On the cover:
International Programs Coordinator and ESL Instructor Don Lahey encountered plenty of wildlife during his sabbatical in South Africa.

Mission Statement:
Greensboro Day School develops the intellectual, ethical, and interpersonal foundations students need to become constructive contributors to the world.

Greensboro Day School does not discriminate on the basis of race, color, creed, national or ethnic origin, disability (to the extent that reasonable accommodations are possible), or sexual orientation in the administration of its educational policies, admissions policies, or any other programs administered by the school.

Stacy Calfo, Editor
StacyCalfo@greensboroday.org
Greensboro Day School
5401 Lawndale Drive
Greensboro, NC 27455
336.288.8590
Fax 336.282.2905
www.greensboroday.org
Facebook.com/GDSBengals
Facebook.com/GDSAlumni
Twitter: @GreensboroDay

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Parent Feedback Speaks Volumes

Recently, I shared with the Board of Trustees the feedback we received from a survey our parents took at the end of the first school term. We received survey responses from over 300 parents, and across all three divisions the following questions received a 90% or better response of agree or strongly agree:

• The teachers in each division know their students well.
• The faculty and staff are caring and welcoming.
• The School provides an academically challenging curriculum for all students.
• Specialist classes (Art, music, P.E., computer, library, science, Spanish) enhance learning in the Lower and Middle Schools.
• Students have the opportunity to pursue their academic interests.
• Students have the opportunity to learn in a variety of ways (projects, lectures, small groups).
• Students are encouraged to demonstrate their understanding of material learned in a variety of ways (projects, essays, experiments, etc.).
• The School helps prepare students to become constructive contributors to the world (see page 24).
• The School clearly values relationships with the natural world (promotes sustainability).

Clearly, in the eyes of those who responded, Greensboro Day School is doing an incredible job of educating our students (see page 27 for statistics from our own graduates). Are there areas that indicated a need for improvement? Of course there were! Just as students grow and learn, schools need to grow and learn as well. Areas of growth are somewhat different in each division, but generally, improved communication, parent education and connecting learning to the real world scored in the 70-85% range. (See page 22 for more areas of focus for our school.)

I would argue that no other Prek-12 school in the Triad would receive such positive accolades from a parent survey. At GDS, our faculty and staff work hard each day to provide the best educational opportunity in a caring environment, and I'm pleased that so many of our parents see and acknowledge it.

Greensboro Day School continues to be a leader in educating its students and providing them a place where they can apply their knowledge, stretch their athletic and artistic skills and be part of a community where caring teachers encourage and support their ethical and academic growth.

I am honored to lead an institution that not only values academics, but also values the character of each student. Our faculty members are a shining example of how to teach students not just to be "book smart" but also be "life smart."

Mark C. Hale
Head of School

Hillsdale Fund Supports Campaign

Martin Boney ’55 remembers purposefully missing his ride home from Greensboro Day School so that he could walk instead to his grandmother Richardson’s Hillsdale Farm, up Lake Brandt Road overlooking the north side of the lake.

In the early years of the last century, where most other branches of the Richardson family lived in town, Lunsford and Margaret Richardson raised their family north of the city, “way out” Lake Brandt Road near a little crooked road to nowhere,” laughs Mar on. “Everybody thought the school was in the country, in the middle of nowhere,” laughs Martin. “To us, it was just on the way to our grandmother’s.”

Greensboro eventually grew out to encompass Greensboro Day, and stops just short of what remains of Hillsdale Farm, much of which is still owned by family.

Si and Betsy Boney were a founding family and strong supporters of GDS from the beginning. They believed that Betsy’s hometown, where they married in 1954 and raised their family, should have a college preparatory school that offered rigorous academics and important ethical and moral foundations. In 1970, GDS’ first year, their two daughters, Louise and her older sister Betsy Boney Moad ’75, started in 5th and 8th grades. The eldest Boney sibling – Sion – was too old to attend Greensboro’s first independent school, which opened with grades 1-8 that first year. Younger son Martin entered kindergarten in 1972.

Even after their children were alumni, and Betsy predeceased him in 1986, Si remained involved and proud of GDS and served on the Head’s Council until his death two years ago. GDS has benefited from generous financial support from the Boney family as well as from the Hillsdale Fund, the family’s philanthropic foundation, named for the Richardson family’s beloved farm. The Fund was established in 1963 by members of the Lunsford Richardson family; Mr. Richardson was the founder of Vick Chemical Company. Betsy Richardson Boney and Sion A. Boney, Jr. were part of the founding Trustee group of the Hillsdale Fund, and Sino Boney funded the Head for many years.

In fact, the Boney’s (and very often the Fund) supported every fundraising effort – large and small – for the first 40 years of the School’s existence.

Si Boney remembered the Day School in his Will with a nice bequest. In support of the Generators Campaign, the Hillsdale Fund recently made a generous grant to GDS to support the school they helped to build. Greensboro Day School will name a classroom after Betsy Richardson and Sion Alford Boney to honor their many years of service and generosity to GDS.

Founding parent Emma Poindexter shared a carpool with the Boney’s and remembers how faithful and supportive they both were of the school. “Si was at every meeting and Betsy and I spent many hours sitting in the bleachers watching Martin and my son, Christian, play basketball,” she recalled. “Betsy and I used to joke that we’d probably be sitting together in our wheelchairs in that gym watching GDS games.”

The Boney’s children, now among the family trustees of the Hillsdale Fund, are pleased that this gift can perpetuate their parents’ legacy to GDS and that the school will name a classroom in their honor.

The Boney children agree: “Mom and Dad loved Greensboro Day School and would be so proud of the School’s success over the last 40 years.”
Over Half-way to the Goal

In February, we topped $3,500,000 toward our $7,000,000 goal

Last September, Greensboro Day School kicked off the Generations Campaign, to raise capital funding for a multi-phased master campus plan to transform the campus by reorienting the front entrance from Lawndale Drive to Lake Brandt Road, building a new Middle School, and creating a natural park-like central quadrangle.

Construction of the new entrance drive and tennis courts complex funded by early lead gifts to the campaign, was completed in September. Campaign volunteers have been collecting current parents over the past five months. Next phases of the campaign will include parents new this year to GDS, alumni, alumni parents, friends of GDS, and foundations and corporations. The public phase of the campaign is expected to last at least two years.

The campaign name, Generations, is inspired by the generations of GDS families who helped start the school, and build for the future. The campaign leaders are alumni parents Melinda and Jim Rucker ’82 and Merrill and Chuck Keeley ’81. Honorary campaign chairs are GDS founders Emma and Clay Poindexter, Anita and Jim Schenck, and Sarah and Jack Warmath.

"Leadership of any campaign is one of the most critical elements in the success. Our campaign leaders, Jim and Melinda, Chuck and Merrill, have taken a leap of faith and have devoted many hours to lead this effort to transform this school for the future," said Fran Tewkesbury, Chair of the Board of Trustees. "On behalf of Greensboro Day School, and the Board of Trustees, I want to thank our leaders for all of the many hours of meetings, phone calls, sleepless nights, and words of inspiration they have provided to us thus far. We are where we are because of their hard work, the campaign volunteers hard work, and our generous donors," Tewkesbury added.

Jim Schenck, who served as a board member for many years and Board Chair from 1971-1973, said the following about capital fundraising at GDS:

In the very beginning, there was a debate about whether to open the school less than a year after the first meeting, but there was a great deal of enthusiasm and confidence and so we decided to go for it. There is no perfect time for a campaign launch, except when you have the confidence and enthusiasm. Now with this campaign, I detect that same kind of enthusiasm and confidence. It's time go for it!

If you haven't yet spoken to a capital campaign volunteer and want to learn more about the Generations Capital Campaign, contact Director of Advancement Anne Hurd at annehurd@greensboroday.org, or 336-288-8590 ext. 235.

The following are corrections to the Fall 2011 issue of GDS Magazine:

Myles Mansfield ’12 was left off the list of varsity boys’ soccer players who were named to the Ravenscroft Invitational All-Tournament Team.

The following are corrections to the 2010-2011 Annual Report published in the Fall 2011 GDS Magazine. We apologize for these omissions and are pleased to recognize and express our appreciation to these donors.

Annual Fund First/Parents of the Class of 2011: Martha and David Howard ’76, in honor of Ben Howard

Alumni by Class/Class of 1976: Gail Bernstein increased her gift to the Annual Fund First campaign by $110 or more.

Donor Honor Roll/Former Trustees: Both Jackie and Steve Bell served on the Board of Trustees.

Parents’ Association In-Kind Sponsors/ Bengals, Boots & Bling: Schiffman’s Jewelers.

GDS Launches 4-Year-Old Program

Beginning with the 2012-2013 academic year, Greensboro Day School will launch a new 4-year-old early education program. Families with children turning 4 by November 1, 2012 are invited to apply for the School’s new “Bitty Bengals” class. With its addition, the School will now offer educational options from preschool through high school.

In a safe and loving atmosphere led by highly-qualified professionals, 4-year-olds will learn to build friendships, engage in creative projects, develop important thinking skills and take part in guided explorations of the natural world on the extensive Greensboro Day School campus. Utilizing the Day School’s experience in guidance, science, technology, the arts, and more, “Bitty Bengals” will give children the opportunity to explore their natural curiosity, enabling them to interact, question, connect, problem-solve, communicate and reflect.

“Following a number of years of in-depth research and thoughtful discussion, we are looking forward to enriching our program with a 4-year-old class,” Head of School Mark Hale explained. “Greensboro Day School has a proven record of offering a nurturing educational environment along with a family-like setting where students can develop meaningful friendships with older students. We believe that providing the community with a high quality, child-centered 4-year-old program is part of our guiding principles and will best prepare young students to confidently enter a more formal kindergarten learning environment.”

The “Bitty Bengals” class will begin each day at 8:15 a.m. with family-specific flexibility for the child’s school day to end at either 1:00 p.m. or 2:45 p.m. The inaugural “Bitty Bengals” class will be limited to 12 students with a full-time teacher and assistant providing a student-to-teacher ratio of 6-to-1.

“We are thrilled to embark on this new adventure at Greensboro Day School,” said Gillian Goodman, Lower School Director. “Where else in Greensboro can young children benefit from the combination of years of experienced teaching along with the opportunity to attend concerts, plays and athletic events without ever having to get on a bus? Where else can they explore over 60 acres with trailed woods and a learning pond? We will now offer an array of early childhood experiences that includes developmentally appropriate programming beginning at age 4 and continue seamlessly into our school-age classrooms.”

Launching the new “Bitty Bengals” class will also allow the School to redefine its Transitional Kindergarten program into a full-day Junior Kindergarten. Like “Bitty Bengals,” Junior Kindergarten will be designed to address the social and emotional needs of each child, while providing the skills needed to be successful the following academic year.

Junior Kindergarten is designed for those students who would benefit from the gift of additional time before beginning Kindergarten. Greensboro Day School’s Junior Kindergarten will be a full-day program (8:15 a.m. – 2:45 p.m.) and will be limited to 16 students with a full-time teacher and assistant. Families interested in a half-day Junior Kindergarten class should contact the school’s admissions department to discuss options.

The “Bitty Bengals” class will be taught by veteran preschool teacher Emily Transou. Transou holds a master’s in education from the University of North Carolina at Greensboro. She has taught at UNC-G’s Child Care Education Program as a Preschool Teacher with 3, 4, and 5 year olds, and serves as an adjunct professor for the Human Development Department at UNC-G, teaching a course on Preschool Curriculum to pre-service teachers. Transou is currently teaching the Transitional Kindergarten at the Day School.
Endowment Named for Roger Moore

The Board of Directors of The Oscar and Mossie Teague Foundation announced the renaming of The Teague Endowment for Latin Studies to honor Roger Moore upon his retirement in December 2011 after 26 years of service to Greensboro Day School. The endowment will now be named the Roger Moore Endowment for Latin Studies.

The force behind this honor is Tommy Teague, husband of Lower School Math Specialist Nancy Teague, and a longtime supporter and member of the GDS community. Tommy Teague is the vice president of the family foundation.

This fund was originally established at Greensboro Day School in 1994 with a gift from The Oscar and Mossie Teague, Foundation, Inc., and named The Teague Endowment for Latin Studies. Upon the retirement of Roger Moore, the Teague Foundation’s Board of Directors has requested a formal name change in honor of Roger Moore’s many years of service to Greensboro Day School.

Since the mid-1990’s, earnings from this permanent endowment fund have encouraged the study of Latin by providing funds for school-sponsored travel to countries where Latin is studied for GDS Upper School students who otherwise could not afford to participate in such travel. The recipients have all been Latin students who have attained at least a level three in Latin and who show particular interest and promise in the study of the language. In the event that Latin is no longer taught in the Upper School, the award will be given to a student taking a foreign language for travel related to the language being studied.

“Students, faculty, staff parents, board members and even visitors have all been graced by Roger Moore’s presence on the campus,” said Teague. While his position has not been as part of the academic staff of the school, his optimistic attitude, encouraging words, and obvious concern for everyone around him have added much to the positive experience of all members of the School community. The other members of the foundation board of directors and I are very pleased to be able to honor Roger’s service to Greensboro Day School in this way.”

New Upper School Director Sought

Terry Buxton has announced he is stepping down as Upper School director to return to teaching in the classroom. Buxton has led the Upper School for 18 years.

“Today, the Upper School stands as a shining capstone experience for our students as they transition to the finest universities our country has to offer,” said Head of School Mark Hale. “We are grateful for Terry’s leadership which has advanced the division to its present level, and know that our students will continue to benefit from his knowledge and skills as a teacher at GDS.”

Hale has formed a committee to conduct a national search for a new Upper School Director to be in place this coming summer.

Three Students Earn Art Awards

Three Upper School students earned honors at the Scholastic Art Awards. Junior Aleksa Kirsteins and senior Jameson Midgett each received two Gold Key awards. Senior Kyle Supple received a Silver Key award.

Operated by the Alliance for Young Artists & Writers, the Scholastic Art & Writing Awards recognize student achievement in the visual arts and creative writing. Annually, the Alliance and its 83 Regional Affiliates review more than 100,000 submissions of art and writing by creative teenagers from across the country.

Above: “Towboy” by Aleksa Kirsteins ‘13
Top Right: “through the Fence” by Jameson Midgett ‘12
Bottom right: “Green Village” by Kyle Supple ‘12

56 Inducted into the National Honor Society

Fifty-six Greensboro Day School juniors and seniors were inducted into the National Honor Society on November 17. All of the inductees have an unweighted academic average of at least 87.

The inductees were: (seniors) Sarah Bankhead, Tenesha Connor, Molly Hurst, Mary Frances Jennings, Mary Talbot, Christopher Zammitt; (juniors) Jenny Allen, Elise Ammondson, Shannon Arnold, Aditya Badve, Alex Boyko, Mikhilin Brady, Madison Brantley, Caroline Brassfield, Caroline Cox, Justine Dassow, Artashes Davison, Andrew Dutch, Nick Fenger, Savannah Fox, Haeley Gilmore, Sarah Carter Jessup, Courtney Key, Saad Khan, Judy Kim, Chandler King, Alekxa Kirsteins, Alle Kleinman, Wynne Kulman, Kenny Kunberger, Seonil Lee, Ben Magod, Caroline Mapod, Carrie Melson, Gabrielle Merritt, Greg Mitchell, Tina Ni, Weldon Rose Nichols, Alex North, Mark Perry, Maggie Phillips, Andrew Plotnikov, Andrew Regal, Marissa Reid, Madison Roehrig, Jonathan Rogers, Hannah Rosen, Kathryn Smith, Christine South, Elizabeth Tilley, Lindsay Tuck, Annie Wainer, Drew Wang, Harper Weissburg, Maggie Wilkinson, Spencer Williams, and Clayton Wilson.

A highlight of the induction ceremony was a speech from long-time math teacher and alumni director Kathy Davis. Mrs. Davis recalled the first class of NHS inductees at GDS some 30 years ago and said that although each was certainly outstanding in scholarship, leadership, and service, a common thread for all was their strength of character.

The good character of our students at GDS is what keeps her coming back year after year, Mrs. Davis told the assembled Upper School and parents. “I know that years from now, you also will be successful adults, noted for your strength of character. I am proud of each and every one of you.”
### HEAD'S LIST

**10TH GRADE**
- Lexy Ackerman
- Tyler Alusio
- William Armstrong
- Miranda Bachicha
- Karson Bankhead
- Lauren Beane
- Claire Burns
- Christopher Caffrey
- Kevin Canty
- Jackson Clark
- Connor Cooke
- Natalie Curry
- Elizabeth Dougherty
- Quentin Doutt
- Mary Glaser
- A. Haggarty
- Rachel Hayes
- Anina Khan
- Haley Klinger
- Sarah Lindsay Liebemann
- Laura McGehee
- Kit McGinley
- Matthew McVor
- Carole Roman
- Eric Rosenbauer
- Mary Kathryn Sapp
- Janie Shermerhorn
- Alexa Schlein
- Zac Shner
- Rachel Schomp
- Shivani Shah
- Katherine Sipes
- Lauren Smir
- Reid Smith
- Ethan Smith
- Caroline Spurn
- David Stern
- Megan Stonechip
- Natasha Spyka
- Tyler Sudbrink
- Clayton Swords
- Zane Tate
- Christian Taylor
- Grayson Thompson
- Pearce Veazey
- Angelica Warren
- Max Weinbold
- Catherine Wright

**11TH GRADE**
- Jenny Allen
- Elise Ammonadora
- Shannon Arnold
- Alex Boyko
- Jake DeLauriers
- Andrew Dutch
- Jose Pablos Fernandez
- Nick Fenger
- Jessica Hickey
- Sarah Carter Jessup
- Courtney Key
- Chandler King
- Alexsia Kirsens
- Allie Kleinman
- Wynne Kulman
- Seonil Lee
- Di Lu
- Reed Lucas
- Ben Magdop
- Carrie Melson
- Greg Mitchell
- Tamara Monserrat
- John Morrisette
- Tina Ni
- Alex North
- Xueyi Peng
- Maggie Phillips
- Andrew Plotnikov
- Andrew Regal
- Mariisa Reid
- Jonathan Rogers
- Hannah Rose
- Kathy Smith
- Christine South
- Elizabeth Tilley
- Jialin Tran
- Annie Wainer
- Drew Wang
- Harper Weissburg
- Spencer Williams
- Clayton Wilson
- Taoran Yu

**12TH GRADE**
- Clark Ackerman
- Nicholas Bean
- Matheson Brady
- Hannah Brennan
- Samantha Brookshire
- David Burick
- Sarah Carter
- Frederick Kendall
- Clark Morgan
- Cox Dixon
- Emily Crow
- Taylor Curry
- Christian Dallad
- Charles Dick
- Carson Duflose
- Stephanie Hempel
- Hailey Jacob
- Kaitlin Lingsard
- Alyssa Mack
- Ian MacPhail
- Harrison North
- Alexander Paris
- Jessica Pusch
- Olivia Register
- Carleigh Roach
- Cameron Sharpe
- Scott Taylor
- Spencer Voo
- Mariia Warren
- Katie Watson
- Katie Wyatt

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### Honor Roll

**10th Semester Upper School**

**Honor Roll Students who earn an average of 85 and no grade below 70.**

**9TH GRADE**
- Nathan Barefoot
- Cassie Burnoughs
- Addison Byrd
- Rachel Cano
- Alex Cheng
- Shepidus Griswald
- Sarina Haghighat
- Jonathan Hinch
- Scott Hollowell
- Libby Knowles
- Sam Kolls
- Kaitlin Lingsard
- Alyssa Mack
- Ian MacPhail
- Harrison North
- Alexander Paris
- Jessica Pusch
- Olivia Register
- Carleigh Roach
- Cameron Sharpe
- Scott Taylor
- Spencer Voo
- Mariia Warren
- Katie Watson
- Katie Wyatt
**11TH GRADE**
- Coby Adams
- Eric Anderson
- Adipsa Badve
- Marco Basile
- McMikin Brady
- Caroline Braveshild
- Evan Burdett
- Gabriel Corbett
- Caroline Cox
- Justine Dassow
- Artashes Davison
- Chris Drusdow
- Savannah Fox
- Haley Gilmore
- Romina Haghighat
- Christian Haiston
- Jackie Jacobson
- Sadh Khan
- Judy Kim
- Jason King
- Tyler Kraus
- Kenny Kubeberger
- Samuel Lankford
- Caroline Magid
- Waldon Rose Nichols
- Jacalyn Ravenscroft
- Will Riedlinger
- Madison Roehl
- Ronata Rogers
- Marco Schiffer
- Micah Zimmerman

**12TH GRADE**
- Sarah Bankhead
- Jake Burns
- Sydney Cone
- Tenesse Connor
- Madhu Cornelius
- Mary Stuart King
- Jordan Klinger
- Alex Kunar
- Matt Lowe
- Brandi McLean
- Katie Gnoholt
- Emily Perkins
- Layton Schiffman
- Caroline Schlussler
- Caroline Shaw
- Joshua Star
- Tess Stark
- Imans Tarasidis
- Grace Williams
- Micah Zimmerman

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### Bengal Bites

- Following their pumpkin decorating contest, 8th graders donated the money raised ($480) to the Mammography Scholarship Fund in honor of the Women’s Only 5K Race.
- Katie Rowlett ’12 was accepted into the Western Region All State Honors Orchestra, 1st violin section, and Edison Lu’13 was accepted into the Western Region All State Rerpoert Orchestra, 1st violin section.
- 41 Middle School students participated in the National Conference of Community and Justice ANYDAY program.
- Eight GDS students and faculty members attended the annual People of Color Conference in Philadelphia in December.
- Ben Magdop ’13, Caroline Braveshild ’13, Ellie Dougherty ’14, and Elise Ammonadora ’15, along with faculty member Eric Shilling went to New Delhi for the 6th annual Community Development and Leadership Summit.
- Senior Cameron Lomayley is a semi-finalist for the Coca-Cola Scholarship. He is the first semi-finalist gds has had in this program in over 25 years.
- Senior Sowmya Mangipudi is an Emyor Scholar semi-finalist.
- Lower School teachers Beth Hopkins, Kiley Sipe, Suzanne Blliss and Crissy Anderson along with counselor, Michelle Bostan offered courses to 35 area preschool teachers, as part of GDS Experts Program. The preschool teachers earned continuing education credits for their participation.
- Fourteen seniors received special recognition in the National Merit Scholarship Program, based upon their performance on last year’s PSAT exam.
- Physics teacher Jeff Regester was awarded the 2012 Brooks Sabbatical.
The long-standing tradition of our winning swimming and basketball programs, along with the rising success of our wrestling program, makes for exciting athletics during the cold winter months. This year was no exception.

GDS boasted a state championship at the end of the season thanks to an impressive boys’ swim team. Following their 14th straight PACIS title, they dominated the pool in the state tournament. Jonathan Rogers ’13 won the 100 meter backstroke, setting a new school record. Rogers also set a new record in the 200 meter individual medley with an 1:54.74. Eric Rosenbower ’14 won the 50 meter and 100 meter freestyle, breaking the school record in the 100 meter freestyle. The 400 free relay team of Rogers, Rosenbower, Grayson Thompson ’14, and Jake Burns ’12 also set a school record.

**Our girls swim team exceeded expectations during the state tournament.** Our relay teams —Shannon Arnold ’13, Caroline Brass ’13, Elizabeth Tilley ’13, and Olivia Johnson ’16— earned them a 2nd place conference title. Girls’ 200 medley relay and girls’ 400 free relay also set a school record. Our girls swim team exceeded expectations during the state tournament.

Senior captain Nathan Elsner ’12 and Junior Gri n Taylor earned the state runner-up ranking in the 106 lb. weight class. Senior captain Nathan Elsner finished 3rd in the state at 170 lbs, and Paul Coady ’15 finished 4th at states at 160 lbs. Both the boys’ and girls’ basketball teams brought thrilling excitement and plenty of records to the court. Boys’ coach Fredy Johnson set the North Carolina High School basketball wins record (including public and private schools) with his 819th career win on January 7. The North Carolina High School basketball wins record (including public and private schools) with his 819th career win on January 7. The North Carolina High School basketball wins record (including public and private schools) with his 819th career win on January 7. The North Carolina High School basketball wins record (including public and private schools) with his 819th career win on January 7.

Both the boys’ and girls’ basketball programs, along with the rising success of our wrestling program, makes for exciting athletics during the cold winter months. This year was no exception. Unfortunately, injuries hampered the Bengals and left them with only six wrestlers able to compete at States. Five of these wrestlers finished in the top six, earning GDS a 9th place finish in the state tournament. Jonathan Rogers, Ronata Rogers ’13, Khadejah Wilkerson ’12, Elizabeth Tilley ’13, and Reed Lucas ’13 were named to the Pizza Hut Invitational All-Tournament team.

Starting the season with only five wrestlers on the roster, the wrestling team quickly grew to 13. Unfortunately, injuries hampered the Bengals and left them with only six wrestlers able to compete at States. Five of these wrestlers finished in the top six, earning GDS a 9th place finish in the state tournament. Jonathan Rogers, Ronata Rogers ’13, Khadejah Wilkerson ’12, Elizabeth Tilley ’13, and Reed Lucas ’13 were named to the Pizza Hut Invitational All-Tournament team.

Senior Jonathan Campbell was named the Gatorade NC Soccer Player of the Year, the first Bengal to be named to this prestigious position. The award, which recognizes not only outstanding athletic excellence, but also high standards of academic achievement and exemplary character demonstrated on and off the field, distinguishes Campbell as North Carolina’s best high school boys soccer player.

Matthew Lowe, a sophomore and varsity lacrosse defender at Greenboro Day School, was named as a 2012 Brine National High School All-American and was selected to represent the Southeast Regional Team in the 2012 Brine National Lacrosse Classic to be held in Boyds, Maryland June 30-July 3, 2012. Midfielder Donnie Proper, in his senior year, was selected to the National All Star Lacrosse Academy for the middle school level. And finally, wrestler Gri n Taylor ’13, state runner-up in the 106 lb. weight class, qualified for the National Preps Championship Tournament.

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**Our girls’ basketball team scrimmaged against the UNC JV team in the Dean Dome… and won 95-89!**

Following their undefeated conference action, the varsity girls’ team earned the conference title and, for the first time in the history of girls’ basketball at GDS, they participated in the state championship game. While they lost to Providence Day in the final game, the team showed they were an impressive force on the court. And, it looks as if the strength of our girls’ basketball program is here to stay: The JV girls’ and the 8th grade girls’ teams also went undefeated in conference play.

This season also marked some special athletic awards for our students. Senior Annie Tsezekbury was awarded the first Molly Brenner ’05 Award for her dedication to the GDS basketball program. Annie serves as the varsity boys’ team manager. The Molly Brenner ’05 Award will be given annually to a student basketball manager who exceeds coach’s expectations and shows extraordinary dedication to the School’s basketball program. The award is named in honor of Molly Brenner ’05, whose enthusiasm and selfless dedication to the GDS basketball program led to even greater success as the varsity basketball manager at the University of North Carolina.

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Following their undefeated conference action, the varsity girls’ team earned the conference title and, for the first time in the history of girls’ basketball at GDS, they participated in the state championship game. While they lost to Providence Day in the final game, the team showed they were an impressive force on the court. And, it looks as if the strength of our girls’ basketball program is here to stay: The JV girls’ and the 8th grade girls’ teams also went undefeated in conference play.

This season also marked some special athletic awards for our students. Senior Annie Tsezekbury was awarded the first Molly Brenner ’05 Award for her dedication to the GDS basketball program. Annie serves as the varsity boys’ team manager. The Molly Brenner ’05 Award will be given annually to a student basketball manager who exceeds coach’s expectations and shows extraordinary dedication to the School’s basketball program. The award is named in honor of Molly Brenner ’05, whose enthusiasm and selfless dedication to the GDS basketball program led to even greater success as the varsity basketball manager at the University of North Carolina.

Senior Jonathan Campbell was named the Gatorade NC Soccer Player of the Year, the first Bengal to be named to this prestigious position. The award, which recognizes not only outstanding athletic excellence, but also high standards of academic achievement and exemplary character demonstrated on and off the field, distinguishes Campbell as North Carolina’s best high school boys soccer player.

Matthew Lowe, a sophomore and varsity lacrosse defender at Greenboro Day School, was named as a 2012 Brine National High School All-American and was selected to represent the Southeast Regional Team in the 2012 Brine National Lacrosse Classic to be held in Boyds, Maryland June 30-July 3, 2012. Midfielder Donnie Proper, in his senior year, was selected to the National All Star Lacrosse Academy for the middle school level. And finally, wrestler Gri n Taylor ’13, state runner-up in the 106 lb. weight class, qualified for the National Preps Championship Tournament.

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1. Aladdin (David Chung ’16) and Jasmine (Anisha Sharma ’16) take a ride on the magic carpet (Morgan Winstead ’18) in the Middle School’s production of Aladdin, Jr., March 1-4.
2. The elaborate production featured dozens of students.
3. Jafar (Jeremy Akin ’16) is up to no good.
4. Genie (Jake Keeley ’16) put on quite a show.
5. Carpet (Winstead) and Abu (Sophie Dalldorf ’18) try their best to stay out of trouble.
7. This year’s production included two female leads. Shreya Shah ’16 and Anisha Sharma ’16 shared the part of Jasmine, along side Chung’s Aladdin. More photos online at www.flickr.com/greensborodayschool.

Playing to almost full houses, this year’s One Acts was a fun mixture of British sketch comedy. Some highlights of the “Monty-Python-esque humor” were the History of the Jape (a performance of various slips, hits, and pies in the face), sketches involving life and death (including a reluctant soon-to-be-born baby and a teenager actually dying of embarrassment), and sketches involving businesses (including an argument clinic, a homeopathic ER, and why it’s “identity theft” rather than a bank robbery). The One Acts were co-directed by Debra LeWinter and Paul Nguyen ’05.

Photos by Molly Hurd ’12.

The Parents’ Association’s 2nd Edition Cookbook!

In 2000, the Parents’ Association’s cookbook, Greens & Gold Goes Gourmet, was published and was an immediate best seller! It was a very popular cookbook both within and outside the GDS community, and requests for the cookbook are still being made to this day. Its popularity is what led to the decision to publish another cookbook, Savor the Day, scheduled to be published in the fall of 2013.

Savor the Day will be a companion to Greens & Gold Goes Gourmet, and both cookbooks will provide a vast assortment of ideas and recipes for both the novice and the culinary expert!

Current and past parents, alumni, faculty, staff and friends of GDS are encouraged to submit recipes.

SUBMIT YOUR RECIPES TODAY!
WWW.GREENSBORODAY.ORG/COOKBOOK
1. Justice Gardner ’19 in the blacksmith shop at Earthshine in Lake Toxaway, NC. As part of their study of pioneers, 5th graders are divided into two camps, Cherokees and Pioneers, and must then learn how to live in harmony.

2. Maestro Dmitry Sitkovetsky of the Greensboro Symphony spent an afternoon with our MS and US strings students.

3. Caroline Brassfield ’13 and Elise Ammondson ’13 get to know the “locals” while in New Delhi for the Community Development and Leadership Summit.

4. Upper Schoolers led Mrs. Poindexter’s 2nd graders through a guided walk of the campus nature trail as part of the Green Cup Challenge in February. Pictured here: Boone Pool ’22 and Andrew Regel ’23.

5. Caroline Bositian ’20 as ‘Cricket’ in the 4th grade production of Pinocchio.

6. Claire Lewis ’17 learns sign language during her MS activities period.

7. This winter, MS students selected from special activities to break up the academic schedule: Photoshop, Indoor Sports, Mathelp, Drop Everything and Read, Ping-pong, Chess, Coupon Club, Aladdin, Jr cast and crew, and Etcetera (sign language).


2. TK’ers studied Japan this fall. They even learned to eat sushi with chopsticks! Pictured here: Eric Gladney ’25.

3. 8th graders Katie Glazer and Caitlin Dibble are ready for the slopes during the Middle School’s Spirit Week.

4. Dozens of Upper Schoolers and faculty members showed their support for Breast Cancer Awareness month.

5. The varsity cheerleaders held a clinic for 3rd-5th graders in December. Our after-school programs have offered several free sports clinics to introduce LS students to the athletic opportunities available to them at GDS.

6. The 5th grade chorus performed several songs for veteran’s at Well Spring Retirement Community on Veteran’s Day.

South Africa presents a microcosm of the African continent. From the windswept Cape of Good Hope to the sapphire blue of the Indian Ocean, South Africa offers the visitor a wealth of art, culture, food, history, music, and peoples amid teeming cities, undulating veldts, and much of Africa’s most spectacular scenery and wildlife. An amalgam of former Dutch and British colonies whose history and collective experiences mirror in many ways the American experience, South Africa remains a great experiment and a trove of untapped potential. With its eleven official languages, rich cultural heritages and tortured history, South Africa presents itself as a beautiful land of enormous contrasts.

Thanks to the Brooks Sabbatical I was able to fulfill a dream and spend three and a half weeks in South Africa, where I visited schools, worked with teachers, students and administrators and experienced a taste of South Africa’s rich cultural and physical beauty. My adventure began in Durban, Africa’s largest port and home to Clifton School, absent my luggage after 26 hours of continuous travel. Instead of making the journey from Johannesburg to Durban with me, camera, clothes, and all the carefully selected gifts for my Clifton hosts were routed to Cape Town on the other side of South Africa. On that first day, I learned how little one truly needs to live and be happy. Perhaps, this is the key to survival in Africa?

The warm welcome I received from my Clifton School colleagues more than made up for the absence of personal possessions, while the warm soothing effects of Rooibos tea, a South African specialty I quickly came to appreciate, eased the weariness of jet lag. My very first day in Africa was one of the longest days of my life, a non-stop array of greetings, meetings, sightseeing, and invitations, but I would not trade that day for any other. I made a coterie of new friends that very first day whose faces underscore South Africa’s reputation as the Rainbow Nation.

The most exciting lessons for me were the Middle School Language Arts classes, where the boys (Clifton School is a single gender school, as are most of the independent schools in South Africa) were actively engaged and focused on producing a finished product and concrete result by the end of each lesson. One particularly effective lesson was a collaborative effort centered on writing and producing a persuasive piece for commercial use. Upon first entering the classroom I thought I was experiencing a flash back to the floor of the pre-1990s New York Stock Exchange where bartering, cajoling, and papers were everywhere and the din nearly deafening. How could 18 boys make so much noise? Yet, what first appeared to be chaos soon turned into the vibrant hum of a finely tuned classroom where each boy in every group had a finished product to share with the class. In speaking with the teacher after the lesson, she confided, “It does get a little noisy...”
In striking contrast to the blight of human poverty that surrounds many South African cities is the dramatic beauty of the South African landscape. South Africa encompasses the entire Cape Floral Kingdom, the smallest but richest of the world’s six floral kingdoms and a colorful treasure trove of more than 9,000 species of indigenous plants. A large number of these plants are endemic and occur nowhere else on earth. Many horticultural plants such as daisies, freesias, irises, lilacs, and proteas have their origins in fynbos, South Africa’s fine coastal bush. Equally impressive is the country’s enormous variety of fauna, including what is commonly referred to as the “Big Five.” The “Big Five” refers to the African elephant, lion, Cape buffalo, leopard, and rhino that abound throughout much of South Africa. Through South Africa’s conservation efforts these animals roam freely in their natural habitat. KwaZulu-Natal’s Hluhluwe-Umfolozi Game Reserve alone now boasts a population of more than 2,200 White Rhinos, the largest number of this endangered species anywhere in the world. Moreover, South Africa contains the oldest and largest game reserves in Africa, and a national effort is underway to reclaim additional lands once used for grazing and farming and return them to their natural state. I am extremely grateful to the Brooks Committee for providing my family and me the opportunity to visit a number of South Africa’s parks and preserves to study Africa’s rich natural heritage.

In South Africa, one cannot escape the contrasts or the inevitable questions that arise from such disparities. During my sojourn in South Africa two essential questions continuously came to fore. Can South Africa, a country beset with such diverse physical, social and cultural landscapes develop a national identity? And do South Africans have the social and political will to transform their country into a truly democratic society that includes, protects and values all of its constituencies? Certainly, these are the very same questions the United States and other democratic nations have had to ask themselves and continue to ponder. Of course, South Africans will determine their future by the paths they ultimately choose to tread. And what those paths will be now belong to present and future generations of all South Africans. In the meantime, South Africa remains a dynamic work in progress, a nation blessed with enormous cultural and natural beauty with lessons to teach that I look forward to sharing with students and colleagues at Greensboro Day School.
Greensboro Day School (GDS) has a unique history as an independent school. Part of our difference has centered around respect for, and interest in, developing a community of diverse learners, teachers, and families. When GDS was founded, the Greensboro community was (and remains) rich with various traditions, including Quaker and Jewish leaders, calling for a school that is also inclusive and multicultural. Indeed part of our Mission is to cultivate inclusivity and seek a larger representation of cultural diversity.

While GDS has a Mission Statement, Guiding Principles, and a Diversity Statement that emphasize the importance of an inclusive and diverse environment, and we have benefitted from the hard work of our Diversity Committee, we have never measured the success of our efforts. The Board, Faculty, and Administration at GDS believe that the time is right to review carefully what we are currently doing to enhance the quality of the education that we are offering our students, and to determine what we must do going forward.

AIM (The Assessment of Inclusiveness and Multiculturalism) was developed by the NAIS (National Association of Independent Schools) as a comprehensive way to evaluate diversity, multiculturalism, equity, and justice in independent schools. The goals of AIM aligned with diversity issues that GDS needed to examine in meeting our goals, identifying needed initiatives, facilitating meaningful dialogue, and more.

The overriding goal of building a diverse and inclusive learning community at GDS is to enhance learning in a way that will prepare our students for a twenty-first century world. This includes creating a welcoming climate that makes all its members feel valued and respected. Projects such as AIM highlight the value of increased racial, ethnic, gender, and cultural diversity and respect for all that can be learned in a rich and varied community. The education that we offer at GDS will be most productive if it takes place among people with differing social and economic backgrounds, as well as differing outlooks, experiences, and beliefs. Learning in such an environment will give our students a world class education and the tools they need to be successful in the entire world, not just in a small part of it.

Now that GDS has completed the AIM process, we have one document which includes most major aspects of our past and current diversity activities, and how constituents understand and feel about these efforts. Opinions were expressed, suggestions were made, and themes emerged, giving us what we need to design a plan specific to the needs of our school.

Currently each senior administrator has been assigned a section of the assessment to study and review with an eye towards developing action plans, both short term and long term. Actions will reflect the suggested areas for review which were determined by both the Discovery Committees and the online survey. For example, Tommy Webb is currently addressing the issues raised in the area of Policy and Administration. That full report is 15 pages which includes notes and the final report from the Discovery Committee as well as results from the survey related to this particular area. He will work with others at GDS to review the materials and suggest areas for action.

The goal is to have a rough draft of opportunities for action from an IO sections by this spring. That document will be reviewed by the AIM Coordinating Committee and the administrative team. The final working document will provide direction which will include the whole school community from admissions to student life to faculty. For the first time GDS will have a plan for furthering our inclusivity and multicultural efforts based on research, constituency opinion, and data.

Faculty and staff have already had opportunities to meet with the Coordinating Committee members to ask questions and gather feedback from information learned during the AIM process. Over 800 of our faculty, staff, parents, students, alumni and friends participated in the online assessment. In addition, over 100 participants served on our 10 Discovery Committees. The Coordinating Committee began meeting in November of 2010 through August of 2011. This has been an exciting and demanding process for our school community as we continue to find ways to improve our campus in order to serve our students as they prepare to become constructive contributors to the world.

The AIM SUMMATION that follows is based on the results of our community’s work. Thanks to one and all for support and input in this process.

Jean H. Davison, AIM Coordinating Committee Chair

Winter 2012
SERVICE LEARNING

2.1

BRINGING THE IDEA OF STUDENT PHILANTHROPY INTO THE 21ST CENTURY.

We’ve written about 21st century education for the past few years as a direction GDS is taking to better prepare our students for the future. The ‘official’ definition of a 21st century education, as stated in Tony Wagner’s Global Achievement Gap, states that students today will need 7 key survival skills:

- critical thinking and problem solving
- collaboration across networks and leading by influence
- agility and adaptability
- initiative and entrepreneurship
- effective oral and written communication
- accessing and analyzing information
- curiosity and imagination

But, how do we really teach these skills? At GDS, we let our students put their plans into action. One such example is the Student Philanthropy Council.

Service learning is a core value at GDS. Rather than holding a bake sale to raise money to buy food to donate to organizations in need, we have taken a firm position that students learn by doing and getting involved. And while taking the cupcake approach may be tasty, it does little to actually give our student the hands-on approach of actually planning and organizing a project that gives them the experience they need and the impact on the “cause” that they are championing.

So rather than spending time baking, washing cars or other typical “fundraising” endeavors, GDS created the Student Philanthropy Council as a means to provide needed funds for worthwhile programs.

Led by Student Council Treasurer Andrew Regal and made up of both student and faculty representatives, the Student Philanthropy Council dispenses Parents’ Association grants to individual students, student clubs, and classes to undertake service learning projects. This fall, the Council awarded over $1,500 to groups that would leverage the funds to make a difference in the Greensboro community.

The Council met for the first time in October, reviewing six proposals and funding two. The experience was an eye-opener for many students.

“It is really interesting to see the huge varieties of great ideas people have here at school. It was exciting to be able to help them jump start these great things and bring them to a higher level,” Regal said.

The group looked at several proposals from students in the Upper, Middle, and Lower Schools. But two projects in particular stood out to the council members: The 5th grade asked for a grant to produce cloth bags to be dispensed to families in the Lower School, in order to replace plastic and paper bags that are used to carry groceries. The Spanish club asked for help to purchase food to be sold to Upper School students. The money raised from the food sales were donated to our sister school in Nicaragua.

“These two requests were selected because they were very thorough in explaining what they wanted to do, and what they needed the money for,” Regal explained. “They were also very aware of what their next step was, and how to utilize the money in the most efficient way.”

The largest project supported by the Council was a grant to the 5th grade. The 5th grade students and teachers asked for $700 to support an idea to collect plastic grocery bags destined for landfills. They are exchanging the plastic bags for reusable cloth bags printed with GDS recycling logo.

Fifth grade student Harrison Tuck explained the goal for the project. “We are trying to recycle plastic bags that would otherwise go to the landfill. And we are hoping to stop people from using so many plastic bags in the future by distributing these cloth bags.”

His teacher Natalie Contreras, said that the 5th grade could not have undertaken their project without help from the Philanthropy Council. “We had a really wonderful idea, but needed some help in implementing it,” said Contreras. “This grant motivated our kids and families to really go after their goals. These funds are helping us connect what kids are learning in our classroom to their lives at home.”

According to Regal, this proposal in particular stood out because the 5th graders sought to leverage their grant award for greater results. In their first week alone, they collected over 45 pounds of plastic bags. Those bags were then used to enter Harris Teeter’s recycling challenge which will award the school with the most bags $1,000. But the plans don’t stop there. Harris Teeter will return the bags to the students in the 5th grade so they can give them to some Upper School students who plan to crochet them into sleeping mats that can be used by the homeless.

“I think this is really a great example of innovative thinking. The 5th grade could simply have collected plastic bags for recycling. Or they could have stopped at trading plastic for the cloth bags. The 5th grade is really learning to think outside-the-box,” said Contreras.

“This council is something very new at GDS, and has an unlimited potential,” Regal explained. “This council encourages students, groups of students, and even faculty to reach out to others, and want to do good in the world. It is also important that the GDS family knows and understands that GDS wants to help you with whatever projects you decide to undertake, in any way it can.”

That’s 21st century thinking.

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That’s 21st century thinking.
The Hard Knock Lesson of Entrepreneurialism

By Dan O’Brien, Assistant Upper School Director

A part of developing a 21st century curriculum, GDS is growing our program to encourage students with innovative ideas who also want to back them with action. We want to help our students grow into outside-the-box thinkers prepared to address a changing world.

Sophomore Janse Schermerhorn’s project to market GDS-labeled Vineyard Vines neckties and tote bags is one such venture. Schermerhorn’s quest to partner with Vineyard Vines to sell GDS ties has offered him valuable lessons in entrepreneurialism. With a plan to donate profits from his enterprise to GDS and Greensboro’s Newcomers School, Schermerhorn figured his venture would be an easy success. “I know a lot of people like Vineyard Vine’s clothing and have GDS pride,” he said. “I figured sports teams would like matching ties and tote bags, orders for the Vineyard Vine products have been slower than I anticipated. So, what is next for Schermerhorn? He has lots of high school and college left, so the sky is the limit. But one thing is certain—thanks to his GDS project, he’ll bring with him a diversity of experience that will help prepare him to be one of the innovative leaders we’ll need to navigate the ever changing world. For more information, please e-mail jschermerhorn@greensboroday.org.

Schmerhorn is already thinking about how he might apply the lessons from his project. “One lesson I learned is just how hard it is to get word out,” he explained. “I have realized that I need to find a way to keep reminding people about the products. It is hard to keep people’s attention.”

Schmerhorn’s tie and tote bag project is still going strong. He will have the first batch of ties produced and delivered this spring, and he hopes the product will generate more buzz and momentum.

THE CHARLES MCLENDON FOUNDERS SOCIETY

The Charles McLendon Founders Society recognizes those individuals who have made provisions for GDS in their estate plan. Such provisions may take the form of a bequest, the designation of GDS as a beneficiary of a life insurance policy, the establishment of a charitable trust with GDS as the beneficiary, the assignment of a title to a primary residence or other planned gift arrangement. Gifts are designated or restricted according to the donor’s wishes. Most often, donors choose to direct planned estate gifts to the School’s permanent endowment, or to provide their own named endowment fund for a specific purpose.

Membership in the McLendon Society is a special distinction, signaling the donor’s understanding that the future of the Day School is a priority now in planning for the ultimate gift upon their death. It is a lifelong commitment to the School’s future welfare. Because of the great variety of gift vehicles and giving opportunities available, donors can make a very personal statement about their care and concern for the children who attend the school.

PREPARATION FOR COLLEGE: Our Graduates Tell Us How We Measure Up

By David Gilbert, Academic Dean

How do we assess the effectiveness of a school’s college-preparatory program? Many people immediately ask about SAT scores. Our classes of 2008-2011 had median Verbal score of 610 and Math 650 (national average 505 and 515). But SAT scores, as an aptitude measure, do not present a very complete picture of student accomplishment. A broader measure might be the results of Advanced Placement testing. In recent years, about 90% of GDS graduates have taken at least one AP course with the median number being 4, and 80% of scores were 3, 4 or 5, with the average score being 3.45 (national average 2.95).

What about success in college admissions? For the past four years our seniors have filed over 200 applications to colleges listed as “most competitive,” which typically accept between 10% and 20% of their highly select applicant pool, and we have had a 33% success rate.

However, what we really want to know is how our students do once they are enrolled in college. We periodically get feedback from colleges about the success of our graduates. UNC-Chapel Hill reported that 96% of GDS graduates complete their undergraduate degree at Chapel Hill in four years versus an average of 72% for all UNC-CH students. Put all of these statistics together and we begin to get a more robust picture of a mature program that is serving a diverse group of learners very effectively. But perhaps the most telling data comes directly from graduates. What do they say about their experiences across the broad spectrum of colleges where they matriculate?

In a recent survey, we asked college age alumni to give us feedback about the effectiveness of the GDS experience in preparing them for college, and to compare their preparation with that of their peers at their college or university. What follows is a summary report of some of the findings. We heard from about 26% of the 257 students who graduated in the classes of 2007, 2008, 2009 (although somewhat less than 20% responded to all of the questions). Of the respondents 30% spent 13 years at GDS, 27% had entered in 9th grade, 15% had entered in Middle School, and another 15% had entered later than 9th grade. All but 4 had remained at the college they entered after leaving GDS – a good initial indicator of appropriate preparation on top of effective college guidance.
Among the many questions posed, we asked them to rate the effectiveness of the GDS program in preparing them for their college experience in 13 different dimensions. Responses used a 6-point Likert scale with choices ranging from Strongly Agree to Strongly Disagree (with no neutral midpoint on the scale). Overall 92% of responses ranged between strongly agree and slightly agree and 6% were strongly agree. Nine of this section’s 13 items had 75% or more of the respondents marking Strongly Agree or Agree with the particular aspect of preparation, and that statistic climbs to 96% if we add the slightly agree segment of responses.

One hundred percent of the respondents agreed they were well prepared with:

- computer and technology skills needed for success in my college.
- the skills to write effective academic essays.
- with teachers who adequately challenged and stretched me.

We asked whether they felt prepared to meet the demands of their first college math course, 63% strongly agreed and only 4% respondents (9%) expressed some degree of disagreement. In a follow-up question, one-third of the graduates replied that their math prep was “much stronger” than that of their classmates at college, and another 25% said “stronger.” Just over one-third said “about the same,” and only 2 respondents thought their math prep was weaker. In a typical senior class we will have students in at least seven different math courses ranging from Foundations of Algebra II/Trigonometry through Introduction to Calculus, AP Statistics and two levels of AP Calculus. Our goal with such a differentiated program is that each of those students find the transition to his or her first math course in college to be smooth, and that appears to be the case.

The largest number of disagreements occurred with the following statements:

- To handle the social environment at my college (23% had some degree of disagreement)—A number of these students commented on the small size of GDS and the limited diversity in our student body.
- With the time-management skills needed for success in my college (26% had some degree of disagreement) and with the study skills and habits needed for success in my college (12% disagreement)
- Among those who agreed, many chose to add narrative comments explaining their ability to manage the college workload relative to the difficulties they saw many of their classmates having.

With the skills to research and write term papers, 14% had some degree of disagreement. Several students added narrative comments to underscore this concern.

I asked our graduates about online courses. Only about 30% of the respondents reported having taken one or more online courses at college. Students explained an increase considerably over the next four years. Over the past two years we have begun making online courses available to our students as a supplement to our standard offerings. This semester we have nine students taking courses ranging from Japanese and Mandarin to AP Computer Science and AP Macroeconomics.

One of the hallmarks of the GDS experience for our students is the relationships they form with their teachers. It is notable, that when asked to comment about courses or teachers that had a significant impact on them, the 27 students who responded to this question named 25 different Upper School teachers and an additional 16 Middle and Lower School teachers. While some teachers were cited multiple times, the broad distribution of recognitions is a compelling testament to the quality of our faculty.

I will be surveying our young alumni more regularly in the future, and I hope I will be able to elicit responses from a higher percentage of the graduates. We will continue to listen to and learn from our graduates as we strive to ensure that the GDS college preparatory experience is a clear value-added feature of our program. When we speak to 8th-graders and their parents as they look ahead at joining our Upper School, I underscore that one primary goal we have for them is that after four years in the Upper School, they will proceed to college and find that their high school experience is a natural next step from their high school experience, not a quantum step. The current feedback from our graduates gives me confidence in asserting that:

88% Said their competence in the use of technology was stronger than their peers
91% Agreed they were well-prepared in math
88% Agreed they had the skills to work collaboratively with others
55% Skipped ahead in English literature because of AP scores
60% Said our arts program gave them a sense of pride
70% Cited development of interpersonal and other life skills from our athletic program

The following comments are selected from among 30 responses given to the prompt, “Please list ways in which you feel your GDS experience prepared you significantly better than many of your classmates were prepared for your academic experience at college.”

I think GDS was harder in many ways than Davidson was for my freshman year. This year Davidson is probably harder, but I was well prepared in my study habits and time management. I was used to spending lots of time on homework and assignments while most students I encountered here were not.

The math background was my strongest take away from GDS academically. The problem-solving background created from the calculus, AP Physics, AP Statistics and the lower-level mathematics courses that led up to each of those classes has been relevant in business courses I’ve taken here at UGA such as economics, accounting and finance. The skill set to read a word problem, dissect the necessary information, and set up a way to solve the problem are all relevant in these courses and I believe can be related back to these courses I took at GDS.

I believe that GDS taught me how to have good, solid academic relationships with professors and to use your professors as a tool in order to do well academically. The intensity of the academic school work at GDS made me know how to work and think once I got to college; many of my peers had an easy ride throughout high school. I, however, did not have an easy ride through high school and my hard work in high school prepared me to work hard in college. GDS also taught me how to advocate for myself when I had questions with a course.

I feel that GDS prepared me to go into class expecting to work hard and ask questions if you have them. I feel like I was much better prepared to write analytic essays in both history and English courses and had a better understanding of thesis statements and how to effectively organize papers.

As many have said before, the Honor Code creates a community of trust and excellence that is undeniable present at GDS. Students, including me, have always cherished the comfort and the community that come from the framework of honor. There are less worries about cutthroat competition or losing one’s possessions, as each student is expected to do his or her own, and to do it as well as he or she can. Cheating, especially, as it is so present here at the university, was really a non-issue in the majority of my courses at GDS. It is difficult now not to be able to enjoy that kind of freedom.
I want to share some good news with you. This is my 7th year as GDS Alumni Director. I’ve loved this job. When I reflect on why I love it, one answer rings loud and clear—it’s because of you. I love spending time with our alumni. And, when I reflect on what we’ve accomplished over the past 7 years, I’m truly amazed. There are too many changes and new initiatives to list, but I will say right up front, none of these things could have ever been done without our hard working, dedicated alumni, especially the alumni board.

Another love for me is teaching. I met you first as a teacher (and in many cases, your teacher). I’ve recently made the decision to return to the classroom full time. I’m doing this for two reasons. First, it’s time to have a new Alumni Director come in and take this exciting program to the next level and I want to be a part of that transition. I want to be on campus and available for the new director to answer questions and to guide them at the outset. My love for this program has in no way diminished, and I want to be sure what we have accomplished is as strong going forward as it is today. Second, our students are the source of my energy. Everyday I go into the classroom and get enjoyment from our students. I love it and I’m ready to have it be my focus.

We will immediately begin a search process for our next Alumni Director and alumni will be well-represented on the Search Committee. Please know that I look forward to working with you for the rest of this year and helping as needed in the future. This new direction will give me the opportunity to teach the next generation. And, who knows, I may get the chance to teach your children. Nothing would make me happier.
Jane Gorrell moved to Washington, DC in the summer of 2010. She is living in Georgetown and is working in the special events department for Special Olympics International. She spent three weeks this past summer at the 2011 World Games overseeing special events, meetings and parties for VIP and Board members. Over 7,400 athletes participated from 154 countries.

Carolyn Kates Brown has a new book coming out this year from University Press of Mississippi. A Daring Life: A Biography of Eudora Welty is a young adult biography about the Mississippi writer. Carolyn had access to the Welty family and their photographs and letters, and worked closely with the foremost Welty scholar, Dr. Suzanne Marrs, who wrote the extremely long and definitive Welty biography published in 2005. Carolyn’s book is a 144-page biography intended for young adults and the general reader. It’s filled with photos and interesting appendix material, and also discusses visiting the Welty House in Jackson, and the treasure trove of Welty papers and photographs that she left to the Mississippi Department of Archives & History.


Ericka Michelle Ellis-Stewart was elected to serve a four-year term in an at-large seat on the Charlotte-Mecklenburg Board of Education in November 2011. In December, she was elected to serve as the Chair of the Board. Her professional experience includes creating prevention-based programs for at-risk youth and building effective public/private partnerships.

Samantha Rogers is the 2012 President of the Piedmont Association of Physician Assistants.
2001

Jennifer Ingold Asbil and Seth Asbil. Daughter: Lucelia Diane Asbil (Lucy), December 7, 2011. They live in Knightdale, NC.

2002

Evans Boney founded a tutoring company (www.habartutoring.com), is in a movie, has completed an outline for a movie about the Cal Tech men’s basketball program, and is finishing his PhD in physical chemistry at Cal Tech. For more about the movie, go to phdcomics.com/movie.

In Greece, James Megliola ran the original marathon route Phidippides ran at the end of the war with Persia. He completed the run in 3:47. James has also walked Hadrian’s Wall end to end.

2003

Elizabeth Kavanagh and Chris Newsome were married October 22, 2011 at the Greenbrier in White Sulpher Springs, W.V. The Matron of Honor was Mary Ellen Kavanagh Lowry ’95 and bridesmaids included Laura Little. Elizabeth and Chris live in Greensboro.

Meghan Chisnal Willis and Ben Willis. Son: John Brady Willis (Brady), December 10. They live in Chapel Hill, NC.

2004

Haley Seymour and Vivek Vasuki were married in June 2011. Two ceremonies were held for the couple. The first featured Indian traditions in Mt. Pleasant, SC. The second was held in Greensboro. Leigh Kirby was the maid of honor, and Whitney Marshall was a bridesmaid. The couple now reside in Charlotte where Haley is a physician assistant practicing family medicine.

2005

Carrie Hagan and Will Stewart were married in Greensboro on October 15, 2011. Maid of Honor was Jeannette Hagan ’98 and bridesmaids included Elizabeth Stewart ’07, Caroline Brantley, Molly Brenner and Claire Thomas. Best Man was Grainger Stewart ’05 and groomsmen included Tilden Hagan ’02, Parker McAllister and William Taylor. Carrie and Will live in Greensboro.

2006

Joanne Wong graduated from NC State in 2010 from the College of Management. After graduation, she worked with the British Council in Hong Kong as an Examination Service Executive. She is currently employed as a Business Services Specialist at Encore Professional Services in Hong Kong, where she assists with the start up of new international businesses.

2008

Pender Sessions was hired by the Greensboro Police Department and will start the academy in May.

2010

Ashlyn Needham was elected president of the Delta, Delta, Delta sorority at NC State.
Memorials

Dr. Harry Wesley Coover, Jr., March 16, 2011. Grandfather of Kristen Paul ’02 and Adam Paul ’98.
Raouf Badawi, October 31, 2011. Father of Cherine Badawi ’94 and Christopher Badawi ’02.

Helen Lineberry, January 4, 2012. Grandmother of Vero Lineberry ’89 (deceased) and Helen Lineberry Houser ’91.

Crossroads serves teens, plans to expand program

Gerard Truesdale ’03 and Arturo McKie ’03 started hanging out together at age 3 and were schoolmates in middle school and in the 9th grade at Greensboro Day School.

“arly on, Crossroads and McKie formed “Crossroads: Pathways to Success,” a Greensboro nonprofit that encourages young men to succeed in high school and successfully pursue a college education.

“The mission of the organization is to ‘develop young men into productive leaders of our community, stressing education, personal development and community service,’” says John R. Rich, executive director for investments at Oppenheimer & Co. in Greensboro and the all-volunteer nonprofit’s treasurer.

Operating with an annual budget of roughly $12,000 to $15,000, Crossroads has served 42 kids, including 12 that stayed with the program all four years of high school.

Many of the kids are enrolled in high schools that have mainly minority students or where a big share of the students are eligible for free lunches.

MEET SOME BENGALS!

From noon to 4 p.m. every other Saturday from August through June, roughly 10 to 15 high-school boys attend Crossroads, which operates in space donated by Providence Baptist Church on Tuscaloosa Street in Greensboro.

Truesdale and McKie recruit students by visiting high schools, attending educational events and passing out pamphlets at barbershops and other venues.

The first 90 minutes of each program consists of tutoring or a talk by a guest speaker, followed by 90 minutes in the gym and then an hour of lunch and conversation.

The curriculum focuses on topics related to education, with some of the programming geared to all the students, and some of it tailored to each high-school grade.

For more information about Crossroads, please visit www.crossroadspts.org.