. Xeros did not have a fool-proof reclamation and recycling plan for use

plastic pellets. After much research and some collaboration with engineers and researchers at area universities, the LFS Lasers developed an alternative. Their pellets are derived from sugar beet molasses and biodegrade when they can no longer be used in the washing machine. The LFS Stars applied what they were learning in the classroom about aquaponics to reimagine stormwater treatment. They learned that in the city of Philadelphia some neighborhoods are serviced by storm drains that carry the water to a water treatment facility before releasing it into the river. Other, less affluent neighborhoods have stormwater that is carried straight into area streams and rivers after picking up pollutants on impervious surfaces. Based on feedback from the judges, they expanded their vision to apply aquaponics science to Philadelphia's aging wastewater treatment system.

In addition to the research project, students in the fifth and sixth-grade classroom use LEGO MINDSTORMS technologies and materials to design, build, and program autonomous robots. They learn engineering process, visual programming, and things like gear ratios and how a sensor works as they build and program a robot to accomplish challenges like flip a lever, or carry and place an item on the board. Outside of the classroom, they meet often to prepare for the qualifying competition. Adult coaches and mentors guide and support them, but the students do the work. This year, we were fortunate to have Ashley Hazen, an engineer from Johnson Matthey, join T. Deb Hazen in coaching the teams. Robert Hazen, an engineer from Boeing and Mike Gifford, an engineer from Johnson Matthey were team mentors. Iyad Obeid, a professor of engineering at Temple University also provided support at team meetings. We are extremely grateful to Boeing for their financial sponsorship of our program.

The 2017-2018 LFS Stars are Alex, Arsema, Finn, Kiana, Mina, Sakinah, Trey, and Zander. The LFS Lasers are Dalija, Jordan, Kaydance, Monica, Nia, Oliver O., Oni, Ryan, and William. These young people are to be congratulated for their hard work, keen desire to learn new things, team spirit, and willingness to challenge themselves. They exhibited grace under pressure and sheer joy in their own and other's successes at the competition. ::

Dear Friends,

I want to begin by thanking all of you for your generous support of Lansdowne Friends School. Your money is very well spent. Along with our compelling and urgently needed mission in these times, we have a rich curriculum, an outstanding faculty, great students and families and devoted alumni.

This assessment is buttressed by the feedback from the committee that visited the school in October as part of our re-accreditation by the Pennsylvania Association of Independent Schools. The committee was amazed by the Quaker ethos of the school. It noted a sense of trust permeating the school, the remarkable resourcefulness and excellence of the faculty and staff, the diversity of the school that is a model for the rest of the world to follow, and the strong sense of inclusion by the parents. One committee member said that LFS looks like what every Friends school wants to look like! This is a remarkable affirmation of what we are doing here.

A few examples from our classrooms can illustrate the depth of our program. The Pre-Kindergarten is studying rainforests. Our Kindergarteners are learning about countries and cultures from families in the class, including England, Mozambique, and Israel. The first and second grades are conducting research about owls as part of their Night study. The third and fourth grades' unit on the countries of West Africa and the Caribbean and the African diaspora will include seeing a musical about Henry "Box" Brown and a trip to the Maryland plantation from which Harriet Tubman escaped. The fifth and sixth grades are studying ancient Greece and preparing for the next round in their robotics competition, having won the first round in a field of 22 teams.

All of this would not be possible without all of the loyal support of our donors. We cherish each gift, whether it be through annual giving, capital campaigns, planned giving, or special scholarship programs. Regarding the last category, the school is part of the Friends Educational Equity Collaborative (FEEC), made up of ten small Friends Schools. Through the Collaborative, businesses and individuals can make a donation to support scholarships for families of moderate means to attend Quaker schools, and get a credit on their Pennsylvania taxes. Through the Collaborative, we have been able to provide many more scholarships for our families. Marty Von Rosensteil and Elliot Borgman, and Eric and Tina Stein are two families who have very generously supported the Collaborative. We are so fortunate to have Joleen and Leon McKenzie '86 who have supported us through the McKenzie Promising Futures Fund. We are also very grateful to the anonymous donor from Lansdowne Meeting who has set up a scholarship fund to support the school.

Our school is a force for good among children. Our enrollment stands at 96, the fifth year in a row that we have been at 90 or above. Our endowment continues to grow as does our reputation. We could not do all of this without you. Thank you for your generous support..

Sincerely,

John McKinstry, *Head of School*

2016-2017 Annual Giving

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Susan and John Hansen-Flaschen
In Honor of Miles Bilheimer



CHRIS LUMSDEN '08

Chris is currently pursuing a Bachelor of Arts in Media Studies and Production at Temple University's Klein College of Media and Communication. He aspires to become an Executive Producer for a national television news organization after first becoming an investigative news reporter.

"Currently I play a leadership role for two Temple Television (TUTV) shows. These episodes air throughout the Philadelphia region via Comcast 50 and Verizon 45. In addition, I've interned with WPVI 6abc and PBS WHYI-TV. Outside of the television studio, I am committed to working with individuals to fulfill their needs. In the fall of 2016, I co-founded CLC Productions, a freelance videography business where I work with clients to produce videos for advertising purposes."

- Gerry and Ken Hart
- John and Marsie Hawkinson '47
- Wesley M. Heilman
In Memory of Katharine B. Heilman (Tr. Kit)
- Tracey L. Henry
- Philip Herr '48
- Dr. and Mrs. Seymour A. Herron
In Honor of Simone and Judah Yemin
- Joan Herron
In Honor of Simone and Judah Yemin
- Anja and Brendan Hilliard
- Kia and Darnel Hillery
- Carver Hills
- Clara Flores and John Hodgson
- Maria and John Hodgson
- G. Richard Hoffman
- Svend Holsoe
- Rachel Wentworth and Ben Hover
- Sandra Howze
- Tamsie Kane Hughes '63
In Memory of Norman and Michal Kane
- Anne Jakubowski
In Memory of Joseph Jakubowski
- Margaret Robinson '90 and Matt Jakubowski
- Norman Janes
- Susan Cozzens and Juan Jewell
- Courtney and Sherrie Savage Jograj
- Nicole Johns
- Deborah and Albert Kaplan
In Honor of Lucy!
- Molly and Gary Kaplan
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- Donald A. Kidder
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- Beth Labush
- Emma Lapsansky-Werner
- Lois Kabakjian Lawrence '55
- Dawn and Martin Leeper
- Maura and Bradley Leeper

- Doris E. Lehman
In Honor of Simon and Toby Muther and Nicole and Erik Muther
- Gwendolyn and Donald Lehman
In Honor of Simon and Toby Muther
- Alison Levie
- LFS Class of 2011
- LFS School Community Association
- Todd Lieber '56
- Margery DeArmond Maconachy '56
In Honor of Teacher Virginia and Gladys Chilton
- Jeanne Chang and Joel Mainland
- Joan March
- Anne Markland '50
- Nyeema Martin
- Carol Martsolf
- Christine and Dennis McEneaney
- Denise and Robert McIvor
In Honor of Brent and Greg McIvor
- Art Astarino and Polly McKinstry
- Elizabeth McKinstry
- Marc Badger and Katherine McKinstry
- Nancy Crickman and John McKinstry
- Robert McKinstry
- Danci Mock
In Honor of Estella Kinsella and Joan Feldman
- Maxine Chalker Mollick '54
- Barbara Montabana
- Percival Moser '58



CONGRATULATIONS TO THE LFS CLASS OF 2017

Five sixth grade students received their diplomas at our Meeting for Worship for Graduation on June 7, 2017. All five are doing well in their new schools. Pictured with Head of School, John McKinstry, from L-R: Konrad Smith, Friends' Central School; Noah Boyd, Media Providence Friends School; Simon Muther, Media Providence Friends School; Christian Whitfield, Friends' Central School; Zagwé Yohannes-Johnson, Friends' Central School.

We also congratulate the Class of 2011. Several members met at LFS in May and shared their next steps with us. Miko Allen, Pennsylvania State University; Kennedy Whitfield, Centenary University; Jack Mason, American University; Emma Miller, University of Chicago; Kyra Stetler, Tyler School of Art; Iris Hills, American University; Zuri Duckett, Cabrini College.

- Janet Murdock
In Memory of Janet Mustin
- The Murdock Family Charitable Fund
- Margaret and William Murphy
- Shemaiah Murphy
- Frank H. Mustin '36
- Nicole and Erik Muther
- Emily Mustin Nicholson '65
- Jean Nicholson
In Honor of Francis T. Nicholson
- Marjorie Ogilvie
In Honor of Susan Isard
- Rachel Labush and Abraham Pachikara
- Karyn Payton
- Linda and Emil Pilacik
In Honor of Minnie and Harlan Santeler and In Memory of Bernadette Pilacik
- Ann Chilton Power '46
In Memory of Gladys B. Chilton
- Cleveland D. Rea, Jr.
- F. Deborah Reeder '50
In Memory of Tr. Gladys
- Patricia and Ikheem Rhodes
- Verne and Edward Rice '47
- Betsy Rich and David Richards
- Courtney and Adam Riggat
- William Riggat
- Nancy Sleator and Dana Robinson
- Roberta Russell
- Carolyn McCoy and Bill Sanderson
- Aimee and Keith Santeler
- Nancy Sarr
- Crystal Savage
- Merryl Gladstone and Robert Schnoll
- Richard Schultz
- Eleanor H. Scott
- Philip Scott '67
- Jean Loft Seiler '57
- Linda and Gerard Sena
- Jane Waltman and Christopher Sheffler
- Fran and Paul Sheldon
- Carol Keyes Shillingford '52



Once again, we are thankful to Leon McKenzie and the McKenzie Promising Futures Fund for providing \$24,474.00 in grants to students entering third through sixth grades at Lansdowne Friends School. Pictured here are, L-R: Harper, Joleen and Leon McKenzie, and John McKinstry.

- Bernadeta Sieniatecka and Aaron Smith
- Abigail Smith
- Eloise and Peter Smyrl
- Rebecca Smyrl '89
- Donald Snead '94
- Amy Snipes-McKamey
- Christina and Jason Sorvari
- Charles D. Staples
- Linda and Glenn Steele
- Tina and Eric Stein
In Honor of John McKinstry
- Susan Stone
In Memory of Ruth and Wilton Dangler
- Thomas A. Stratton '52
In Memory of Teacher Louisa Stratton
- Joan and John H. Swope '46
- Paulette and Curtis Taylor
- Robert Thompson
- Phoebe and David Titus
- Trader Joe's
- Margaret Frysinger and Stephen Tuttle '65
- Sarah and Joshua Van Dyke
- Norma L. Vogel
- Susan Dulkerian Walsh '55
- Robert Ward '53
- James Washington
- Hanne Weedon
- Nancy Werner
- Mingh and Kenny Whitfield
- Karen and David Williams
- Matthew Williams '85
- Erika Wilson

- Toni Yagoda
- Ernest and Jacqueline Yates
- Susan Yemin
In Honor of Sarah and Daniel Yemin
- Anthony Jones and Andrea Youshock

Gifts in Memory of Dickson Werner

- Donald Kidder
- Albert Them
- Nancy Werner

Gifts in Memory of Svend Holsoe

- Jeanette Aldous
- Reuben Amollo
- Elaine Rivron and George Brooks
- Matilda and Elwood Dunn
- Jonna V. Essen
- Marianne Genefke
- Ole Genefke
- Jorgen and Eva Holsoe
- Peter and Kirsten Holsoe
- Howard Johnson
- Emma Lapsansky-Werner
- Ruth M. Stone

Gifts Restricted to Scholarship

- Central Philadelphia Monthly Meeting of Friends
- Children's Scholarship Fund of Pennsylvania
- Children's Scholarship Fund Philadelphia
- Friends Educational Equity Collaborative

- Friends Education Fund
- Friends Fiduciary Corporation
- Lansdowne Monthly Meeting of Friends
- McKenzie Promising Futures Fund
- Media Providence Friends School
- Playtors Cove Foundation
- Quaker Youth Leadership Scholarship
- Cleveland D. Rea, Jr.
- White Richardson Fund
- Wyatt Wistar Brown Fund

Restricted Giving

- T. Wistar Brown Teachers Fund
- Friends Council on Education

Bequests

- Mary Janet Mustin

EITC/OSTC

- Waste Management

Gifts to the LFS Library

- Tara Bledsoe
- Melissa Duran
- Clara Flores
- Annie Giaccone
- Nyeema Martin/Ny'la Jones
- Lucy Kaplan and Family
- Ellen Miller
- Jonah Pachikara
- Orlando Rivera and Kathleen
- The Santerlers
- Zay Simons-Hanley
- Travis Truman



GABRIELLE WILKINSON '12

Congratulations to Gabrielle Wilkinson '12, who will graduate from Friends Central this year and has just signed her National Letter of Intent to run track at University of Florida. We always knew Gabrielle was born to run. We couldn't be prouder! Read more about Gabrielle here:

<http://papreplive.com/2017/11/28/friends-central-track-standout-gabby-wilkinson-was-born-to-run/>

Stay in touch! Please let us know what you are doing. Email your news to inquire@lansdownefriendsschool.org or mail in your news to Lansdowne Friends School, 110 N. Lansdowne Avenue, Lansdowne, PA 19050.

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