THE FLIPPED CLASSROOM.

model on its head.

Turning the traditional classroom
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Welcome to the fall edition of the *GDS Magazine*! Since the summer edition, much has happened here at Greensboro Day School that we are excited to share with you. In addition to news, much of this magazine is dedicated to saying “thank you” and recognizing the generosity of our school community in the annual Donor Report.

In September, we launched the public phase of our Generations Campaign which has already raised almost half of the $7 million goal toward creating a new front entrance, tennis courts and, most importantly, a new Middle School building. You will enjoy the profiles of the families who have stepped into early leadership roles in this campaign, and it will become obvious why “Generations” is such an appropriate theme. These families want to ensure that our faculty and students have a dynamic learning environment for the middle grades well into the future.

Also found in this issue is our newly adopted Strategic Plan that will guide us over the next few years as we adapt to a challenging economy and the rapid changes in the education environment as we strive to provide the 21st century education that our students will need to become constructive contributors to the world.

Other highlights in this issue include a series of announcements and articles about our amazing faculty. In fact, if you turn to page 32, you will note that almost half of the memories listed by our Alumni Board identified the importance of teachers in their experience at GDS, and rightly so. We are proud of our faculty and know that you will enjoy learning how our teachers are “flipping” the classroom (page 18), inviting students to peer into the heavens, teaching Shakespeare, learning how to teach gifted learners and being recognized as a Teacher of the Year (pages 10-11).

We are very excited that 66 of our students have been recognized as AP Scholars. Our students continue to benefit from the commitment of our teachers and from their own hard work in our challenging Advanced Placement courses. You can read more about them on page 10.

Most recently, the GDS community came together for the Green and Gold Day Carnival, organized and run by the Parents’ Association. See page 14 to see the smiling faces of Bengals young and old.

In reading this magazine you will easily see why Greensboro Day continues to be the educational leader in our community and beyond.

In this month of Thanksgiving, we stop to appreciate all the time, talent and treasure devoted daily to make Greensboro Day School the best educational experience we can offer our students.

With warm appreciation,

Mark C. Hale
Head of School
Building for the Next Generation

On September 17, GDS kicked off the start of two exciting fundraising initiatives: The Generations Campaign, a $7 million capital campaign, and the Annual Fund First: Then & Now campaign, with a goal of $700,000. If you joined us on the old tennis courts for this fun event, you’ll know that the excitement in the air far outweighed the misty weather!

The Generations Campaign will begin a multi-phased plan to transform the GDS 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. The campaign name, Generations, is inspired by the generations of GDS families who helped start the school, and now build for the future. This is true of the campaign leaders, Merrill and Chuck Keeley ’81 and Melinda and Jim Rucker ’82.

“We recognize that we—and now our children—benefit from the generosity of those who came before us and established this school,” said Chuck.

“It’s our time to build and strengthen GDS for the future,” Jim added.

In the first phase of this campaign, our highest priority is to raise funds for a new Middle School building for grades 5 through 8. Because this facility will be larger than the current building, we can implement our plan to move 5th grade into the Middle School. Construction will begin when gifts and pledges are secured.

The new entrance drive and tennis complex, a part of the Generations Campaign, were completed in September and funded by generous donors who made lead gifts during the quiet phase of the capital campaign. Over $3 million has been committed toward our $7 million goal.

The Annual Fund First campaign still carries the message from GDS school leaders that the first gift that any one makes to GDS should be to the Annual Fund. This year, campaign chairs Fran and Bert Davis added a new twist: Annual Fund First: Then & Now, which will honor donors who have been loyal supporters of GDS over 5, 10, 20 years and more.

“When we came to GDS four years ago, we were inspired by teachers, students and parents giving of themselves to foster an academic and nurturing environment. We give to the GDS Annual Fund first because it allows us to have a direct impact on the quality of education our children receive,” Fran said.

The Annual Fund First: Then & Now campaign provides vital funds for this year’s operating budget and supports

• Teacher salaries
• Need-based financial assistance
• Faculty professional development
• Classroom supplies
• Art, athletic and service learning activities in all divisions
• and all other school endeavors

The Annual Fund First campaign is the foundation for support at GDS: the Board of Trustees, the Parents’ Association and the faculty ask that the first gift that any family or donor makes to GDS each year be to the Annual Fund. Our goal this year is $700,000 and the Campaign Chairs are GDS parents Fran and Bert Davis.

Over 100 parent volunteers will be contacting GDS families to discuss support of this year’s Annual Fund and the multi-year Generations Campaign. Donors will be asked to consider a five-year plan for supporting Greensboro Day School, making GDS a priority in their charitable giving. Alumni, new families, grandparents and others will also have opportunities to give as the campaign progresses. To read more about the campaigns, go to www.greensboroday.org/supportGDS.

Greensboro Day School
Annual Fund First
Then & Now

The Annual Fund First: Then & Now campaign provides vital funds for this year’s operating budget and supports
Keeley Family Leads the Generations Capital Campaign by Example

Merrill and Chuck ’81 Keeley, and his parents, Heidi and Charlie Keeley, joined efforts with a family gift to lead support for the school in raising funds to build a new Middle School building, relocate the tennis courts and to reorient the campus to face Lake Brandt Road. A member of the Board of Trustees and Buildings & Grounds Committee Chair, Chuck has been part of a small committee working quietly to raise early lead gifts for the capital campaign. Merrill is a founder of the school’s Music, Arts & Drama (MAD) Society.

The elder Keeleys, early supporters of Greensboro Day School in its beginning years, sent their young sons, Chuck ’81 and Tyler ’82 to the school in 1971. Chuck and Merrill’s sons have all attended GDS; one son Charlie graduated last year, Fletcher will graduate this year, and Jake will certainly be well along in Upper School when the new Middle School is constructed.

Though the family was at first humbly reluctant to publicly disclose their commitment, they agreed to do so in hopes that it will inspire others to join them in making sacrificial commitments to the school that they care about so deeply.

Heidi Keeley is effusive in her gratitude for the education Chuck and Tyler ’82, and now the younger generation of her family, has received at GDS.

“Heartful" from the first day I took them to GDS, I knew they would receive the best education I could give them.” And, Heidi says with a chuckle, her energetic boys were a handful of energy even for the wonderful teachers they had at GDS.

Today, that same energy makes Chuck and Merrill (who matches her husband in enthusiasm for the school) the perfect role models for other GDS families.

“We feel good about sharing our time and giving generously to this school,” Chuck says. “Like my parents’ generation before me, I feel gratitude and a responsibility to give back.”
Melinda and Jim Rucker ’82 have three very good reasons to give to Greensboro Day School: Gray, Lindsay and Elizabeth.

“Our children can’t wait to get to school each day,” Jim, an alumnus and trustee, says. “There is no question that we will be on time – or even early – each morning; they don’t want to miss a thing!”

While Jim admits that his children probably greet each school day with more enthusiasm than he did as a young student, he appreciates that his parents, Walker and Becky Rucker, enrolled him at GDS for the strong academics and individual attention from teachers that are possible in an independent school.

“My GDS years helped shape me into the adult I am today.” With Jim’s usual sense of humor and great comedic timing, he adds that he will “leave it up to others to decide if that’s a positive or negative.”

More seriously, though, Jim says like him, Greensboro Day School has matured and that he and Melinda are more than pleased with the educational experience their three children have had so far. “We have entrusted our own children to GDS for the quality education we believe they receive here.”

Jim and Melinda, in addition to serving as Co-Chairs for the Generations Capital Campaign, have made a major six-figure financial commitment to the campaign.

“Melinda and I are pleased to co-chair this capital campaign – The Generations Campaign – with Chuck and Merrill,” Jim says. “We all recognize that we – and now, our children – benefit from the generosity of those who came before us. It’s now our time and opportunity – and we hope others will continue to join us, as well - to build and strengthen Greensboro Day School for the future.”

Jim acknowledges that a $7 million goal for the campaign is a challenge, particularly in the struggling local economy. “The need to build a new GDS middle school classroom building exists, regardless of the economy,” he says. “We have a solid, well-planned campaign that puts GDS in a position of strength for now and for when the economy in this area swings up.”

With his usual optimism, Jim says, “$7 million would sound really daunting, but we’re almost halfway there. It’s really only a $3.9 million campaign from here!”

**GENERATIONS CAMPAIGN CABINET**

**Campaign Chairs**
Merrill and Chuck Keeley ’81
Melinda and Jim Rucker ’82

**Honorary Chairs**
Emma and Clay Poindexter
Anita and Jim Schenck
Sarah and Jack Warmath

**Campaign Cabinet**
Lori Aycock
Mary and Jeff Beach
Allison Lineweaver Bell ’92 and Jon Bell ’90
Jackie and Steve Bell
Jay Brennan
Helen Brooks ’80
Nancy and Jim Bryan
Liz and Pat Burns
Sherry and Kerry Clark
Ed Cone ’80
Fran and Bert Davis
Jean and Ralph Davison
Martha Anne and Blaine DuBose
Joanne and Scott Duggan
Carrie and Will Griswold ’81

**Campaign Advisors**
Jed Dunn
Steve Hassenfelt
Marion Follin
Ross Harris
Dina and Burney Jennings
Wade Jurney
Heidi Keelley
Magz and Bob King
Kristen and Marc Magod
Terry McDaid
Paul Milam
Leigh Ann Pool
Gail and Paul Rohlfing
Walker Rucker
Mary Scott
Adeline Talbot
Fran Tewkesbury

Robert Ketner
Bill Soles ’75
Steve and Jackie Bell figure they have more grandchildren at Greensboro Day School than almost anyone. At last count, they had seven last year (one now graduated), and more on the way too young yet to attend. Their two sons also graduated from GDS. It’s a family tradition that the Bell Foundation supports, most recently with a lead gift to the Generations Capital Campaign that is the largest ever given to the school.

Steve Bell is unwavering in his commitment: “Greensboro Day School offers the best all-around TK-12 education in this community. It’s not just about the academics, but the other important experiences that make for well-rounded people that are offered at GDS. Many of the wonderful, diverse opportunities we offer are simply unparalleled elsewhere,” he says. “The new middle school will create an even better classroom environment going forward, and I am pleased that our younger grandchildren will be attending there in the future.”

His wife, Jackie, serves on the Head of School’s Council. When asked to tell the story of why their family strongly supports GDS with such a significant lead campaign gift, she offered another idea. Borrowing from that famous line from the movie The Sound of Music, she suggested, “Let’s ask the children.”

Over the summer, Jackie polled her grandchildren, asking why Greensboro Day School is important to them. The result can only be described as an envelope filled with love letters to GDS from the younger Bells. The sweet mix of responses comes from children and grandchildren ranging from Lower School through graduates.

“Greensboro Day School gave me the incredible support that I needed in order to further myself as a leader, student, and performer. I am so thankful for the opportunities that have been made available to me through the Day School.” Maggie, age 18.

“The things I like about GDS are everyone is super nice and helpful -teachers and students. I also enjoy the freedom we get and the opportunities to play sports.” Merri Baird, 12.

Fulton, (age 9), loves the literature groups where you have a chance to meet with teachers to discuss your book.

“GDS is a place where I can express myself. I can find what I love to do and pursue it through the various clubs, extra curriculars, and activities that are present in the day to day life at Greensboro Day School. The teachers push me to strive to be all I can and do what is best for me. There is always something to do and something to learn. Being at GDS has opened me up to new opportunities and helped shaped the person I have become today.” Jacqueline, age 17.

Bengal Games are very special to 7-year-old Garland, especially “when the louder your team screams, the more money you raise for charity.”

“What Greensboro Day means to me is a great opportunity in sports, classes, and after school activities such as the drama department. I am so lucky that I get to be a GDS Bengal and I plan on getting the most out of my school years.” Paxton, 14.

“Greensboro Day School is how I got most of my friends. Without GDS my life would be boring. Greensboro Day School means a lot to me because I get to play violin.” Emme, 9.

The middle generation has had a little more time to reflect on their GDS experience. Durant Bell ‘98 thinks back on his excellent teachers who prepared him incredibly well for college. His relationships and friendships formed at GDS will last a lifetime. “Many say college years are the best of your life, but I think of GDS, particularly high school, as just as much fun, if not more so. First rate drama led by Linda Sloan - those make up wonderful memories. GDS provided an unsurpassed education.

Bell Gift continued next page
that was as challenging and rewarding as my college years.” He adds to the list: “great facilities, wonderful memories, a family environment.”

Allison Lineweaver Bell (a GDS alumna in her early years) and Jon Bell ’90 undoubtedly formed their earliest bonds at GDS that eventually led them to create their own GDS family. They feel encompassed by an even larger school family and say that in addition to the wonderful education they received — and now their children enjoy — they have been touched by the amount of care and concern the school shows during difficult times, when families need it most. “The faculty and staff at GDS are eager to help in any way and go above and beyond,” Allison says.

The Bells identify with the theme of this campaign — Generations — because tradition and longevity are important to this family. “I have a friend who runs a business that his great-grandfather started 130 years ago,” Steve says. “I like to imagine that my grandchildren will love this community as we do, and live, work and raise their families here years from now! That’s why it is important that we support the Day School and help position it for a strong future: for generations to come.”

While Jackie and Steve are pleased to let their younger family members express their sentiments for GDS, Jackie does sum it up well.

“From those who have been fortunate to receive, much is expected in return,” Jackie says. “Generations of our family have been touched by GDS in wonderful ways; we are pleased and proud to be able to give back and provide for future generations of GDS students.”

Greensboro Day School’s 8th Grade Earth Science teacher, Tim Martin, has been named the Outstanding Earth Science Teacher of the Year through the North Carolina Department of Environment and Natural Resources Division of Land Resources, the Southeastern Section of the National Association of Geoscience Teachers (SENAGT). The award statement is as follows:

“This award recognizes your hard work and dedication to teaching earth science in the middle school classroom at Greensboro Day School. Your hands-on teaching methodology, together with your creative presentations and dramatic demonstrations, have inspired students to the point that they contact you well after they have graduated from high school. Your infectious enthusiasm and tireless pursuit of knowledge has impressed and encouraged your colleagues to become better educators. Your ability to ‘get things done’ through grants, technology, and organization has allowed your students and their families to learn about earth science using innovative education tools and benefitting from your field research experiences.”

Tim was honored formally at the NC Science Teachers Convention on November 10. The prize package included a $500 check from the North Carolina Mining Commission, an award plaque, a one-year subscription to the Journal of Geoscience Education, and a map package from the North Carolina Geological Society.

GDS hosted an international exchange with Brisbane Grammar School (Australia) and Clifton School (South Africa) this fall.

Ten students and two faculty members were hosted in homes by GDS faculty and families. The visiting students attended classes with their American counterparts and took part in activities and events during and after the school day. The international students made special presentations to our 8th-12th graders, and shared their culture with our Lower School students prior to leaving in October.

Cultural visits were planned throughout the exchange, including special programs at the Center for Creative Leadership, Duke University, Guilford Courthouse National Military Park, the International Civil Rights Museum, Polo Ralph Lauren, and Syngenta.
66 Earn AP Scholar Recognition

Sixty-six (66) students at Greensboro Day School earned AP Scholar Awards in recognition of their exceptional achievement on AP Exams last spring.

The College Board’s Advanced Placement Program® provides willing and academically prepared students with the opportunity to take rigorous college-level courses while still in high school, and to earn college credit, advanced placement, or both for successful performance on the AP Exams. About 18 percent of the more than 1.9 million students worldwide who took AP Exams performed at a sufficiently high level to also earn an AP Scholar Award.

Two students qualified for the National AP Scholar Award by earning an average score of 4 or higher on a five-point scale on all AP Exams taken, and scores of 4 or higher on eight or more of these exams. These students are Niklas Gahm and Sophia Schermerhorn, both 2011 graduates.

Twenty-three (23) students qualified for the AP Scholar with Distinction Award by earning an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams. These students are 2011 graduates Matthew Aronson, Kathryn Brassfield, Lillian Evans, Niklas Gahm, Lee Graves, Kris Li, Andrew Magod, Maggie Medlin, William Montgomery, Alex Procton, Jake Pulitzer, Sophia Schermerhorn, Griffin Smith, Lucy Smith, Dianne Uwayo, Nathan Vercaemert, Jennifer Wintringham, and Lane Zuraw, and current seniors Chris Dalldorf, Cameron Lemley, Daniel MacDonald, Rakesh Mitra, and Katie Rowlett.

Ten students qualified for the AP Scholar with Honor Award by earning an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams. These students are 2011 graduates John Allen, Jesus Gonzalez, Peter Han, Diana Nguyen, Brittany Porter, John Sanders, Maggie Weatherly, and Megan Wright, and current seniors Hannah Brennan and Morgan Cox.

Thirty-one (31) students qualified for the AP Scholar Award by completing three or more AP Exams with scores of 3 or higher. The AP Scholars are 2011 graduates Katie Anderson, Alec Bankhead, Kathleen Davidson, Anna Dorsett, Cami Flanagan, Patrick Fontaine, Allie Glenn, Ian Jackson, Steffani McLean, Sarah Mincher, Thomas Mincher, Lizzi Obermeyer, Beren Patel, Nicole Powers, George Russell Kristen Stevenson, Patrick Stovall, Lauren Swords, Bennett Vass, and Ashley Woods, and current seniors Matheson Brady, Samantha Brookshire, David Burick, Jonathan Campbell, Taylor Curry, Allie Knowles, Haley Peck, Wilson Roseman, Edward Sapp, Aqeelah Tarver, and Annie Tewkesbury.

Peering at Pluto

Upper School science teacher Jeff Regester spent two weeks in June traveling to the Marshall Islands to conduct research as a member of a research team studying the atmosphere of Pluto. This not-quite-a-planet, in the course of its motion around the Sun, occasionally passes in front of a distant star. Like an eclipse, but they call such events occultations. Each occultation lasts only a few minutes. By monitoring the starlight as Pluto and its atmosphere pass over the star, they can determine various properties of the atmosphere, such as temperature, density and pressure profiles, and detect the presence of haze and vertical motions.

The team consists of astronomers from the Southwest Research Institute (Colorado), Lowell Observatory (Arizona), Wellesley College (Massachusetts) —and Greensboro Day School. The project is funded by NASA, in direct support of the New Horizons mission, a probe that is currently on its way to Pluto and the Kuiper Belt. New Horizons will arrive at Pluto in July of 2015.

When an occultation is predicted, the group applies to use telescopes at observatories where the shadow is predicted to pass. They also have portable telescopes that we can ship anywhere in the world and use in the field. Previously, Mr. Regester has observed occultations in Tasmania (twice), Reunion Island, New Mexico and North Carolina.

The June expedition had team members posted in Australia, Java, the Philippines, Hawaii, Mexico, Nauru, and the Marshall Islands. Mr. Regester was on Kwajalein, one of the 29 atolls comprising the Marshall Islands. For the Pluto observations he used U.S. Army telescopes normally used to monitor missile tests and anti-ballistic missile defense tests.

You can read more about Regester’s research, and the blog posts he sent to his students during the trip, at http://academic.greensboroday.org/~regesterj/data/occ/.
Confratute in the Classroom

Fourth grade teacher Megan Judy spent part of her summer at the University of Connecticut to participate in Confratute. Her trip was sponsored in part by a Teacher Enrichment Endowment Fund grant from the Parents’ Association. Confratute is the combination of a conference, fraternity, and institute focused specifically on Gifted Education issues.

Judy attended many “strands” such as Strategies for Teaching/Counseling Gifted Kids with AD/HD and Asperger’s Disorder, Tackling Underachievement: Increasing Motivation in Students, 10 Things Not To Say to Gifted Children, OCD in Gifted Children, and Making Parents Allies. During her stay, she was afforded the opportunity to work with such renowned researchers as Joseph Renzulli, Sally Reis, and Del Siegle.

Judy will use what she learned throughout her 4th grade curriculum. For example, she has already implemented a program where students become engaged and actively research ANY topic that interests them. This gives children a chance to let their creativity flow and those true passions in life develop and grow.

Summer of Shakespeare

This summer, through the generous support of the English-Speaking Union and GDS Parents’ Association, Upper School English teacher Cory Stephenson studied Shakespeare for three weeks at the Globe Theater in London. The program, titled “Teaching Shakespeare Through Performance.” The program highlighted the playwright’s work and its function as a kind of living, breathing meditation on the human condition, expressed through the artful play of theater.

Stephenson’s instructors were actors, directors, scholars and a host of other creative people who commit their professional lives to bringing Shakespeare to the stage. These educators passed along an approach to teaching Shakespeare that taps directly into the psychological and physical essences of his senses, an approach founded on the idea that we come to understand most completely through doing and creating rather than sitting back and considering. For example, when studying the dagger scene in Macbeth, rather than simply analyzing the rhetorical devices employed by Shakespeare to convey Macbeth’s mounting dread and madness, students were prompted to imagine and respond physically to a dagger as it might move and draw them through space while delivering lines of text. Stephenson hopes to bring this spirit of “lively action” to her students by encouraging them to speak, feel, and move around in Shakespeare’s words.

Bengal Bites

- Seniors Daniel MacDonald, Cameron Lemley and Sowmya Mangipudi have been recognized as National Merit Scholarship semi-finalists, scoring in the top one percent of over 45,000 North Carolina high school juniors who took the PSAT last October.
- Last May, 163 students took a total of 357 Advanced Placement exams, with 88% of those students receiving a grade of 3 or better (as compared with 64% in North Carolina and 60% nationally).
- Head of School Mark Hale has been elected to serve on the North Carolina Association of Independent Schools governing board. He also been nominated to sit on the Southern Association of Independent Schools board.
- Eleven seniors (Clark Ackerman, Hannah Brennan, Samantha Brookshire, Morgan Cox, Chris Dalldorf, Fletcher Keeley, Rakesh Mitra, Katie Rowlett, Edward Sapp, Lindsay Stark and Lauren Watson) were recognized as Commended Students in the 2012 National Merit Program. These students scored in the top 3% of juniors taking the PSAT last year.
- Our 6th graders have been Skyping with a class in Hungary. These conversations are part of a new 6th grade social studies focus: Encountering Our World.
- Math Specialist Nancy Teague received the Outstanding Mathematics Teacher award from the North Carolina Council of Teachers of Mathematics.
A thletics at the Day School is about more than winning, even though we’ve won more than 30 state championships. We view athletic competition as a chance for students to participate and achieve, to build character and confidence, and to develop life skills that extend beyond the playing field. This fall was no exception to this belief.

To kick off the season, our athletics director and varsity basketball coach Freddy Johnson was inducted into the Guilford County Sports Hall of Fame. Shortly after, varsity swim coach Chrissy Olson ’85 was notified that she was chosen as the 2011 recipient of the Diane L. Gill Award, which seeks to recognize and honor an outstanding individual in the Greensboro community who has contributed to the promotion and advancement of girls and women in sports and physical activity.

The varsity boys’ soccer team had another terrific season in 2011. They finished the regular season ranked first in the state and were PACIS co-champions. The Bengals made it to their third consecutive NCISAA state championship game, before losing to conference rival Wesleyan Christian Academy in penalty kicks. “The expectations of this team were to compete for a third consecutive state championship and win the conference,” says coach Taylor Johnson. “These expectations were met through hard work and dedication. I am so proud of them all.”

Following the soccer season, it was announced that senior Jonathan Campbell was named as a finalist for the 2011 Wendy’s High School Heisman Award.

Two cross country runners shattered school records this year. Juniors Gabby Merritt broke the 4-year-old girls’ school record with a time of 19:26, and Clayton Wilson lowered his own school record with a time of 15:59. Wilson was also honored as conference runner of the year, with his teammate Kaitlyn Lingard ’15 being named the girls’ conference runner of the year. Lingard led the girls squad to the conference championship. “Both our girls and boys teams had great seasons and we look to be even better next year as we return most of our top runners,” says coach Bill Welch. “We had several athletes new to the team this year who show great potential and will really help the team next season.”

And the list goes on: Girls tennis christened our new tennis courts and also earned the conference title. Volleyball had a tremendous rebirth with more girls than ever coming out to play the sport. We are looking for some great things to unfold on the volleyball court in the near future. Finally, girls’ field hockey continued their tradition of introducing this sport to those in the community by holding clinics during the North Carolina Field Hockey Association’s Public School State Championship Series.

### Boys’ Soccer

**Overall Season Record:** 21-3

**2011 PACIS Conference Champions**

**All-Conference:**
- Jonathan Campbell ’12 *(PACIS Player of the Year)*
- Nick Beane ’12, Fletcher Keeley ’12, Myles Mansfield ’12, Alex Rosenbower ’12, Marco Sunol ’13

**All-State:**
- Jonathan Campbell, Myles Mansfield, Alex Rosenbower, Marco Sunol

**Most Improved Player:** Andrew Dutch ’13

**Coach’s Award:** Saad Khan ’13 and Myles Mansfield

**Best Defensive Player:** Fletcher Keeley

**Other Awards:** Jonathan Campbell and Marco Sunol named to Ravenscroft Invitational All Tournament Team

\[\text{Senior Fletcher Keeley (right) takes aim.}\]
Cross Country

Overall Record: Girls - 53-5; Boys - 18-34
2011 PACIS Conference Girls Champions, City-County Runners-up
PACIS Conference Runners of the year:
   Clayton Wilson ’13, Kaitlyn Lingard ’15
All Conference:
   Clayton Wilson, Kaitlyn Lingard, Gabby Merritt ’13, Lauren Smir ’14, Sarah Bankhead ’12, Allie Tice ’15, Caroline Spurr ’14
All State:
   Clayton Wilson, Gabby Merritt, Lauren Smir
MVPs: Kaitlyn Lingard, Clayton Wilson
Coach’s Awards: Allie Tice, Graham Wrenn ’12

Girls’ Tennis

Overall Season Record: 21-1
2011 PACIS Conference Champions
All-Conference:
   Astrid Wenseleers ’12, Annie Tewkesbury ’12, Carrie Melson ’13, Caroline Sherwood ’14, Mariah Warren ’15, Angelica Warren ’14
PACIS Coach of the Year: Jeff Campbell
MVP: Annie Tewkesbury
Most Improved Player: Shivani Shah ’14
Coach’s Award: Sowmya Mangipudi ’12
Carlton Harris Award: Sarah Lucas ’12

Field Hockey

Overall Season Record: 6-8
All-Conference:
   Haley Peck ’12, Sydney Cone ’12
Coach’s Award: Sydney Cone
Most Improved Player: Savannah Fox ’13
Best Defensive Player: Haley Peck

Volleyball

Overall Season Record: 2-18
Coach’s Award: Morgan Cox ’12, Jackie Jacobson ’13
Best Defensive Player: Mary Stuart King ’12
Most Improved Player: Shannon Arnold ’13

▲ Junior Clayton Wilson run strongs.
Astrid Wenseleers ’12 is one of our six All-Conference tennis players. ▼
More photos online at www.flickr.com/greensborodayschool.
1. Molly Hurd ’12 starred as Tracy Turnblad during the Upper School’s production of Hairspray, November 3-6.
2. One of the many dance scenes from the popular show.
3. Seaweed (Jawahn Alexandre ’12) entertains Penny (Clair Van der Linden ’12) and Tracy (Molly Hurd ’12).
4. Senior Fletcher Keeley belts one out as Link Larkin.
5. Junior Andrew Plotnikov was unstoppable in his portrayal of Edna Turnblad.
7. Motormouth Maybelle (Khadejah Wilkerson ’12) entertains Edna Turnblad (Andrew Plotnikov ’13).
8. Things get a little hairy for Amber Von Tussle (Justine Dassow ’13), pictured here with Corny Collins (Sam Lankford ’13). More photos online at www.flickr.com/greensborodayschool.
1. Seniors Chris Dalldorf and Moises Diaz meet their Kindergarten buddy, Alan Sutton. 2. Who you gonna call? The ghostbusters of course! The annual Lower School Halloween parade featured a variety of characters, including 4th graders Kameron Lloyd as the Stay Puft Marshmallow, and Eli Bensimhon, Max Walters and Zack Bensimhon as the fearless ghostbusters. 3. Lower School ‘families’ include a student from TK-5 and an adult in our LS. Families meet twice a month to learn more about each other, school traditions and other cultures. Pictured here is Kindergarten teacher, Miss Rogers’ family. 4. Arjun Ramachandran ’22 educated his classmates about India. 5. Eighth graders enjoyed reflective time at Hanging Rock. Pictured here: teacher Kay Zimmerman, Matt Guhne ’16 and Julia Weingold ’16. 6. Sixth graders, including Alyssa Bigelman, learned the math and science behind boat building before launching their own vessels at the learning pond. 7. Jacob Shepperson ’23 and his 1st grade classmates enjoyed a field trip to the butterfly farm. More photos online at www.flickr.com/greensborodayschool.
1. The senior parade is always a favorite. Pictured here: Sydney Cone and Allie Knowles. 2. Seniors Jacqueline Gravely and Emily Wilder sing the national anthem during the all-school gathering to commemorate the 10th anniversary of September 11, 2001. 3. Fifth graders posted signs around the Lower School to help educate their peers about environmental concerns. 4. Fourth grader Izzy Pitt enjoyed a spot of tea as part of her grade’s unit on England. 5. Second graders serve as reading buddies to kindergartners every year. Pictured here are Isabella Noel ’24 and Alia Smith ’22. 6. Upper School students pledge to uphold the GDS Honor Code each year. 7. Our 2nd and 8th graders team up for a friendship campaign each year. 8. After reading “Too Many Toys” by David Shannon, our TK’ers decided to bring in toys from home to donate to Mary’s House. More photos online at www.flickr.com/greensborodayschool.
Imagine taking everything you ever learned in school and flipping it upside down. Out would fall multiple lectures, dozens of flash cards, a few ‘blue books’ and maybe even a few CliffsNotes.

Now imagine a classroom where the students don’t hear daily lectures from their teacher. They don’t have to scribble notes as fast as they can while the teacher throws out facts and figures. Instead, through video, they have already been taught the basics of the lesson plan, and they can now delve even deeper into learning with richer hands-on activities. That’s 21st Century learning, and that’s “Flipping a Classroom.”
What might be a new concept to many, isn’t to several Greensboro Day School faculty members. Three Upper School teachers have been using the ‘flipping the classroom’ concept for a while and can’t imagine going back to the ‘old’ way of teaching.

“I started videotaping science experiments and problems about two years ago,” says upper School physics teacher Jeff Regester. “Mathematical calculations and derivations are recorded as screencasts, or a video of the problem being worked with a stylus on a tablet computer, while I narrate the thought process. Videos of physics demonstrations are useful for students who miss class, or for experiments that can’t be easily done in the classroom, like seeing what happens to a helium balloon floating in an accelerating car.”

Regester uses videos to supplement homework assignments. His students are given problems to solve when they get home. They must attempt to solve the problem before watching the video. Then they watch the video to see if they completed the calculations correctly.

“Some problems or derivations can take up to 15 minutes in class to complete,” Regester explains. “On a video, a student can repeat particular mathematical steps as many times as needed to follow the reasoning. It would be very boring to do that in class, but with each student replaying only what he or she needs to understand the steps, the process is much more individualized.”

Last year, former upper School learning specialist Jen Shoemaker attended a conference about flipping the classroom in Washington, D.C. She brought the concept back to GDS and formally introduced it to math teacher Eric Shilling.

“Developing students into independent learners is a priority at GDS,” Shilling explains. “It made total sense to try this new teaching format and see if helped both our advanced and average student succeed more.”

Shilling began videotaping Geometry lessons last spring. Students were given a link to a lesson and asked to watch it prior to class. In class, more time was spent on mastering the lesson through hands-on work and interactive conversations. “I found that we could cover more material in a year, and I didn’t feel as much pressure to run through lessons more quickly to stick with a proposed curriculum timeframe,” says Shilling. “The best thing about a lesson on a video is that there is no stoppage time,” Shilling added. “Those who need more help can stop and rewind, while advanced students are no longer bored in class because there is less lecturing.”
It’s also helpful that classroom videos can be viewed on many different devices, from phones to tablets to laptops, making it easier for students to get their assignments done if they have busy after-school schedules. Finding the videotaping to be a success, Shilling began sharing his classroom concept with his colleagues. One, in particular, jumped at the chance to ‘flip’ her classroom.

Spanish teacher Estelle Bowden videotapes many of her lessons for her students in Spanish II. After viewing her lessons online, she asks her students to answer questions on her Web site and then she has a better grasp of what they still need help with in the classroom.

“At the core, ‘flipping’ the classroom is like taking the teacher home with you,” says Bowden. “Kids brains are wired so differently now. Everything is viral to them, so why not give them the variety they are used to?”

Students also appreciate the chance to learn a little differently. Sophomore Emily Perkins says, “I like the videos because I can take my time when I watch them instead of being rushed through it. Also, when I am able to watch them on my own terms, I seem to pay more attention because I do not have as many distractions.”

Regester says that the classroom video phenomenon has also sparked a new creativity among his students. Using the video concept, each of his students is asked to choose a physics experiment and create his or her own lesson. A variety of videos are turned in, and many are quite fascinating to watch. “The kids really get into the work,” Regester says. “It’s new and exciting for them to complete projects this way.”

Building on their success of ‘flipping’ the classroom, all three teachers held workshops for their peers at a recent faculty workday. Their goal was to introduce this concept to as many faculty as possible with the hopes that it would build across all three divisions. The result is that Lower and Middle School teachers are already brainstorming ways they can ‘flip’ their classrooms.

Second grade teacher Marvella Taylor already has a plan in place to ‘flip’ her classroom. “I will be able to ‘flip’ a lesson that we do in our study of Greensboro. I will read the story, Freedom on the Menu: The Greensboro Sit-Ins, to the students on video,” Taylor explains. “They will view the video online at home with their parents and ponder some questions to share the next day in class.”

Eighth grade science teacher Tim Martin is already an avid fan of ‘flipping.’ “I have already made screencast lessons (video recordings of computer screen output) about the process of drawing a technical weather map for my students,” Martin says. “It’s great for them to reference, and it also helps those students who are absent from class.”

Martin brings up a great point. ‘Flipping’ the classroom is not only an innovative tool for students in class, it also serves as a great medium for students who may miss school for an extended period of time or who just want to review the material before a test.

Recently, sophomore Katie Ognovich missed a week of school for a surfing contest. “The videos really did help for Spanish and math because I wasn’t missing anything that the teacher was saying in class. It felt like I never missed school because I would listen to the videos each day then do my homework that they would do during class or at home,” Ognovich says. She adds, “When I got back to school I didn’t feel the pressure of making up missed assignments. All I had to do was make up the test and quizzes.”

“This method of teaching has so many implications for the future,” says Bowden. “It really symbolizes how our school will be run in the future. Learning will always be a continuous journey.”

“‘Flipping’ the classroom really motivates students,” Regester concludes. “It makes lessons fun and innovative!”

For a sample of our teachers’ flipped lessons, go to the EdZone playlist on our GDS YouTube channel (www.youtube.com/greensborodayschool).
Greensboro Day School
STRATEGIC PLAN
2011-2015

RISING TO THE CHALLENGE
We are living in powerful times. The turn of the millennium marked a transformative period of unprecedented speed and increasing complexity, encompassing rapid technological innovations and advances and unparalleled global inter-connectivity of economies and nations. Education is not exempt from the challenges faced throughout our society; it must adapt to our ever-changing culture while continuing to focus on basic educational priorities. Greensboro Day School, like other leaders in education, cannot be content with teaching and learning in ways created in the Industrial Age with factory-like, linear models. Our world today is a much more dynamic and complex place; innovation, creativity, and competence in working with people from diverse backgrounds and global origins are essential for success.

Greensboro Day School must adapt to the changing world by providing a learning environment that gives students the skills, mindsets, habits, and personal resources to help them develop into able, curious, collaborative problem-solvers, creators, and contributors. With the need to be adaptive as our starting point, we chose four strategic priorities in our social, economic, and educational operating environments to frame our strategic plan. Two of the forces we pinpointed speak to the economic future of the school, and two are related to the learning environment and outcomes of our school program. The four strategic priorities we used to shape our thinking are:

1. To respond to a challenging economic climate, we must continue to develop as an economically sustainable institution;
2. To respond to an increasingly competitive educational marketplace, we must help students and families discover why GDS is their best school choice;
3. To respond to a changing educational landscape marked by skills-based learning outcomes, a heightened need to create engagement and collaborative learning opportunities, the use of technology to enhance learning, and a greater emphasis on creativity and problem-based learning, we must become a model for 21st century learning;
4. To respond to our more interactive and connected world, we must educate our students for cultural literacy and global citizenship.

Our plan incorporates goals and implementation steps for each of these strategic priorities. We believe the strategic plan, adopted by the Board of Trustees and set forth in the enclosed document, outlines the appropriate strategic direction for Greensboro Day School and we have defined the work we believe we can accomplish in the next three to five years. By focusing our expertise, energy, and understanding as an institution on what it means to prepare GDS students for their futures, we are rising to the challenge presented to us at this powerful and complex moment in time. We look forward to partnering with you to continue to develop the intellectual, ethical and interpersonal foundations our students need to become constructive contributors to the world.

Mark Hale
Head of School
On behalf of the Board of Trustees, we are pleased to present the 2011 Strategic Plan for Greensboro Day School. We believe that developing a strategic plan that sets forth clear and focused goals is an important responsibility that strengthens and connects our entire school community. This work is the result of a comprehensive process that relied on the expertise of Trustees, faculty and members of both the school and larger Greensboro communities.

Together with the school’s Strategic Leadership Team (consisting of heads of each division and senior administrators), we launched our strategic planning process in August 2010 with a Board Retreat and work session that reviewed in-depth the school’s accomplishments under the previous plan. We then turned to an examination of areas that present challenges and opportunities as we look to our future. The Board charged a Strategic Planning Task Force, led by Trustee Adeline Talbot, to propose a planning process and shape the plan’s areas of emphasis.

The Strategic Planning Task Force met regularly throughout the fall and winter of 2010-2011 to identify those challenges and opportunities in the school’s operating environment that we expect to affect future operations. For each of those areas, the Strategic Planning Task Force developed a strategic priority to guide the school’s thinking and planning as it sets its course for the future. The Strategic Planning Task Force appointed four work groups (one for each strategic priority), each led by a three-member team, consisting of a representative from the Strategic Planning Task Force, a Trustee, and a member of the Strategic Leadership Team. Additional members of these work groups included Trustees, faculty, staff, parents, alumni and individuals in the community who value our school’s mission. Each work group was asked to develop goals and implementation steps that address one of the four strategic priorities: Continue to develop as a sustainable institution, Tell the GDS story, Become a model for 21st Century learning, and Educate for cultural literacy and global citizenship.

The Task Force and all four Work Groups came together in early 2011 for two three-hour work sessions during which members shared ideas for developing goals and implementation steps for the strategic priorities. The resulting strategic plan was presented for review to the GDS Board of Trustees on May 17, 2011, and adopted on August 30, 2011.

We believe this plan represents a coherent, collaborative, and focused expression of excellence in educational leadership that will allow Greensboro Day School to accomplish our mission of developing the intellectual, ethical, and interpersonal foundations our students need to become constructive contributors to the world.

Fran Tewkesbury  Burney Jennings  
Board Chair  2011 - 2014  Board Chair  2008 - 2011
Continue to Develop as a Sustainable Institution

To respond to a challenging economic climate, we must continue to develop as an economically sustainable institution.

STRATEGIC GOALS:

The Middle School campus and program will provide a superior learning environment and be the standard against which peer institutions benchmark their own middle schools.

Realizing cost efficiencies and better utilizing physical and intellectual assets will help GDS become more affordable and accessible to the community.

The percentage of the school’s budget funded by income sources other than tuition will steadily increase.

We will actively and intentionally attract, retain and develop an outstanding faculty and staff.

The traditions and atmosphere at GDS will reflect our mission, community values and commitment to parents, and make GDS visible and known throughout the community.

#4 STRATEGIC PRIORITY

Educate for Cultural Literacy and Global Citizenship

To respond to our more interactive and connected world, we must educate our students for cultural literacy and global citizenship.
#2 STRATEGIC PRIORITY

Tell the GDS Story
To respond to an increasingly competitive educational marketplace, we must help students and families discover why GDS is their best school choice.

STRATEGIC GOALS:

Our school community’s values will be the most distinguishing feature of the GDS education experience and will attract students, parents, faculty, and community partners to GDS.

The GDS Story will be well-known and our community will tell it with specificity, accuracy, and enthusiasm in and beyond our community.

Greensboro Day School will be positioned unequivocally as the leading education expert and practitioner in our community.

#3 STRATEGIC PRIORITY

Become a Model for 21st Century Learning
To respond to a changing education landscape marked by skills-based learning outcomes, a heightened need to create engagement and collaborative learning opportunities, the use of technology to enhance learning, and a greater emphasis on creativity and problem-based learning, we must become a model for 21st century learning.

STRATEGIC GOALS:

Our curricular program will focus on rigorous college prep, critical thinking, emotional intelligence and interpersonal skills needed to apply knowledge and expertise creatively to solve complex problems.

Our students will engage in experiential and authentic learning designed to address real-world problems.

Time will be structured to maximize and support meaningful learning.

The GDS learning community will use leading edge learning tools.

Our faculty and staff will be on the leading edge of educational practices.

Our parents will be an informed and integral part of our learning community.

STRATEGIC GOALS:

Our students will empathize with and be eager to gain knowledge about local, regional, national, and global issues; they will understand and appreciate cultural differences, alternative viewpoints and others’ values.

We will fully live our Diversity Statement and value the varied perspectives and cultures that a diverse mix of people adds to the learning environment.

We will fully live our Sustainability Vision and incorporate our commitment to environmental sustainability into our teaching and learning.

Service and experiential learning will be a central focus of our curricular program and instructional methodology.

Our community will consist of educated, ethical and empowered digital citizens.
OUR VISION
Greensboro Day School is known for exemplary practices in preparing students for the challenges and opportunities of a dynamic world. Our school community is a model of collaboration and inclusion sustained by respectful relationships, disciplined and agile habits of mind, ethical behavior and responsible stewardship of resources. Our program is nationally recognized for its rigor and twenty-first century relevance. Our faculty and staff excel in preparing students to be creative, courageous leaders and continuous learners.

OUR MISSION
Greensboro Day School develops the intellectual, ethical, and interpersonal foundations students need to become constructive contributors to the world.

OUR GUIDING PRINCIPLES
We commit to provide our students:
• challenging and inspiring academic programs that support students in achieving their potential in college and life.
• a socially and economically diverse community that honors and nurtures relationships among students, faculty, and community.
• exceptional extra-curricular opportunities that enrich the educational experience.
• global perspectives that cultivate respect for others and promote stewardship of the environment.

OUR DESIRED RESULTS FOR STUDENT LEARNING
• Habits of ethical behavior
• Habits of physical, social & emotional well-being
• Effective reading and research skills
• Effective written and oral communication
• Real-world problem-solving
• Stewardship of the natural world
• Cross-cultural understanding
• Creativity and entrepreneurial spirit
• Self-knowledge and independent learning
• Collaboration and leadership skills
McLendon Society

As of March 1, 2011, 40 individuals or couples have made provisions for Greensboro Day School in their estate plans and five generous gifts have been realized through donors’ estates. Those listed by name below have authorized GDS to list their names on our web site and in the GDS Magazine in hopes that others will be inspired to join them in planning for the future financial security of the School. To learn more about why they made these planned gifts, go to our web page at www.greensboroday.org/SupportGDS/McLendonSociety.

Anonymous - 23  
Mr. Jeffrey L. Beach  
Ms. Anita Goodman Bradford  
Mr. Jabari Bradford ’11  
Lisa and Edward Cone ’80  
Dr. Ralph and Mrs. Jean Davison  
Dr. Marcy Gilliard and Mr. Keith Gilliard  
R. Ross Harris  
Gail M. and Eugene S. LeBauer  
Dottie B. and Billy Nutt  
Tina Patterson  
Dr. Claibourne and Mrs. Emma Poindexter  
Mr. and Mrs. James S. Schenck III  
Mr. and Mrs. John G. Scott, Jr. ’90  
Ruthie and Alan Tutterow  
Mr. Thomas H. Webb  
Mr. David Worth  
Ann and Benjamin Zuraw

McLendon Society Honor Roll

The following generously provided gifts for Greensboro Day School through their estates.

Dr. Carlton Harris – d. 2003  
Dr. Jean Brooks – d. 2006  
Charles A. McLendon, Jr. – d. 2008  
Sion A. Boney – d. 2010  
Anonymous - 1

THE CHARLES McLENDON Founders Society

The Charles McLendon Founders Society recognizes those individuals who have made provisions for GDS in their estate plans. 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.

For more information about planning a gift to Greensboro Day School, visit www.greensboroday.org and see Planned Giving under Support GDS, or contact Anne Hurd, Director of Advancement, 336-288-8590, ext. 235.
INVEST IN GDS

When Jay Brennan “gets it,” he gets it. And then, he gives.

Like everyone, both time and money are valuable commodities in Jay’s life, and it’s a lucky organization to be the focus of Jay’s attention. For the last 16 years, Greensboro Day School has been one of the fortunate ones.

The Brennan family is no stranger to GDS. Anne Brennan, an attorney-turned-teacher, has been part of the GDS faculty for seven years as the TK-3rd grade math specialist. “I actually retired from my firm to spend more time with our children. I ended up volunteering here so much that GDS asked me to take Vickie Still’s position when she retired.” The Brennan’s daughters, Claire ’09 and Hannah ’12, excelled on the playing fields, in the theatre and in the classroom.

Jay, however, took things one step further.

Jay (and Anne) have supported the GDS Annual Fund First campaign since Claire started kindergarten in 1996. A philanthropist since his childhood, Jay says “I’ve always believed that it’s important to give back.”

But it was a chance meeting with Fran Tewkesbury in the fall of 2007 that changed Jay’s perspective on the importance of the Annual Fund to GDS. “Fran was the chair of the Annual Fund campaign that year,” Jay recalls. “I sat next to her at an Upper School parents’ meeting, and we started talking about the school’s finances. It wasn’t until I talked with Fran that I found out that the tuition I was paying didn’t cover the entire cost of my daughters’ education — that there was a gap of $1,500 to $1,800 per student. I knew then that I had to get involved and do my fair share.”

“I went for many years without ‘getting it,’” Jay continues. “And once I did, I wanted to do my part to make sure that other families understood how important supporting their child’s education was, too.”

In a single bound, Jay went from being a writer of annual checks to a passionate advocate for supporting Greensboro Day School. “I would have always done more, both with our financial gifts and my time,” he said, “but I looked at what a great school we have and figured GDS really didn’t need anything. But then I learned that it’s because our families DO give of their time and treasure that we ARE the extraordinary school that we are.”

So for the last five years, Jay has been an active volunteer for the Annual Fund First campaign, talking to families, serving on the Annual Fund and Generations campaign cabinets, and leading the effort as Annual Fund Chair for the 2010-2011 school year.

As his involvement with GDS has deepened, so has his understanding of the school. “At this point, for me, it’s not so much about the money,” he says. “My most rewarding experience has been meeting our families. GDS is a great community where you might not know it from just looking in from the outside, but we all have a lot in common. As parents, we’re passionate about our children and their education — that alone gives us shared interests, expectations and experiences. It also gives us a lot to talk about!”

It has been the conversations about the Annual Fund with other families that Jay has enjoyed the most. “I love every one of them and learn something new from every family that I talk with,” he says. One relationship that stands out clearly for Jay is that with Woo Chung, father of KyuWon ’10, Chae Won ’12, and Hyun Woo ’16. “We went from a random phone call at night asking for support, to Chung becoming a strong volunteer and advisor for the Annual Fund campaign. I learned a great deal from him about his family and why he and his wife chose GDS to educate their children. Even though we are from different parts of the world, our reasons were the same — to provide them with the best education possible.”

Whether it’s Greensboro Day School, his church or his alma mater, Colgate University, Jay lives the philosophy that he was raised on: help those who have helped you along the way. “That’s the way life works,” he says. “We owe others who have made things possible for us, and it’s so rewarding to give back.”

About her husband, Anne Brennan says, “He works really hard at everything he does, including leading the Annual Fund First campaign. Jay believes in giving back and sharing your blessings.” In Jay’s words, “Some people like to say ‘give until it hurts.’ I like to think ‘Give until it feels good!’”

Yes, Jay Brennan gets it.
“The spirit of giving was evident at GDS when our children became Bengals four years ago. As new parents on campus we saw teachers, students and parents giving of themselves to foster an academic and nurturing environment. The GDS Annual Fund: Then and Now, continues to reinforce that same spirit of giving. We give to the GDS Annual Fund first because it allows us to have a direct impact on the quality of education our children receive.

As Annual Fund Chairs, we would like to thank long term Annual Fund donors that continually make a commitment to support the GDS community. To our new families, we encourage your participation in the annual fund as you are now part of this community of giving.”

Fran and Bert Davis
2011-2012 Annual Fund Chairs

VISIT WWW.GREENSBORODAY.ORG/SUPPORTGDS FOR MORE INFORMATION.
We are in for an amazing alumni year led by an enthusiastic Alumni Association Board. The board is composed of people who want to make a difference in their alma mater. At the first board meeting, members gave their reasons for wanting to be engaged with Greensboro Day School. Here’s a sample of the responses we received:

- “It is more than just a place to go to school, it’s a family of students, alumni, parents and faculty who remain engaged with the school for a lifetime.”
- “I love the school and want to be involved in continuing to help GDS remain the very best K-12 institution in the state of NC — my niece is a first grader this year so I have an even greater interest ever.”
- “I am involved with GDS because I experienced first-hand that the school’s faculty and staff believed in me and took the time to work with me to give me the skills and confidence to thrive and succeed.”
- “The school saved me, no doubt about it.”
- “It is a special place where people of many diverse backgrounds come together to pursue academic and athletic excellence.”
- “I’ve spent 13 of my 26 years at GDS — literally HALF my life at this point. It was more than a school — it was a family, a safe community, and a learning environment that taught me so much more than lessons in textbooks. It gave me a great beginning and I love the chance to be able to give something back.”
- “I have not lived in North Carolina since graduating from GDS, so the lifeline it offers to Greensboro is crucial and the connection it offers to fellow alumni, like myself, who are in Atlanta (and in our other satellite communities) is fantastic for maintaining those friendships and social connections.”

Who can get involved? ALL Greensboro Day School alumni, whether you live in Greensboro or in another state! We already have chapters around the country (Charlotte, Washington, DC, New York City, Atlanta, Nashville, TN, the Pacific NW, California, Charleston, Richmond and Philadelphia), and are looking to develop even more. We are searching for chapter leaders in Boston, Raleigh, Chicago, Wilmington, Asheville, the Gulf states, Florida, Texas and Colorado. So, if one of the above reasons resonates with you or if you have a reason of your own, e-mail me and let’s get another chapter started today!

alumni@greensboroday.org

Kathy’s Corner

2011-2012 Alumni Board

Co-Presidents
John Lineweaver ’81 (Atlanta, GA)
Elaine Alspaugh Fox ’80

Board Members
David Anderson ’96
Jeb Brooks ’01
Carter Davenport ’99
Mary Katherine Davis Durham ’99
Pearse Edwards ’87
Erick Ellsweig ’85
Elizabeth Kavanagh ’03
Katherine Kelly ’05
Jimmy King ’79
Edo Mlatac’97
Katherine Obermeyer ’07
Jonathan Peddrick ’98
Grier Booker Richards ’97
Angelia Sherrod ’91
Megan Sudnik ’06
Don Wingate ’98

Chapter Members
Molly Brenner ’05 (NYC)
Anna Beaver ’03 (Atlanta)
Meredith Hull ’05 (Philadelphia)
Kristi Langdon ’91 (Pacific NW)
Marcy McKenzie ’98 (NYC)
Emily Hicks Maggart ’99 (Nashville)
Forest Michaels ’98 (Washington, DC)
Emily Burbine Rose ’97 (Richmond)
Catherine Houston Snarr ’86 (California)
Dillard Williams ’01 (Charlotte)
Katie Macpherson Wray ’97 (Charleston, SC)
Danny Wright ’89 (Franklin, TN)

Alumni Board Co-Presidents, Elaine Alspaugh Fox ’80 and John Lineweaver ’81, retreated to the North Carolina mountains this summer with Kathy Davis. They worked on their goals for the year.
UPCOMING EVENTS

November 25
CLASS OF 2006 5 YEAR REUNION
Grafitti’s, 5 - 8 pm

January 7
BENGALS AT PROVIDENCE DAY
Alumni hospitality room during games

January 27
HOMECOMING
Alumni hospitality room and children’s games. Admission is free.

Late January
WASHINGTON, D.C. EVENT

March 31
BENGAL DASH

April 14
BENGAL PAWS FOR SERVICE

April 20-21
REUNION WEEKEND
alumni baseball game, cookout, and
all-alumni party celebrating retirees Jane Gutsell, Roger Moore and Zvonko Nikolic

STAY CONNECTED!

Find us on Facebook!
www.facebook.com/GDSAlumni

Follow us on Twitter!
@GreensboroDay

Watch us on YouTube!
www.youtube.com/greensborodayschool

View us on Flickr!
www.flickr.com/GreensboroDay

Annual Wine Tasting
Carolina Theatre, October 19


More photos online at www.flickr.com/greensboroday.
The Alumni Board brainstormed why they give to the school.

In honor of GDS’ 42nd anniversary, here are 42 of the 91 reasons they gave.

Take a walk down memory lane and see how many of these you remember.

1. I still find myself humming the theme song to *Voyage of the Mimi* from 6th grade.
2. The Yellow Team dominates at Bengal Games!
3. We need the GREEN to continue to be the GOLD standard in independent education.
4. At GDS, I learned the power and importance of community service.
5. Mrs. Alspaugh pulled my teeth.
6. My senior project taught me what I needed to do in this world.
7. I will never again see the inside of a life-sized whale like the one Mr. Head created in the Alumni gym.
8. I owe Coach Schner for all those times he taped up my ankles.
9. Mrs. McClellan’s gold slippers still seem magical to me.
10. It’s more than just a school, it’s a family.
11. The faculty and staff believed in me, and still do.
12. Mrs. Redding made the best lemonade for Miss Lina Day.
13. I can honor a teacher who believed in my son.
14. I can help make GDS accessible to families who are struggling in this economy.
15. Teachers stay over 30 years and treat me like family when I come back!
16. I believe in our school and its mission.
17. GDS gave me a great education.
18. Mrs. Davis let me borrow her car. And I wrecked it.
19. I had opportunities that I would have never had anywhere else.
20. I got to play soccer even though I sucked at it.
21. I can give in honor or memory of someone, like Carl Fenske or Sybil Davis, who impacted my life!
22. I love Roger Moore. He knew my name since kindergarten, and still does.
23. Dr. Gutsell helped me become the writer that I am.
24. I got to direct the fall musical.
25. I felt safe on 9/11 and every other day.
26. My BFFs and I grew up together at GDS and now they’re my bridesmaids.
27. Freddy is still winning at basketball.
28. Coach Burroughs is still winning in soccer.
29. Thanks to Mrs. Fish, I got into college!
30. I still know all the words to *Lo Hearts Behold*.
31. I survived the Junior Backpacking Trip.
32. One day, I might have a child who attends GDS.
33. Open campus is still open and long lunch is still long.
34. Mrs. Mengert literally put a bucket over my head.
35. Mrs. Windham’s Chem Fun really was fun.
36. Mr. Honiss didn’t send me downtown for pulling the fire alarm for the whole school.
37. Mrs. McCreedy taught me how to study before she won the car on *The Price is Right*.
38. GDS comes together in times of celebration and of sorrow.
39. In memory of my brother.
40. Mrs. Morris made me think I would be a college math major (this did NOT pan out!).
41. Because 75% of Annual Fund dollars go to teacher salaries – where would we be without our teachers!!
42. It’s the right thing to do.

Remember where you came from and give back!

Visit www.greensboroday.org/AnnualFund for more information.
1976

Sallie Warmath is the new assistant head of school at The McGillis School in Salt Lake City, a K-8th grade Independent school with 340 students.

1979

GDS school nurse Linda Knox Sudnik presented a 5-hour School Emergency Triage Training session to the St. Johns County School District in Florida on October 24. Linda is a certified trainer with the National Association of School Nurses.

1984

John Preyer and George Howard continue to grow Restoration Systems, the company they founded in Raleigh in 1998. RS owns and manages more than 26,000 acres of land restored as environmental “mitigation banks” in eight states at 42 locations.

1985

GDS swim coach Chrissy Olson has been chosen as the 2011 recipient of the Diane L. Gill Award, which seeks to recognize and honor an outstanding individual in the Greensboro community who has contributed to the promotion and advancement of girls and women in sports and physical activity.

1987

Pearse Edwards and his wife, Mary, have opened the Triad’s newest public affairs and marketing communications firm, South Atlantic Communications. The company focuses on highly integrated public affairs and marketing communications for private, public and non-profit clients.

1990


1993

Jennifer Shoemaker is the new Upper School learning specialist and the 9th grade dean at Stone Ridge School of the Sacred Heart in Bethesda, Md.

1996


1997


1998

Mary Catherine Rice Curry, marketing manager at Rice Toyota Scion in Greensboro, won the 2011 DrivingSales Dealer ‘Best Idea’ Award, sponsored by ADP | Cobalt. The award was presented at the third annual DrivingSales Executive Summit in Las Vegas. Mary Catherine received the highest score for her strategy of a sales and service alliance with a local hospital group.

1999

Alexander Lawson and Corinnee Shamy were married July 9 in Crozet, Va. Best man was Taylor Lawson ’92 and groomsmen included Patrick Williams and Neill Livingston. Alex and Corinne live in Brooklyn, N.Y.

2000

Andrea Pate Fletcher and Sean Fletcher. Son: Owen Phillips, September 5. Owen joins big brother Connor. They live in New York City.

▲ John Robert Jokinen, son of Meg Tilley Jokinen ’96

Sarah and Abbey Thomas, children of Derek Thomas ’90
2001

John McCarty and Ann Browning Ackley were married August 6, in Greenville, S.C. Bridesmaids included Merrill McCarty ’04 and Anne McCarty ’08. Groomsmen included Dillard Williams and Alex Worth. They live in Greensboro.

Neal Merry is a sales manager for CBeyond, a telecommunications company based out of Atlanta. He lives in San Francisco.

Garson Rice is serving his second tour of duty in Iraq with the US Army and is now a Sergeant. He has been in the Army for three years and will be returning to Fort Riley, Kan. in mid-November.

Sarah Zimmerman and Thomas Barnett were married on September 17 on Long Island, N.Y. Jennifer Gilrain Teller, Julia Cummings Armbruster, and Michelle Kuzma were bridesmaids. Katie Zimmerman ’98 was maid of honor. Sarah and T.J. live in Brooklyn, N.Y.

2002

Mary Dickinson and Eldon Peters were married on June 25 in Browns Summit, N.C. Bonnie Dickinson Boyer ’00 was maid of honor and bridesmaids included Laura Ficken and Kelli Keating. They live in Philadelphia.

2003

Laura Cockrell Skelton, O.D. recently moved back to Greensboro where she works at Miller Vision Specialties as an associate optometrist.

Davis Walker is a landscape designer for John Wieland Homes & Neighborhoods where he completes plans for neighborhoods in Atlanta, Nashville, Raleigh, Charlotte, and Charleston, S.C.

Alexander Lawson ’99 and Corinne Shamy

Mary Dickinson ’02 and Eldon Peters

Laura Cockrell Skelton, O.D. ’03

Phillip McIver Payonk III, son of Elizabeth Harrington Payonk ’97
2004

Britt Stevens and Wes Turner were married on June 25 in Raleigh. Rik Stevens ’01 was a groomsman. Britt and Wes live in Erie, Pa. where she works as a Licensed Financial Sales Consultant for PNC Bank.

2005

Joe Mintz and Kacie Nifong were married on October 1 in Lexington, N.C. Groomsmen included James Mintz ’03 and Josh Mintz ’11. Joe and Kacie live in Durham, N.C.

2009

Patrick Robinson is directing a play he wrote through LAB Theater at UNC. The first draft was written at GDS when he completed an independent study with Dr. Jane Gutsell his senior year. The name of the play is “Where the Ocean Meets the Sky.” For more information visit http://drama.unc.edu/productionupcoming.html

2010

Carmen Lawrence has chosen dual majors, psychology and theater performance, at Appalachian State. Her advisor was in a production of The Secret Garden in the ’90s with our own Ruthie Tutterow.
Memorials

Anna W. Dixon, January 8. Mother of Anna Dixon Garrett ’77 and Mary Dixon ’79 and grandmother of Caroline Tedder ’06.


Michael Hull ’76, August 18. Father of Meredith Hull ’05 and Michael Hull ’16.

William Burns, August 28. Grandfather of Jake Burns ’12, Beau Burns ’15 and Maggie Burns ’17.


Donald Henson, September 17. Grandfather of Henson Milam ’15 and Alley Milam ’16.

Bobbie Hill, October 8. Mother of Carolyn Hill ’77, Jeanne Hill Twilley ’79 and Chip Hill ’83.


Ginny Legare, October 10. Mother of Gregory Pleasants ’96, Laura Pleasants ’96 and Lucien Pleasants ’00.


Emmal Powell, October 30. Grandmother of Betts Powell ’00 and Julian Powell ’04.

A Celebration of Life:

Remembering Tyler David Williams

On September 10 we gathered as a school community to remember a young life who made a dramatic impact on us all. It wasn’t a memorial service, but rather a celebration of happiness about a unique young man who had his own brand; a joy for all that Tyler represented about which we shared, and continue to share.

Tyler seemed older to me. During his two years with us in Middle School, we came to value his influence and cherish his distinct and yet also subtle presence in the student body. Seemingly very serious, but amazingly funny with strong intellect and curiosity. Sincere. Precocious in the best ways. Plain spoken. Eloquent. Peaceful, peace-loving, provocative with what he wondered about – more often than not literary things, words, history, Latin. Good natured, caring, original – Tyler was what we mean when we say the Real Thing – honest, dependable, consistently a great friend.

Tyler was wise way beyond his years. In many ways, I imagine that he was ahead of most of us most of the time in assessing the world around him. He was always contributing to the world around him – gracefully, thoughtfully, and with such simple and yet profound words of wisdom.

At 14, Tyler David Williams was indeed a teacher. He was a professor of life. He taught us how to love life and to love each other. Our gathering as a school reflects an important lesson from Tyler – to love each other in community.

Written by Ed Dickinson, Middle School Director
Auburn University freshman Jennifer Delman ’11 is having success in her first semester on the Auburn University Equestrian Team. Jennifer has ridden since kindergarten and is passionate about the sport. She has ridden English style hunters and jumpers throughout her career, attending horse shows up and down the East Coast and competing in many National Finals at the end of each season. She wanted to continue riding in college, but knew it would be hard to keep a horse at home while she was away. So she decided to ride on a university team. Many universities have Club Riding teams, but only about 25 in the country have NCAA Division I Varsity Equestrian Teams and Jennifer decided to try and be chosen for one of these teams. Videos, riding references and equestrian resumes were sent to coaches of the colleges she wanted to attend. She was recruited by several universities including the University of Georgia and Auburn University. She chose Auburn for the smaller team size, the team spirit of the girls and the inspirational head coach who has been with the team for over 18 years. Auburn also has the Harrison School of Pharmacy and Jennifer is taking Pre-Pharmacy/BioMedical Sciences undergraduate degree.

Unlike regular horse showing which is judged on the horse and his style, Varsity equestrian riding is judged solely on the style, position and skill of the rider. The university provides the horses and riders are continually riding different horses. Competition format includes a girl from each team riding the same horse over either a jumping course or dressage pattern. The one who has the better style and form on that particular horse wins the point for the team. The horses are matched with a rider by a draw just a few minutes before the competition starts. Riders have only four minutes to ride their assigned mount and get used to their feel before they turn! Part of the skill needed is the ability to quickly size up a horse and adjust to different types of riding needed to bring the best out of the horse. These NCAA teams include 50% Hunt Seat riders like Jennifer and 50% Western riders who perform western disciplines. Jennifer has had a chance to meet several team mates from all over the country as Auburn recruits girls from as far away as Canada, Alaska, Nevada and California. Riding for Jennifer, up to this point in her riding career, was mostly an individual sport. She is enjoying being part of a tight-knit team, pulling for teammates and helping them out.

The season runs from August through mid-March with the SEC Championships in late March and the National Championships in April. The team works out daily in the same facility as the football team and strives to maintain a 3.3 scholastic GPA. The members also perform service to the local Auburn community going to elementary schools to help tutor amongst other activities. At the home meets which are held at the team barn right by the Auburn Vet School on the edge of campus, pony rides and pony related games are run by the girls for visiting families so these visitors can enjoy a fun time at the meet.

This past August for Auburn’s opening meet the team travelled to the University of Tennessee (at Martin) and Jennifer was one of the girls the coach chose to compete. Not everyone gets to ride at each meet as a maximum of ten girls can ride for the western team and ten for the hunt seat team. She opened her varsity career with a bang, getting a score of 87 out of 100, beating her UT-Martin rival by 10 points and she was chosen as MVP of Equitation on the Flat! Quite an honor for her first team competition for Auburn.
Why do people give to Greensboro Day School? Parents Sherry and Kerry Clark answered this question eloquently. “We give to GDS because we realize the importance of giving back and supporting our son’s school and his teachers. It is a way to express gratitude for all the opportunities that GDS provides our children.”

Greensboro Day School gratefully acknowledges the donors who demonstrated their commitment to the School’s mission and programs last year. Through charitable gifts and pledges totaling $2,524,362 between July 1, 2010 and June 30, 2011, donors supported current operations and capital projects, and built permanent endowment funds. Despite the struggling local economy, the total of funds committed is $1 million higher than any of the previous four years due to the quiet leadership phase of the capital campaign. This annual report celebrates and recognizes generous giving to GDS by our families, alumni, faculty and staff, friends and other organizations.

Annual Fund
Despite the loss of several leadership gifts due to families graduating or moving, and in a year that included a successful PA special event fundraiser, the Annual Fund First 2010-2011 campaign team worked up until the final minutes of fiscal year-end to finish with an impressive total of $792,329.42. Campaign Chair Jay Brennan and Director of Annual and Corporate Giving Terri Jackson led the team of volunteers who tirelessly worked all year to bring the campaign to its successful conclusion. Greensboro Day School’s strong Annual Fund support is one reason our tuition increase was one of the smallest among our peer and competitor schools this year.

There were more restricted annual gifts this year, with a total of $63,493.58 directed by donors for specific purposes (up from $57,411.49 last year). With another $34,255 (up from last year’s $13,564) paid on pledges carried over from 2009-10 annual fund, charitable support for current operating totaled $890,078, a slight increase over last year.

Capital Funds for facilities
The Capital Campaign Executive Committee, led by campaign co-chairs Chuck Keeley ’81 and Jim Rucker ’82, brought the Quiet Leadership and Trustee Phase of the Capital Campaign to over $3 million in gifts and pledges. GDS announced a goal of $7 million for the Generations Capital Campaign at a major event on September 17, 2011. Despite the drizzle throughout that day, a sizable crowd came out to celebrate the Generations Campaign Launch and Grand Opening of the new Tennis Courts Complex and eventual front entrance, paid for by early gifts for the capital campaign. Between July 1, 2010 and June 30, 2011, $481,458 was given for Generations Campaign, and another $1,129,965 in pledges recorded. With another $5000 given toward the previous Milestones campaign and $150 for the baseball field, a total of $1,616,573 was committed in capital funds. This exceeds the entire total of funds raised for annual and capital purposes last fiscal year.

Endowment Fund Building
Building a permanent endowment for the School remains a priority and is crucial to the long-term financial health of GDS. Last year, gifts to all endowment funds totaled $17,711, a significant reduction in endowment giving over the previous year, as most multi-year pledges to the Davison and Satterfield financial aid endowment mini-campaigns have now been fulfilled. Other gifts to endowment funds were given for faculty professional development, financial aid, diversity programs, library collections, student awards, and to endow general operations.

The following pages list the numerous individuals, corporations and foundations that supported Greensboro Day School campaigns with restricted and unrestricted gifts during the 2010-2011 school year. Every effort has been made to ensure the accuracy of this report. However, as with any work of this nature, inadvertent errors or omissions may occur. If we have erred on, or omitted, information, we apologize and ask that you contact the Greensboro Day School Office of Advancement at 336-288-8590 or e-mail leighmunsey@greensboroday.org.

Greensboro Day School’s supporters continue to make the School a priority in their charitable giving, which is evident in this report that celebrates and recognizes our generous donors.

On behalf of the Greensboro Day School community, we thank you.

Anne J. Hurd
Director of Advancement
ANNUAL FUND FIRST CAMPAIGN Giving Societies

The following individuals, corporations and foundations made unrestricted gifts to the Greensboro Day School Annual Fund First Campaign between July 1, 2010 and June 30, 2011.

**Torch Society ($15,000 - $24,999)**
- Dr. and Mrs. C. Richard Epes
- Robert C. Ketner
- F. M. Kirby Foundation, Inc.

**Honor Society ($10,000 - $14,999)**
- Mr. and Mrs. W. Mente Benjamin
- Mr. and Mrs. Jimmy D. Clark
- Cathy and Wes Elingsburg
- Mrs. Sandra Henson and Dr. Donald Henson*
- Dina and Burney Jennings
- Mr. Wade G. Jurney
- The Zeist Foundation
- Mr. and Mrs. Benjamin C. Zuraw
*Deceased

**Scholarship Society ($5,000 - $9,999)**
- Ms. Barbara Anne Steslow and Mr. Terrence Akin
- Louise Freemon Brady ’82 and Jim Brady
- Anne and Jay Brennan
- Dr. Helen Brooks ’80
- Dr. Dorothy W. Chappell
- Lisa Scheer Cone and Ed Cone ’80
- Dr. and Mrs. David C. Talbot
- Fran and Ted Tewkesbury
- Mr. and Mrs. Marshall A. Tuck

**Friendship Society ($2,500 - $4,999)**
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- Lynn S. Arnold
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- Dr. and Mrs. Christopher Y. Blackman
- Molly and Jeb Burns
- Mr. and Mrs. Patrick J. Burns
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- Barbara and Michael Curry
- Mr. and Mrs. Vincent P. De Poortere
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- Drs. Caron and Kevin Dover
- Mr. and Mrs. Scott F. Duggan

**Sportsmanship Society ($1,500 - $2,499)**
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- Meredith Walthall
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Melanie Ketner
Magz and Robert King
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Kista and Eric Mansell
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Dana and Philip Smith
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Mr. and Mrs. Robert S. Goodman  
Carolyn and Joe Gorga  
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Mr. and Mrs. Taimur Khan  
Julie and Lee King  
Tonya and Charles Kirkpatrick  
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Mr. Richard V. Michaels  
Linda and Bill Mitchell  
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Richard Nault  
Dr. and Mrs. James E. Nitka  
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Dolly and Nayan Patel  
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Mr. and Mrs. D. Ward Russell  
Mr. and Mrs. Georges Saab ’85  
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Michele and Bryan Wagoner  
Emily and Frank Houston  
Elizabeth and Glenn Waters  
Laurie and John Watson  
The Weaver Foundation, Inc.  
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Christi and Pete Dallendorf  
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Patrice and Chris Dawson  
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Cheryl and Vince Hairson  
Anne Harkavy ’91  
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Drs. Lori and Wayne Harrison  
Deana and Vern Hawkins  
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Kate and Todd Hayes  
Mr. and Mrs. Ross F. Hemphill  
Mr. and Mrs. William M. Hicks Jr.  
Mr. and Mrs. Palmer Hines

Lawndale Society ($500 - $999)
Suzanne Wagner and Michael Altheimer  
Heidi Scheer and Chris Anderson  
Mr. and Mrs. Russell Ball  
Lynn Callicott Baranski ’84 and Marc Baranski  
Amy Berry Barry ’87 and Michael Barry  
Dr. and Mrs. Richard E. Bartion  
Michelle Bardy Bigelman ’92 and Joel Bigelman  
Zelda and George Breslow  
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Martha and David L. Brown  
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Marti and Julius Dizon  
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Henry Elsner  
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Alfreda and David Gerson  
Mr. and Mrs. Robert S. Goodman  
Maurice and Sharron Gervais  
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Michael Winstead Jr.  
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Mr. and Mrs. Jeff Dunham  
Ms. Susan L. Williams  
Lynne and Wes Watson  
Mr. and Mrs. Thomas H. Webb  
Ms. Lynn Paxton and Mr. Scott Webster  
Sue D. White  
Dr. and Mrs. Mark Whitley  
Mary Ellen Williams  
Mr. and Mrs. Robert A. Stieber  
Katherine Rapp Wood ’93 and Jon Wood  
Dr. and Mrs. John J. Wrenn  
Drs. Dina Arceo and Glenn Yamagata  
Rhonda and David Youngdahl  
Lawndale Society ($500 - $999)
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Ms. Kilby Dixon Hoskins ‘86  
Chris and Bob Hudson  
Mrs. Jackie Humphrey  
Karen and Steve Hundgen  
Sera and Phil Jacob  
Mr. and Mrs. Mark J. Jessup  
Taylor Johnson  
Christy Johnson ‘88  
Mr. and Mrs. Jeffrey A. Jones  
Ms. Heidi Keeley  
Stacey and Steven Kleckowski  
Melissa and Jeff Leonard  
Mrs. Smedes Ayers Lindner  
Laura Lomax and Phil Barbee  
Ms. Debbie S. Lozo  
Kimberly and Alexander MacDougall  
Jenny and Mike Mansfield  
Mr. and Mrs. Alexander L. Maultsby  
Mr. and Mrs. Kenneth C. Mayer Jr.  
Amanda and Kevin McCoy ‘93  
Ms. Mary E. McGinley  
Craig Hassenfelt McIntosh ‘98 and Beau McIntosh ‘97  
Sallie A. McMillon  
Meliha and Brano Milicevic  
Mr. and Mrs. Mac Morris  
Mr. Keith Mountain  
Portia and Hamp Munsey  
Mr. and Mrs. Zvonko Nikolic  
Mrs. Julie Olin  
Chrissy Olson ‘85  
Elizabeth Harrington Payonk ‘97 and Philip Payonk  
Mr. and Mrs. Blair F. R. Barton-Percival  
Mrs. Jordan Kime Perry ‘98 and Mr. Jim Perry  
Ann and Mac Pugh  
Mr. and Mrs. William J. Rendleman Jr.  
Denise and Anthony Robertson  
Ann and Hal Rollins  
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Jennifer Rowland and David Johnson  
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Sondra and Simon Solomon  
Dr. and Mrs. Vineet Sood  
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Mr. Ron Stanfield  
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Mr. and Mrs. Mark Wilson  
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Ann Morris Allred  
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Benjamin Altheimer ‘08  
Marianne and Mark Anderson  
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Judy Arnette and Ed Turner  
Jennifer Ingold Asbill ‘01 and Seth Asbill  
Stephanie and John Bair  
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Mr. and Mrs. Jeffrey R. Ballou  
Mrs. Gwendolyn W. Bandell  
Mr. and Mrs. James B. Barber  
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Wendy and Mikel Barton  
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Mr. and Mrs. Peter M. Bearse  
Anna Beaver ‘03  
Will Benjamin ‘03  
Ms. Renee D. Berger  
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Sarah Zimmerman ’01
Jerry Zuraw ’09
Lane Zuraw ’11
Lucy Zuraw ’08
Nancy L. Zuraw

*Deceased
ALUMNI GIVING BY CLASS

Class of 1975
Mary Marr Dillard Johnson
Bill Morrisette
Jimmy Murray
Bill Soles

Class of 1976
35th Reunion Celebration
Gail Isaacson Bernstein
% Ann Clark
% Sally Dillard Cohen
Caroline Purser Cruz
Bill Guthrie

Pricey Taylor Harrison
% David Howard
Liz Wright James
% Michael Hull*
% Susan King Obarski
% Wayne Robinson
% Tommy Schenck
Arnold Schiffman III
Sallie Warmath
*Deceased

Class of 1977
% Mark Ruffin
% John Saslow
% Rick Smith

Class of 1978
Everett Cramer
Sarah Fish
% Maribeth Geraci Hudgins
% Louise Boney McCoy
Maggi Tinsley
% John Warmath
% Anja Wenrick
Jon Woods

Class of 1979
% Carol Isaacs Basile
% Kathy Stokes Cartee
Mary Copeland
% Paige Brown DuBose
Eddie Greene
% Elizabeth Karmel
% Jimmy King
Vance Schiffman
Ellen William Schumak
Linda Knox Sudnik

Class of 1980
Helen Brooks
Carolyn Kates Brown
Ed Cone
Elaine Alsopagh Fox
Kellie Melinda
% Sonny Robinson
% Lyn Rollins
Martha Knox Stilson
Tim Warmath

Class of 1981
30th Reunion Celebration
Anonymous
% Sydney Brown Black
% Nancy Prather Boinest
% Will Griswold
Rennie Faulkner
Chuck Keeley
John Lineweaver
Charles Tinsley

Class of 1982
% Louise Freemon Brady
% Tracey Cloninger
Mary Schenck Dator
% Laura Wagg Gasiorek
% David Knox
Jim Rucker
Lane Schiffman

Class of 1983
% Andy Alsopagh
% Emily Barker
Mary Ruth Cooke Faulkner
% Kelly Koury Harrill
% Carla Smith Jones
% Virginia Harris Knox
Jim Lee

Class of 1984
% Lynn Callicott Baranski
Charlotte Horner Carrere
% Kathy Mincher Green
% Scott Lancaster

Class of 1985
% Beth Boulton
% Lisa Doughten
% Erick Ellsweig
% Ashley Weaver Hodges
% Lisa Koury Johnson
% Wendy Lavine
Chris Meadows
% Georges Saab
% Chrissy Olson

Class of 1986
25th Reunion Celebration
Jennifer Smith Adams
Cristi Phillips Driver
Kendall McCoy Harler
% Kilby Dixon Hoskins
% Laura Sturm Lain
Melinda Powel Morgenstern
Hilary Humphrey Pitts

Class of 1987
Amy Berry Barry
% Chip Calhoun
% Pearse Edwards
% Berkeley Harris Gardner
% Liz Wagg Gray
Sally Rosen Kindred
% Sam Rollins
Sara Knox Roman

Class of 1988
Charlie Britt
Max Hendrix
% Christy Johnson
% Jennifer Gioffre Poland
% Nancy B. Jester Westfall
Ty Sutton

Class of 1989
% Stephanie Koury Craft
Mark Dransfield
% Kristy Starr Garrison
% Louise Taylor Lambertson
% Leslie Legare
Jack May
Leslie Simpson Meadows
John Moody
% Carrie Sloan Norry
% Matt Olin
% Lou Rice Thompson
Beth Monroe Tisdale
Xan Tisdale
% Scott Windham
% Danny Wright

Class of 1990
% Jon Bell
Vanessa Bennisson Brooks
% Dex Davison
% Eva Dowds
Ginger Fay
% Alice Tennille Givens
Amy Saperstein Herman
Brooks Johnston
% Holly Link
% Chris Lowe
% Todd Munsey
% Julie Bowers Murphy
% Chad Oakley
% Peter Pearce
% William Presson
% J. Scott
Meg Smith
% Jason Sparrow
% Noni Thomas

Class of 1991
20th Reunion Celebration
Tim Dransfield
Andrea Oakley Fox
% Anne Harkavy
% David Henson
Sarah Tennille Kaplan
% Kristin Kirkman-Hall

Class of 1992
% Allison Lineweaver Bell
% Michelle Bardy Bigelman
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% Nate Conner
% Holly Barnes Hofbauer
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% Alex Marshall
% Amanda Taylor Marshall
David Egerton
% Kevin McCoy
Lori Fowler MacLeod
Alex Morcos
% Rebecca Nadel
% Jen Shoemaker
% Katherine Rapp Wood
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Class of 1994
% Jennifer Conowall Dew
% Claire Bowers Jordan
Allison Sloan Polish
Molly Levinson Wachs

Class of 1995
Nic Brown
% Liddy Davis Hall
% Zanne Hassenfelt
% Katie Robinson Springer
% Doug Starr

Class of 1996
15th Reunion Celebration
% Katie Stan Adams
Kara Medoff Barnett
Burns Blackwell
% Dory Kornfeld Butler
Morgan Dowtin
Meg Tilley Jokinen
% Laurie Jones Martin
% Brad McCormick
% Aaron Nelson
% Sonny Willis

Class of 1997
Mr. Russell A. Britt*
Margaret Farrell Brown
Chris Craven
% Beau McIntosh
% Amanda Dowtin McLaughlin
Ashley Knapp Meyer
Edo Mlatac

Leadership Giving of $1,000 or more is denoted throughout in bold.
Donors giving 110% (increasing their last gift by at least 10%) are marked with a %.
The following recipients of the Kimberly Susan Bates ’84 Memorial Scholarship made unrestricted gifts to the Annual Fund First campaign in memory of Kim Bates ’84. The Bates Scholarship, which includes full tuition, is presented each year to the member of the rising senior class who best represents the founding principles of Greensboro Day School: friendship, scholarship and sportsmanship. We thank the following Bates Scholars for their support.

Mark Dransfield ’89
% Julie Bowers Murphy ’90
% Wendy Sarratt ’91
Herman Blomeier ’92
% Rebecca Nadel ’93
Molly Levinson Wachs ’94
Nic Brown ’95
Kara Medoff Barnett ’96
Grier Booker Richards ’97
% Forest Michaels ’98
Alex Lawson ’99
% Max Perkins ’00
% Jeb Brooks ’01
Stephen Wheless ’02
Morgan Diamond ’03
% Jenny Staton ’04
% George Sondecker ’05
% Jaron Wilson ’06
Shira Solomon ’07
Katie Cohen ’08
Ben Stevenson ’09
Anne Lucas ’10
% Anna Dorsett ’11

Lynn Callicott Baransi ’84, Charlotte Horner Carrere ’84 and Kathy Bland Davis, who helped to establish the Bates Scholarship with Kim’s family, also made gifts in her memory.
Leadership Giving of $1,000 or more is denoted throughout in bold. Donors giving 110% (increasing their last gift by at least 10%) are marked with a %.

ALUMNI BOARD

The following members of the GDS Alumni Association Board made gifts to the Annual Fund First campaign. We thank them for their service to our school, for their support, and for 100% participation.

Jennifer Smith Adams ‘86
Anna Beaver ‘03
%Durant Bell ‘98
%Jeb Brooks ‘01
Carter Davenport Jr. ’99
Mary Katherine Davis Durham ’99
Elaine Alspaugh Fox ’80
Meredith Hull ’05
%Carla Smith Jones ’83
Sarah Tennille Kaplan ’91
%Jimmy King III ’79
%Alex Lawson ’99
%John Lineweaver ’81
%Craig Hassenfelt McIntosh ’98
%Forest Michaels ’98
%Todd Munsey ’90
%Jonathan Peddrick ’98
%Sarah Cantrell Perkins ’02
%Emily Burbine Rose ’97
%Liz Shoemaker ’00
Dillard Williams ’01
Don Wingate ’98
%Katie Macpherson Wray ’97
%Danny Wright ’89

Allen Oakley
% Elizabeth Harrington Payonk
% Kevin Queen
Grier Booker Richards
% Emily Burbine Rose
% Katie Macpherson Wray

Class of 1998
% Durant Bell
Allison Brown
Kelley Cantrell
Emily Vanderfleet Dowtin
% Carter Griffin
% Brooke Stan Laurie
Erin Hess LiVecchi
% Beth Girardi McCutcheon
% Craig Hassenfelt McIntosh
% Forest Michaels
% Marcy McKenzie Miller
% Brooke Evenson Moncrief
% Jonathan Peddrick
% Jordan Kime Perry
% Sarah Pickins
% Craig Saperstein
Don Wingate

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Jennifer Connors Coby
% David Conrad
Carter Davenport
Mary Katherine Davis Durham
% Patrick Fraley
Brian Groat
Alex Lawson
Emily Hicks Maggart
Ari Medoff
% Kristin O’Neil
% Todd Perry
Kelli Robinson Phillips
Katie Long Stevenson

Class of 2000
% Rob Agle
% Bonnie Dickinson Boyer
% Ron Bradford
Copeland Cherry
% Megan Gessner Conrad
Landy Douglas Elliott
% Michael Megliola
% Max Perkins
% Liz Shoemaker
% Thomas White

Class of 2001
10th Reunion Celebration
% Jennifer Ingold Asbill
% Jeb Brooks
% Shannon Burbine
% Louisa Hassenfelt
John McCarty
Emily Crowe Pack
% Jon Pugh
% Tyson Pugh
% Garson Rice
% Kelly Robbins
% Nadia Scott
Dillard Williams
% Alex Worth
Suzanne Cole Yavor
% Sarah Zimmerman

Class of 2002
Craig Bohn
% Jamie Cook
% Tilden Hagan
% Kristen Beavers Haynes
% James Megliola
% Ross Perkins
% Sarah Cantrell Perkins
Stephen Wheless

Class of 2003
Anna Beaver
% Will Benjamin
% Hillary Davis
Morgan Diamond
Mary Gaines Donaldson Douglas
% Molly Hassenfelt
% Boris Nikolic
% Rebecca Barger Sheaff
Anoop Singh
Keats Webb
Roy Whitaker

Class of 2004
Lindsey Evans
Ryan Maxwell
Caroline Parker
% Ryan Parker
% Jenny Staton
Mary Katherine Strong
Michael Sumner

Class of 2005
% Molly Brenner
Caroline Gorga
Meredith Hull
% Robert Johnson
% Sar Medoff
% Paul Nguyen
% George Sondecker

Class of 2006
% Dana Cook
% Tim Cook
% Julie Drinkard
% Anna Hurd
% Ariel Leath
% Patrick O’Brien
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% Andrew Strong
% Megan Sudnik
% Jaron Wilson

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% Katherine Johnson
Mica Medoff
% Katherine Obermeyer
Shira Solomon
Jackson Williams

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Lynn Clark
Katie Cohen
% Austin Lane
% Emily McDaid
% James Morris
% Allison Peddrick
William Pugh
Seth Shannin
% Ryan Sudnik
% Marian VanNoppen
Lucy Zuraw

Class of 2009
% Ryan Carty
Daniel Fox
Ben Stevenson
% Jerry Zuraw

Class of 2010
% Katherine Bernstein
% Kelly Carty
% Lilly Cohen
% Alex Gittin
Anne Lucas
% William Morris
% Elizabeth Van Noppen

Class of 2011
% Anna Dorsett
% Diana Nguyen
% Lizz Oabermeyer
% Lane Zuraw
*Dceased
STUDENT OF THE YEAR & FOUNDERS’ AWARD

The following GDS alumni were the recipients of the “Student of the Year” and later, the Founders’ Award. We thank them for their support of the GDS Annual Fund First campaign through their unrestricted gifts.

% Andy Alspaugh ’83
Benjamin Altheimer ’08
% Jennifer Ingold Asbill ’01
Kara Medoff Barnett ’96
% Jeb Brooks ’01
Margaret Farrell Brown ’97
% Kathy Stokes Cartee ’79
% Kelly Carty ’10
% Ryan Carty ’09
% Ann Clark ’76
Rennie Faulkner ’81
Sarah Fish ’78
Caroline Gorga ’05
Kendall McCoy Harler ’86
Liz Wright James ’76
% Katherine Johnson ’07
Mary Marr Dillard Johnson ’75
% Ryan Maxwell ’04
% Jordan Kime Perry ’98
% Wayne Robinson ’76
% Sam Rollins ’87
Wendy Sarratt ’91
Anoop Singh ’03
% George Sondecker ’05
Mary Katherine Strong ’04
Derek Thomas ’92
Molly Levinson Wachs ’94
Stephen Wheless ’02
% Jaron Wilson ’06
Jon Woods ’78
% Jeff Yurcisin ’93
SENIOR PARENTS

We extend our thanks and appreciation to these parents of members of the Class of 2011 who made gifts to the Greensboro Day School Annual Fund First campaign in honor of their graduating seniors.

Lisa and John Allen  
in honor of Billy Allen
Denise and Brad Andersen  
in honor of Katie Andersen
Beth and Rick Aronson  
in honor of Matt Aronson
Mary and Peter Bearse  
in honor of Marjorie Bearse
Kaye and Mark Brassfield  
in honor of Kathryn Brassfield
Linda Breitenstein  
in honor of Graham Breitenstein
Vickie and Jimmy Clark  
in honor of Chris Clark
Dana and Keith Clincales  
in honor of Jaleel Roberts
Davy Davidson  
in honor of Kathleen Davidson
Luck Davidson  
in honor of Kathleen Davidson
Jo and David Delman  
in honor of Jennifer Delman
Shaili and Tony Deveshwar  
in honor of Shaun Deveshwar
Anne and Allen Dick  
in honor of Taylor Dick
Lyn Dorsett  
in honor of Anna Dorsett
Meg and Marcus Duda  
in honor of Chris Duda
Kelly Connelly Evans and David Evans  
in honor of Lillian Evans
Luisa and Chris Flanagan  
in honor of Cami Flanagan
Genia and Tim Fontaine  
in honor of Patrick Fontaine
Silvia and Thomas Gahm  
in honor of Niklas Gahm
Brenda and Jack Glenn  
in honor of Allie Glenn
Susan and Chuck Graham  
in honor of Chase Graham
Penny and John Lee Graves  
in honor of Lee Graves
Sarah and Jay Groce  
in honor of Chris Groce
Chris and Bob Hudson  
in honor of William Hudson

Carswell Jackson  
in honor of Ian Jackson
Kyle Jackson  
in honor of Ian Jackson
Terri and Clint Jackson  
in honor of Lizzi Obermeyer
Merrill and Chuck Keeley ‘81  
in honor of Charlie Keeley
Melanie Ketner  
in honor of Margaux Ketner
Robert Ketner  
in honor of Margaux Ketner
Cissy and Jim Li  
in honor of Kris Li
Kristen and Marc Magod  
in honor of Andrew Magod
Toni and Rodney McLean  
in honor of Steffani McLean
Donna and Tom Medlin  
in honor of Maggie Medlin
Meliha and Brano Milicevic  
in honor of Dajana Milicevic
Laura and Tom Mincher  
in honor of Sarah Ann Mincher

Rose Mneza  
in honor of Dianne Uwayo
Elizabeth and Allen Montgomery  
in honor of William Montgomery
Jon Obermeyer  
in honor of Lizzi Obermeyer
Charlie Nichols  
in honor of Sam Nichols
Dolly and Nayan Patel  
in honor of Beren Patel
Kirsten and John Perry  
in honor of John Perry
Gloria and Ron Powell  
in honor of Kellie Powell
Sharon and David Powers  
in honor of Katelyn Powers  
in honor of Nichole Powers
Erica Proctor  
in honor of Alex Proctor
Donna and Don Pulitzer  
in honor of Jake Pulitzer  
in honor of Max Pulitzer
Denise Robertson  
in honor of Jordan Robertson

Lyn Rollins ’80  
in honor of Patrick Stovall
Beth and Ward Russell  
in honor of George Russell
Julie and George Sanders  
in honor of John Sanders
Theodora Vaporis and Tom Schermerhorn  
in honor of Sophia Schermerhorn
Lori and Tom Shaw  
in honor of Savannah Shaw
Dana and Philip Smith  
in honor of Lucy Smith
Joan and Dave Stevenson  
in honor of Kristen Stevenson
Cheryl and Ed Stewart  
in honor of Parker Stewart
Sharon and Dan Taylor  
in honor of Danyel Taylor
April and Dick Thomas  
in honor of Luke Thomas
Sylvia and Hays van Noppen  
in honor of Diana Nguyen
Carol and Phil Vercaemert  
in honor of Nathan Vercaemert
Brian Walthall  
in honor of Alex Walthall
Meredith Walthall  
in honor of Alex Walthall
Mitzie and Joe Weatherly  
in honor of Maggie Weatherly
Mila and David Weavil  
in honor of Kendall Weavil
Robin and David Wintringham  
in honor of Jennifer Wintringham
Ann and Ben Zuraw  
in honor of Lane Zuraw

Leadership Giving of $1,000 or more is denoted throughout in bold.
Donors giving 110% (increasing their last gift by at least 10%) are marked with a %.
DISTINGUISHED ALUMNI

We thank the following GDS graduates, who were honored with the “Distinguished Alumni” award, for their unrestricted support of the Annual Fund First campaign.

% Andy Alspaugh ‘83
% Ann Clark ‘76
Ed Cone ‘80
Mary Copeland ‘79
% Lisa Doughten ‘85
Max Hendrix ‘88
% David Howard ‘76
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We thank the following alumni, honored for their service to Greensboro Day School, for their unrestricted support of the Annual Fund First campaign.

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% Laura Wagg Gasiorek ‘82
% Virginia Harris Knox ‘83
John Lineweaver ‘81
% Chrissy Olson ‘85
% J. Scott ‘90
Bill Soles ‘75
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Thank you to the following new GDS families who made unrestricted gifts to this year’s Annual Fund First campaign. We welcome you to Greensboro Day School.

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Donors giving 110% (increasing their last gift by at least 10%) are marked with a %.

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Thank you to the following parents of GDS alumni who made gifts to this year’s Annual Fund First campaign. We are grateful for your support and that you continue to remember Greensboro Day School! “Sustaining Parents of Alumni,” those continuing to make gifts at the leadership level of $1,000 and above, are recognized in bold.

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Thank you to the following for participating in the Parents’ Association Live Auction to benefit the new tennis courts:
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The earnings from permanent endowment funds support faculty chairs and professional development, need-based financial aid for students, diversity programs, library collections, student programs, student and faculty awards, operating expenses and more. For a complete list of Greensboro Day School’s endowment funds, go to www.greensborodayschool.org/supportgds/endowments. Thank you to the following donors who made gifts to endowments during the 2010-2011 year:

**The Armstrong Endowment**
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**Russell Andrew Britt ’97 Endowment Fund**
Established in 2006 in memory of alumnus Russell Britt ’97 by his family and friends, the fund encourages and equips interested faculty to promote the exploration of the natural world, to coax creative expression, and influence their students through teaching.
Charlie Britt ’88
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**Brodie Endowment for Diversity**
Established in 1996, the fund supports diversity programs.
Dora and Bruce Brodie

**D. Ralph Davison Financial Aid Endowment**
Established to honor Dr. Davison upon his retirement after 20 years of service as Head of School (1986 – 2006), the fund provides tuition support for Upper School students who, in addition to qualifying for financial aid, will make an extraordinary contribution to the life of the Greensboro Day School community.
Mr. and Mrs. James H. Bryan Jr.
Mr. William R. Soles Jr. ’75

**Robert H. Demaree Financial Aid Endowment**
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**Len Edwards Athletic Scholarship Endowment**
Established in 2003 by alumni to honor the School’s first athletic director and coach, the fund provides financial assistance to encourage diversity of the student body. Awards are given to Upper School students who are persons of color and who make outstanding efforts in areas including: academics, extra-curricular activities, leadership and community involvement with preference to rising seniors.
Mr. William R. Soles Jr. ’75

**Faceoff Lacrosse Endowment**
Recognizes a junior or senior boys’ lacrosse player who represents excellence in scholarship and sportsmanship.
Dr. Pam Pittman and Dr. Edward Robinson

**Maureen Gerhardt Memorial Financial Aid Endowment**
Established in 2005 in memory of parent Maureen Gerhardt, this award is given each year at the Upper School Closing to a student who best exemplifies the values of honor, personal integrity, responsible citizenship and service to the community as articulated in the school’s mission statement. The late Mrs. Gerhardt is the mother of Margaret Gerhardt ’06 and John Gerhardt ’08.
Drs. Angela and Peter Van Trigt
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**Hull Library Endowment**
The fund supports one or both of the libraries’ acquisitions and collections.
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**Kirby Scholar Endowment**
The Fred M. Kirby Foundation established the Kirby Scholars Endowment at GDS in 2004. It is awarded annually to a ninth grader with demonstrated financial need who exhibits extraordinary academic achievement and potential and embodies the GDS motto of Friendship, Scholarship and Sportsmanship. By maintaining at least a 3.0 average, Kirby Scholars are eligible to receive a grant each year of Upper School.
Mrs. Sally Dillard Cohen ’76 and Mr. John Cohen
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**Scott W. Patterson ’08 History Award Endowment**
Established in 2008 in Scott’s memory by family and friends, the award recognizes 9th grade students who have demonstrated a great love for history and highest level of scholarly achievement.
Tina Patterson

**Scott W. Patterson ’08 Memorial Endowment for Faculty Professional Development**
Enhances professional development for Greensboro Day School faculty.
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The fund supports purchases for Upper School Math and Science.
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Picture 1: Two girls smiling at a playground

Picture 2: A boy smiling at the camera

Picture 3: A woman looking away from the camera, wearing a pearl necklace
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Charles W. Cheek 1975-1978
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Stephen C. Hassenfelt 1983-1985
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