

## The Art at The Forest: The Residents' Art Gallery

by Deborah Tunstall Tippett

Resident **Jane Woodworth** has shared her knowledge and skills by volunteering to teach residents in the Art Studio. The work of the following four residents who have studied with her is currently displayed in the gallery across the hall from the Art Studio.



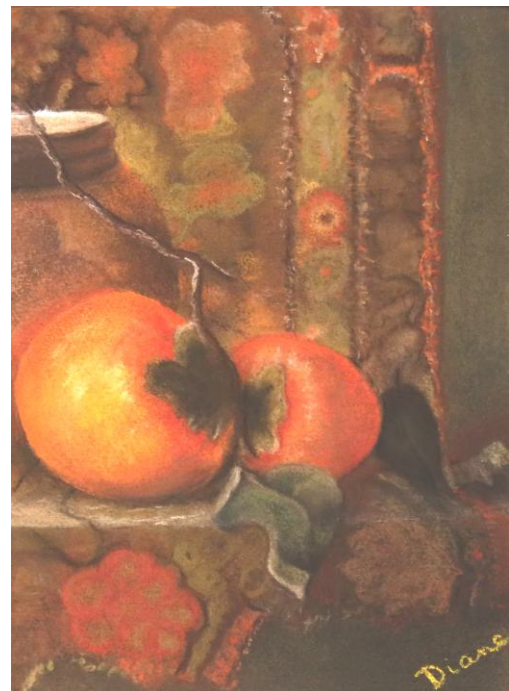
*Jane Woodworth*

When **Jo Mooney** was in first grade she told her friends, "I am going to be the greatest artist that there ever was," to which the boys replied, "You can't, because you are a girl." Despite this warning, she enjoyed art in elementary school, especially encouraged by her first grade teacher. In her mid-30's, she returned to her love of art by taking night classes at an art school in Chicago. She had teachers who encouraged her

work, but she really began art at The Forest in 2017 when she started taking classes with Jane. Jo says now, "Jane can tell you how to do anything and is a wonderful teacher." Jo has set up an art space in her apartment because she enjoys working independently. Her painting in the gallery was influenced by a former teacher and internationally known artist, Rudolph Pen from Chicago, who strives to create motion within the painting. Jo



*Jo changed the customary rectangular shape of her painting to a trapezoid to accentuate the feeling of movement.*



*Diane Blair created this beautiful still life of pomegranates.*

continues to use her skills on the staff of *The Forester*, first as the art and collage editor and now as a proofreader, which reflects her career in publishing.

A TFAD walker can often see **Diane Blair** working in her beautiful yard, so it is not surprising to learn that one of Diane's careers was as a landscape designer. Diane took art classes in high school and in college but primarily sketched for

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### *The Forester*

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### ***In Memoriam***

Oswald "Ossie" Ganley                      April 8, 2024

Katherine Holton                                April 22, 2024

This photo submitted by Astrid Schmidt-Nielsen shows our winsome resident Canada Goose, together with an attentive Gander (not shown), guarding eggs which transformed during the week of April 14 into five goslings now gracing our pond and the adjacent grassy bank.



This and earlier editions of *The Forester* are available in full-color digital PDF format from the RA Website <https://ForestRes.org>.

## **President's Podium**



by Jim Freedman

One of my points of emphasis, in my term as RA president, is improved communication on what is happening and changing at TFAD. As an "experiment," I went to ChatGPT and requested an essay on communications. Here's what I was presented:

Communication is the lifeblood of human interaction, the bridge connecting minds and hearts. It is not just about words, but understanding and empathy. Effective communication involves active listening, clear expression, and mutual respect. It fosters understanding, resolves conflicts, and builds strong relationships. In a world buzzing with noise, it's the art of truly connecting, essential for personal growth, professional success and social harmony. Communication encompasses various modes beyond mere verbal expression. It includes non-verbal clues like body language, facial expressions, and gestures. Written communication, through letters, emails, or text messages, transcends time and distance, enabling documentation. Visual communication, through images, symbols, and diagrams, appeals to emotions and intellect simultaneously. In today's digital age, technological advances have revolutionized communication, with social media, video calls and instant messaging enabling instant connectivity globally. Each mode has its strengths and weaknesses, influencing how information is conveyed and perceived. Despite the diversity, the essence remains the same—to connect, inform, and understand.

What is your preferred form? The good news is all types are available here at The Forest. Verbal communication appears daily with committee meetings, group activities, Life at the Forest presentations, informational lectures, and

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# Library Science 101

## by Carol Reese

Are you interested in helping out in the Library? Well, there are many ways you can do that—from putting labels on new acquisitions to re-shelving books. There are many different activities needed to keep any library (even one as small as ours) functioning properly. Some activities require weekly duties, such as working at the Circulation Desk; others require action on an as-needed basis, such as cataloging new additions to the collection. In addition to the activities listed below, you might wish to contribute a short article to the Library Science 101 column. Have you visited another library and wish to tell others about it? Read something about freedom of information and wish to share? Discovered an interesting publication and wish to review it? Please feel free to send it to me, and I will happily include your write-up in my monthly column.

### **LIBRARY VOLUNTEER INTEREST FORM**

If you would like to volunteer in The Forest at Duke's Library, please indicate which of the following duties you might be willing to get training to do (you can check as many as you like—you won't be expected to do them all):

- Serve on Library Committee (develops policies and procedures)
- Serve on Acquisitions Committee (selects items for the library's holdings)
- Catalog new items (add new items to Library's computer software)
- Process new items (put labels on, and book cards in, new books)
- Work at Circulation Desk (check books out and in, re-shelve books, help patrons)
- Check in returned books (use Library software to check in returned items)
- Organize shelves (make sure items on shelves are in their proper place)
- Create special exhibits (use themes to highlight items in our collection)

If you think you might want to work in any of these volunteer positions, just email me that information at [reese.carol911@yahoo.com](mailto:reese.carol911@yahoo.com), or put the completed form with your name and contact information in my TFAD mailbox (#4035) with the position(s) that are of interest to you. I'll then contact you with more detailed information. Hope to hear from you.

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## **Podium...**

*(Continued from Page 1)*

personal interactions. There are printed information sources throughout The Forest. Robyn Sloan recently sent me a survey she had completed on the number of those sources, and she counted four periodic publications, a multiplicity of notebooks and bulletin board postings in the Connections Room, the Group Exercise Bulletin Board, the Mail Room Bulletin Board/Notebooks, plus at least four hallway bulletin boards posting scheduled events. Visual communication is highlighted by Channel 1390, with real time as well as time-shifted video transmissions.

In addition, your Residents' Association is taking an aggressive role in improving our use of modern technology, with the new and improved Resident Association web page which allows you to access, from your personal devices, most TFAD posted and activity information from any place and at any time. As mentioned above, communication is a "human interaction." Still, information sent out must be accepted to complete the interaction. If a tree falls in the forest with no one around, does it make a sound? ‡

## Welcome New Residents

### Chrissy & Joel Huber

Cottage 41

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Welcome to Joel and Chrissy, long-time Durham residents who have joined many friends here at The Forest. Joel grew up in Bryn Mawr PA. He received a BA in Philosophy from Princeton University in 1967



and an MBA and PhD degree from the Wharton School at the University of Pennsylvania. For his first academic jobs, Joel taught Marketing at Purdue University and Columbia University. In 1978 he joined Duke as a marketing professor. The business school was then led by **Tom Keller**, a current resident of The Forest. Joel has focused on understanding how people make market decisions that alter their satisfaction with life. He remains an active reviewer of academic articles and was the senior editor for the *Journal of Marketing Research*. Soon after moving to Durham, Joel became the president of the Morehead Hill Neighborhood Association and served as a member of the vestry at St. Stephen's Church in Durham.

Joel and Chrissy were married in 1970. They have two children: Mary Cooley is a pediatrician in Durham, and Amanda Klein is

a graphic designer in Mount Pleasant SC. Mary has two children, Will, 17, and Jordan, 14. Amanda has Gus, age 5. The Hubers love interacting with their sons-in-law, who have introduced them to race cars, dinosaur hunters, modern fiction, contemporary music and a wide array of sports.

Chrissy hails from Charleston WV and was an Art History major at Wellesley College.

She received an MA and PhD in Art History at UNC in Chapel Hill. Her dissertation, "Playing Shakespeare in the Colonies," focuses on a Charles Wilson Peale portrait of an actress disguised as a man in Shakespeare's *Cymbeline*. The portrait portrayed a virtuous actress at a time just before the American Revolution, when the theater was often seen as a reflection of British decadence. Chrissy worked at the Pennsylvania Academy of Fine Arts as a registrar, later at the North Carolina Museum of Art as Assistant Registrar, and finally at the Ackland Art Museum in Chapel Hill as Assistant Curator for Exhibitions. Past volunteer activities have included the Blossom Garden Club in Durham and the Sarah P. Duke Gardens.

Chrissy looks forward to continuing her gardening and attending concerts, lectures, and joining in swimming and exercise groups at The Forest fitness center. A project dear to her heart is overseeing the restoration of her family home near the New River Gorge in Oak Hill WV. Joel's interests include all kinds of games including chess, backgammon, and table tennis. He anticipates continuing to write, edit, and enjoy many forms of performing arts. 🌿

## Welcome New Residents

### Bernice “Bunny” & Stephen Koff

Cottage 90

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We welcome Bernice (Bunny) and Stephen Koff who come to TFAD after 11 years in Chapel Hill. Both grew up in Long Beach NY and were an “item” from the age of 16. Bunny went to Queen’s College in NY as an English



major and French minor. Stephen did both undergraduate and Medical School at Duke. In 1966 the couple began their married life in Durham. Bunny initially taught high school English in Cary but later took a position at the original Duke University library. Stephen’s 1969 graduation from medical school saw the couple back in “the City” for two years with his internship and residency in internal medicine at Weill Medical College of Cornell University.

While in New York, Bunny worked as a proofreader at Rockefeller University and studied interior design. Stephen’s decision to change careers from internal medicine to surgery took the couple to the University of Michigan–Ann Arbor where Stephen completed residencies before joining the University of Michigan faculty. Their three children, Jonathan, Ashley, and Corey were born in Ann

Arbor. As Stephen learned about the emerging field of Pediatric Urology, he took his young family to England for a year, as the field was more established there. They left Ann Arbor in 1982 for the larger Nationwide Children’s Hospital in Columbus OH, and Stephen became chief there for 30 years. They retired to Chapel Hill in 2012.

In Columbus, Bunny was busy raising their three children and working as an art museum docent. During this time, her long-held interest in art flourished. An art class instructor recommended her to art school which led to her own art show. Although initially painting with watercolors, as she continued classes she expanded her repertoire to include acrylics and collage; these became her media of choice and led to a blossoming art career as well as opportunities to teach others. In Chapel Hill she joined the Orange County Art Guild which provided many venues for showing her art. Except for the Covid years, she has taught art through the OLLI program, including last year here at TFAD.

Bunny’s other interests include reading, yoga, and Pilates. Stephen’s hobbies include playing the harp, repairing antique clocks, and woodworking. The Koff’s children are Jon Koff, a physician at Yale; Ashley Koff, a dietitian living in Maine; and Corey Koff, a fly-fishing guide and instructor in Oregon. Both sons are married with two children for a total of four grandchildren for the Koffs. †

## Volunteer Groups Make the Campus Bloom

by Beth Timson

The Residents' Association governance documents note that the General Services Committee liaises with TFAD staff "in the areas of Buildings and Housekeeping, Grounds, and Safety and Security." In practice, that charge translates into GS subcommittees whose volunteers support three of the most delightful spots on the campus: the Community Gardens, the Rose Garden, and the Pollinator Garden.

The Community Gardens were part of the original design for TFAD, a 4,500 sq-ft area entered via a walkway between cottages 68 and 70. The available 34 garden beds were quickly signed up and have been in use ever since. Residents have made improvements over time, turning flat beds into raised ones and formalizing the area around the beds.

Today, **Craig Daniels** is the volunteer coordinator of the Community Gardens; he assigns beds and maintains information on who has which plot. He notes that the number of garden beds is now 31, since several have been taken out of service because of shading from tree growth (one of those has had a sculpture installed). The gardening group is its own *ad hoc* Advisory Committee and has developed guidelines for use on "being a good neighbor": maintain your garden bed, clean off tools and replace them in the shed after use, don't make off with the group's compost material.

Craig says that the gardens are about equally divided between growers of vegetables and flowers, and he says that some gardeners have tried unusual plants just to see if they would grow here: upland rice, cotton, and sorghum. Some gardeners have had a plot for years, and new people take plots each year as others give them up. If you're interested, contact Craig at

[craig.daniels1037@gmail.com](mailto:craig.daniels1037@gmail.com)

The Rose Garden was also a part of the original TFAD; a history of campus development says that "landscape architect Doug Stimmel set out to beautify the grounds and planted a rose garden adjacent to the formal dining area ... the rose garden became the setting for many exciting events and activities." The roses we enjoy now, however, date from 2017; they were planted when the installation of a new drainage system required digging up the whole area of the garden. The replanting of the Rose Garden was celebrated with a festive event in the Rosewood dining room that same year.

The garden oversight today is the job of the Rose Clippers, coordinated by **Mary Anne Walker**. The group of 20 volunteers deadhead old blooms, trim the plants for shape, and cut blooms for display in the Health Center and the main lobby. And, while Witherspoon Rose Nursery sprays the roses for insect and disease control several times a year, the volunteers are the front line caring for the plants and guarding them from damage. There are 30 bushes in the garden, and their names and photos of their blooms are



*Diane Sasson in the Community Gardens*

posted in the sunny hallway adjacent to the garden—a spot where many residents linger to observe their blooming beauty. If you're interested in joining the Rose Clippers, contact Mary Anne at [mawalker4747@gmail.com](mailto:mawalker4747@gmail.com).

The Pollinator Garden has received more publicity lately, being the newest garden of the three, planted in 2021. It continues to thrive, after an expansion last year, and gives us colorful and bee-friendly plants from early spring on into early winter. A crew of volunteers installed it and continues to keep it up with any necessary weeding. A few more native shrubs, for winter color, will be planted soon to complete this exceptional garden. ♣

## Residents Art ...

(Continued from Page 1)



*Heike Doane's work in the gallery is varied but you'll enjoy this portrait of her daughter and granddaughter.*

pleasure, for family and friends, and for clients in her landscape design practice. When she and her husband moved to The Forest five years ago, she started taking classes with Jane and appreciates her positive attitude and encouragement. Diane also enjoyed clay classes with **Joan Cohen**. She is currently enjoying using pastels. Her fellow students in Jane's class admire her skill and ability to paint a variety of subjects.

**Heike Doane** grew up in Germany and came to the United States on a Fulbright Exchange where she met her husband, Fred. She worked as a professor of German at the University of Vermont and later with her husband's research lab in Cary. They moved to The Forest in 2016, and she started her first art classes in 2019 with Jane. Heike appreciates Jane's varied experience and her ability to let her students pursue their own interests with patience and helpful suggestions. Heike especially enjoys portraits. If you visit her home, you will see a beautiful painting of her mother.

**Ann Inderbitzin** took her first art class in the Bronx in 1965 where she attempted to master oil painting. She completed one painting which she kept until moving, when she placed the painting out on the curb—but she admits that it was so bad that no one picked it up. Her career path led her to work at the Smithsonian Museum of Natural History and in Atlanta as an EPA Wetlands Enforcement Coordinator. She observed wetlands in nine southeastern states. When she and her husband moved to The Forest in 2014, she started taking art classes with Jane. She loves having a teacher who gives her the independence and the freedom to express herself.

I first saw Ann's work on an easel in the Art Room at the Health Center, and I was struck by the beautiful image of trees in water. If you visit Ann, maybe she will show you this amazing painting that reflects the images she saw in her work with the wetlands. If Ann ever puts one of her paintings on the curb, I will be first in line to pick it up. I hope that you will visit the gallery to view the display of thirteen paintings by these talented women. ♣



*You can see the wetlands in this painting by Ann Inderbitzin.*

## The Right that Rules the Rest

by Ralph D. Nelson, Jr.

*The Right to Vote: the Contested History of Democracy in the United States* by Alexander Keyssar (2009) provides a detailed exploration of how the states have defined suffrage—the right or privilege of voting—as the nation has changed since 1789 when the U.S. Constitution was approved. Voting is the primary way that a resident can influence the government, so voting is clearly necessary if a nation is to be governed by the consent of the governed. Still, there are ongoing debates about whether suffrage is a right or a privilege, who should determine which individuals may vote, and what issues voters may vote on.

Before the American Revolution, county taxpayers typically chose representatives to the state legislature at a local meeting conducted by the county sheriff. Since the costs of being a representative were borne by the officeholder, counties elected affluent men. In the mid-1770s, state legislatures chose the delegates to the Continental Congress. Thus, the delegates were mostly men with experience in managing both their own affairs and state business.

Because the delegates to the 1789 Constitutional Convention had many other issues to settle, they left the selection of representatives and senators to each state. From the very beginning, states differed in allocating suffrage. Only New Jersey allowed women to vote. Only Delaware required a two-year residency. Only New York required Quakers to sign a pledge of allegiance to the state. Those in power passed laws and wrote statutes to preserve their control.

Because the number of a state's representatives was based on its population, the Constitution called for a decennial census. The 1790 Census Act specified how to count free white males, free white females, all other free persons (except Indians who were not taxed), and slaves. Although it was understood that

none would be allowed to vote, three-fifths of an enslaved person counted toward representation, a compromise between northern and southern delegates. Actual U.S. citizenship was not defined in the Constitution until Amendment 14 in 1866.

Most of the Convention delegates believed that a voter should be a person who supported the government with money, through taxes, or with time, as an official or volunteer AND who could not be influenced by another person who provided significant pay or protection. Thus, they denied suffrage to farm workers and business employees; to young militia members, who were expected to help defend the town; and to women, who raised and taught the youth and fed and clothed the men.

The familiar phrase "one man, one vote"

sounds good, but many people in the United States were denied the vote from the beginning and some still are—for example, children. What we really have is "several people, one vote." For example, in 1800, North Carolina had a population of 478,000 and 25,000 voters, so each voter represented 19 people; in 2020, North Carolina had a population of 10.4 million and 5.5 million voters, so each voter represented 1.9 people.

Most folk  
could not vote  
in 1820:  
Female  
Not a Taxpayer  
Age under 18  
A Foreigner  
A Non-Resident  
A New Resident  
An Employee  
A Slave  
... or Other  
Disqualification

But a few  
could vote:  
Male  
Taxpayers  
Over 18

Keyssar provides interesting narratives of social and political negotiations that have occurred as perceived threats to the established order arose and were resolved or were deferred. Major themes determining suffrage include: property and taxes; length of

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## The Right that Rules ...

(Continued from Page 8)

residence; pauper status (or receiving support from government); race; citizenship; criminal record; occupation; literacy; gender; Native American status; national origin; age (lower and upper); and mental capability. A few reasons for denying the right to vote have been removed over time by amendments to the Constitution: Amendment 15 in 1869 for race, 19 in 1920 for gender, and 24 in 1964 for poll tax. Amendment 26 in 1971 reduced the voting age from 21 to 18. Tables of state voting laws over time and extensive end notes fill the last third of the book.

Beyond the basic right to vote are questions such as who decides what issues and candidates are presented for a vote and what barriers have been erected to allow a minority opinion to block legislation. Those are topics for other books.

The colonists had revolted rather than let Britain deny a say on their local taxation and governance. There is an old saying, "The price of liberty is eternal vigilance." If we fail to confront threats against equal representation under the law, we shall lose the right to cast an effective vote, and we may soon have no other rights. A dictator would likely respect neither the Second Amendment right to bear arms nor the Thirteenth Amendment prohibition of involuntary servitude. ¶

*Note: This article is adapted from the original, published in the July 2022, edition of The Old North State, the newsletter of the North Carolina Society of the Sons of the American Revolution.*

*Restless to learn and to share his learning, Ralph Nelson has had a longtime interest in the American Revolutionary War, the desire for independence that motivated it, and the political struggles that continue to today. Ask him about the Washington-Rochambeau Revolutionary Route that led to Yorktown and the digital guide accessible to armchair TFAD travelers.*

## Danny by Ted Harris

Danny, an Irish setter, was my pal during my teenage years in Lynchburg VA. He would ride with me on a motor scooter, his nose up in the air, taking in the surroundings by smell. His talent for retrieving was unique. He preferred stones instead of sticks. As he aged, his teeth wore down from this habit.



In the fall of 1948, my sophomore year at Middlebury College in Vermont, Danny came later by train to be with me in a fraternity house where I felt he would stay and I could care for him. Danny had other ideas. He chose to learn all about the college campus. It was a thrilling understanding for him. As I remember, there were no other dogs competing for attention. He was one lucky dog.

This handsome canine became most everybody's darling. The girl students loved him. He slept in every female dorm. Conversation among the two-legged male students focused on finding a way they could add a pair of legs to afford themselves the same opportunity.

Danny attended classes, athletic events, even Chapel, and in the Student Union cafeteria he was regularly overfed, to his great delight.

In the wintertime, when snowball fights erupted, he performed a valuable service by retrieving the snowballs. His allegiance to a particular team could not be counted on.

There was a story that I never confirmed. It was reported to me that the ATO fraternity brothers took him across Lake Champlain to a bar in Port Henry and gave him excessive amounts of beer. He put on quite a show. In dog years he was an adult and a college student.

His college experience had not spoiled him. When we returned, he evidenced no change from pre-college times. He ate the same dog food as before, with relish. And in the country he chased rocks again. ¶

## Grave Remembrances

by Robyn Sloan

A blustery winter day finds two bundled figures trudging across an open field scattered with stone and small clusters of flowers. This grassy hill features rows of polished granite with names inscribed with a permanence for the ages. The grave hunters are scouring both upright and flush-with-the-ground markers for a specific name. This is the purposeful activity in which **Dave** and **Robyn Sloan** engage several times throughout the year.

Perhaps inspired by his dad's anecdotal notes as part of genealogical records, Dave has been researching his family history. He writes: "I keep my family tree on my computer. I have 10,000 people in my tree, and another 6,000 in Robyn's. You know a lot about close relatives, but the farther out on a limb you go, the less confidence you have that the relationship exists." Confirming information is paramount, and there are many sources for that information. Some very good ones are family bibles, letters, and the scrawls on the backs of family photos. A vital one is [ancestry.com](https://www.ancestry.com), from which can be found birth and death certificates, marriage records, draft cards, wills, probate records, census data, city directories, and so on.

Another excellent source is [findagrave.com](https://www.findagrave.com), as in Find A Grave. When a departed relative can be traced to a particular cemetery, a memorial can be created on the website. A request can then go out to volunteers who live near the cemetery for a photo of the gravestone, which can be posted on the site. This is particularly good for genealogists because gravestones are quite reliable in providing birth and death dates. And if there are other family members buried nearby, there's additional confidence in a family relationship. With sufficient confidence, the



*Duke Family Mausoleum in Maplewood Cemetery*  
[Dave Sloan photo]

memorial can be linked to memorials of parents and children, creating an on-line tree.

The Sloans' forays in nearby Maplewood Cemetery are not always made during chilly weather. The grave hunting inspired by Find a Grave missions leads to relaxing outdoor time with a purpose. During these meanderings Dave and Robyn have discovered a precious memory on an infant's marker: "Budded on earth to bloom in heaven," as well as some unique names from earlier generations, such as Alvis, Clotilda, Florine, Rowena, and Zalene. And did you know that the Washington Duke mausoleum has a stained-glass window? 🌿

## Friendship: A Tribute to Sue Okubo

by Judy Vick

**O**n Thursday, April 6, 2023, my friend Sue quietly slipped away from this life.

I had visited her that morning. We talked as usual, but she told me she was very tired. Two CNA's came into her room to bathe her. She told them to go away—she did not want a bath. Then she turned to me and asked, "Should I let them?" I answered, "Yes, let them make you beautiful." Her response, "You mean I'm not beautiful?" I replied, "Your hair is a mess!" We all began to laugh and she said, "Okay, make me beautiful."

As I left, I told her I loved her, not knowing that this would be for the last time in this life.

**S**ue and I were the most unlikely of friends. We were polar opposites ethnically, spiritually, ambition-wise and in our world views. Sue's parents were Japanese immigrants who were interned in Arkansas during World War II. She was born there and after the war her family ended up in New Orleans where she grew up. If I'm to believe [Ancestry.com](https://www.ancestry.com), my forbears came from England on the Mayflower. My grandparents emigrated south, and I grew up in Florida, aware of the war, but not suffering as she was.

Sue's speech was salty, mine pretty bland. She was aggressive, always wanting to be the leader and innovator. I prefer "flying under the radar." But we had one thing in common. We both had a love for and desire to help others here in our new and final home on this earth.



Sue volunteered in many areas at TFAD. Her influence was felt as a Caucus Leader and on the Health Committee. Her biggest contribution came soon after her arrival at TFAD, when she conceived and planned the Emergency Friends Program—to accompany and stay with a resident sent to the Emergency Department at Duke Hospital when no family member was available. I volunteered to help, and that was the beginning of a special friendship. We supported each other and made the program work—along with 40 Independent Living volunteers Sue recruited. COVID interrupted what had been a very successful program.

**W**hat I learned from this friendship was life-changing. TFAD is a very diverse community, but most of us have the same goal. We want to be supportive of and encourage each other as we travel this final season of life. Sue would tell us to look for opportunities to share this life with others as she and I did. You may be surprised to find an unexpected friend and a blessing through a relationship with someone very different from you.

**M**any have requested that we begin the Emergency Friends Program again. In order to do this we need a leader and volunteers. If you are interested, contact Judy Vick by phone (919-401-4963) or email ([harjudvic@gmail.com](mailto:harjudvic@gmail.com)). 🌿



*Painting by Mary Skow*

## **They Call the Sunset Fire**

*by Dan Blazer*

The twilight works a lightshow cross the blue.  
Apollo sinks neath earth, outspreads his glow.  
New hues emerge from sun's bright blinding glare.  
And sends a portent of emerging fire.

The blaze now overwhelms the heavenly tint.  
And spreads its splendid colors tall and wide.  
Aflame as if inferno routs the sky.  
And those who watch they call the sunset fire.

Now embers of the flare begin to wane.  
Bright colors' gleam become more indistinct.  
The outlines of the hills begin to fade.  
And time's relentless journey damps the fire.

The firmament now darkens, blue to black.  
A lone beam, Venus, marks the eastern sky.  
Perhaps the moon arises large, aloof  
As chill and dark supplant the fading fire.

As sunrise heralds hope, a sunset peace.  
Our daily faith that conflicts will abate.  
The stillness of the night, tranquility.  
Yet who forgets the drama of the fire.