Grandparents' & Special Friends' Day
APRIL 30, 2010
**HEAD’S CORNER**

Our Commencement exercises on June 11 reminded me that Greensboro Day has now graduated over 2,000 young men and women. In that group we have graduated Morehead-Cain, Kenan and Benjamin Duke Scholars; our graduates have made great impressions at Stanford, Brown, Columbia, and the US Naval Academy; and, our alumni are doctors, legislators, economists, newscasters, Peace Corps workers, teachers, and ministers (page 59). This is only a mere sampling of the distinctions Greensboro Day School students have earned in our 40 year history.

This year’s graduates are already making their mark: 32 of our 87 seniors have weighted GPAs of 96 to 103; the class averages an SAT score of 1291, they were accepted at over 100 colleges, and they have earned college merit scholarships of over $3,000,000 (page 12-16). Our upcoming classes are showing equal promise and ability both in the classroom (page 36-38) and in the community (page 30).

Where does all this ability begin to develop? Certainly, our students enter our school with a desire to learn, but desire is not always enough without teachers, coaches and a staff who are ready to help them. Gracie Tewkesbury entered Greensboro Day as a kindergarten student in 1997 and graduated this year. Here is what she had to say about her GDS experience.

“I have friends that I’ve known for 13 years, my 1st grade teacher still remembers my name and says ‘hi’ to me in the hallways, and I’m always surrounded by familiar people I know I can trust. I also believe my education has truly been continuous, and the things I learned throughout Lower and Middle School are still relevant. I might never have known how much I loved French if I hadn’t been taking it in kindergarten, and my success in challenging math courses started with Mrs. Tague in 2nd grade,” – Gracie Tewkesbury ’10

Not all of our outstanding graduates began in our kindergarten program, but having the full K-12 experience at GDS provides a very enriching experience and strong background for success. There was no better evidence of this than at our 40th anniversary celebration in April. What an incredible celebration for everyone who has been touched in meaningful ways by Greensboro Day School. It was a pleasure to meet and speak with so many of the 750 or so people at the event (page 60) and realize that we have produced some of the finest and most engaging young people to be found across our country and in far regions of the world.

As Greensboro Day School continues to produce academic and community leaders, we are in need of ensuring that our physical plant is keeping pace with our educational program. In order to do so, the Board is continuing the Quiet Phase of our capital campaign, and, this fall, construction will begin on replacing our deteriorating tennis courts. Their new location will pave the way for our first priority in capital development, a new Middle School (page 18).

In addition to capital funding, our Annual Fund Campaign continues to be critical in the ongoing development and success of our school. Tuition at GDS, as with most all independent schools and colleges, only covers 92% of the cost of educating each student. Charitable donations, primarily from the Annual Fund, as well as earnings from investments, cover the crucial difference in operating funds for educational programs, financial assistance and our ability to offer competitive faculty salaries to attract and retain the best teachers (page 17 & 46).

Greensboro Day has been, is now, and will continue to be, the premier TK-12 independent day school in the Triad. We are well-positioned to continue providing the academics and nurturing our students need to become “…constructive contributors to the world.” Thank you for your ongoing support of our School now and in the future.

All the best,

Mark C. Hale
Head of School

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**DEPARTMENTS**

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Every year, Greensboro Day School honors a select number of faculty and students whose achievements during the school year are extraordinary. To follow are the recipients of these prestigious awards:

Sandra Hughes

Veteran broadcaster Sandra Hughes addressed the Class of 2010 during their commencement exercises in June.

Hughes urged the graduates to choose a path for the future that will help them become community leaders. “I encourage you to start as soon as possible helping others,” she said. “Your talents and skills will be essential in helping our community and the world.”

She challenged them to do three things:
1. Go out and help someone. Just helping one person for one hour a week will make a difference.
2. Be a part of what makes our world a better place.
3. Share your wonderful gifts with others, no matter how small you think your gifts are.

She also asked them to always keep learning. “Strive to learn at least one new thing every day,” she said. “And, don’t forget to laugh, it keeps your spirit young.”

Finally, she asked that the seniors not let the joy of graduation day leave their soul. “Always remember what you have accomplished and continue to live your life at the level you have earned and deserved. “Set your sights on your dreams and go for the gold,” she exclaimed. “Don’t ever let anyone tell you ‘no you can’t,’ because yes you can.”

She started her career with WFMY News 2 in 1972 as a general assignment reporter. Since 1990, she has been a mainstay on the WFMY evening news. In 2009, she announced her plans to retire by the end of 2010. She is an endowed professor of mass communications at NC A&T University and president to Allan Hughes, GDS class of 1993.
Students Test Well on National Exam

Several Greensboro Day School students excelled on the National Latin Exams in March. There are four levels of recognition on the exam: Cum Laude (2-3 correct answers above the national average), Magna Cum Laude (4 correct answers above the national average), Maxima Cum Laude - the Silver Medal Award (7-8 correct answers above the national average) and the Summa Cum Laude Award (Gold Medal) (9-10 correct answers above the national average). This is the first time in seven years GDS has had a student earn GOLD Summa Cum Laude: Matthew Aronson ‘11.

Those students who were recognized include:
- 7th grade: Tyler Williams, Charles Mayer, Peter Bearse, Nicholas Duchring, Delaney Dalldorf, Zoe Rosen and Lucy Dunham, certificates of merit
- Latin I: George Russell ‘11, Silver Maxima Cum Laude, Matthew Melhem ‘14, Magna Cum Laude, and Marissa Reid ‘13, Magna Cum Laude
- Latin II: Lauren Freedman ‘10, Magna Cum Laude, and Lauren Watson ‘12, Magna Cum Laude
- Latin III: Diana Nguyen ‘11, silver Maxima Cum Laude, Kuu Won Chang ‘10, Silver Maxima Cum Laude, Carmen Lawrence ‘10, Magna Cum Laude, Hayden Nault ‘12, Magna Cum Laude, and Stephanie Hemphill ‘12, Cum Laude
- Latin IV Poetry (AP): Matthew Aronson ‘11, GOLD Summa Cum Laude, Peter Han ‘11, Silver Maxima Cum Laude, Beren Patel ‘13, Magna Cum Laude, and Baxter Sapp ‘10, Cum Laude

The exam assesses a student’s general knowledge of vocabulary, English derivatives, grammar, culture, Roman history and the English language.

Congressional Artists

Senior Meredith McGee’s “Fuse” received Judge’s Special Merit recognition at the Congressional Art Contest. Beth Niegelsky ‘18, Kate Schneider ‘10 and Megan Wright ‘11 received Honorable Mentions for their submissions. These students were honored at a reception with Congressman Brad Miller in May.

Goodman Named LS Director

Gillian Goodman has been appointed Greensboro Day School’s Lower School Division Director beginning July 1, 2010.

Goodman’s appointment follows a year-long search conducted by the Lower School Search Committee, which was made up of teachers, administrators and parents. The Search Committee reviewed over 150 applications, interviewing 35 candidates and welcoming eight to the GDS campus. Throughout the process, Committee members carefully weighed the merits of each candidate and took into account all of the feedback they received.

The Committee’s unanimous and enthusiastic recommendation of Goodman was based on her proven dedication to the school, leadership skills, knowledge of GDS, a background in business, active involvement in the Greensboro community, a commitment to differentiated instruction and her passion for educating young minds for the challenges of the 21st century.

Goodman has been a 4th grade teacher at GDS for the past six years. During her tenure, she has served on the leadership team of the Lower School, served as a grade level chair, participated on the 21st Century Learning Committee, chaired the Lower School Project Based Learning Team and this year, was chosen to take on the leadership of the school-wide Improvement of Instruction Committee.

Goodman holds masters degrees in Business Administration and Elementary Education as well as a B.A. in Psychology. She has earned National Board Certification as a teacher. She serves as Vice-Chair on the UNCG School of Education Advisory Board, and through her work at UNCG, was recently nominated to become a master teacher in residence for the Guilford County School system.

Before coming to GDS, she worked for six years in the Guilford County School system as an upper elementary teacher. Before that, she worked as a consultant in providing training classes for various businesses after leaving AT&T where she led a 25-person team as a department manager. She has been active in the Greensboro community, serving on the Board of the Junior League as well as on the Board of Temple Emanuel. She is also a 7th and 8th grade religious school teacher at Temple Emanuel.

Browning Named Top Volunteer

This is the 4th year that the Parents’ Association has presented the “Making the Difference” Award. Any parent volunteer, except for the elected officers of the PA Board, is eligible to be nominated for their exemplary service to our GDS community. This award, though it is given to just one person each year, represents the history of strong parent commitment to the Greensboro Day Community.

“Kim Browning is one of those wonderful volunteers that you know once you have passed her a responsibility, you can trust that it will be done and done well. In fact, she will most likely do it better than you could ever dream of doing it yourself,” said Jennifer Smith Adams ‘86, PA President.

Browning has been one of the US Hospitality chairs for the last three years. During her second year, she also co-chaired the Innisbrook Gift Wrap Sale, and during all these years she has supported the wrestling team, served on the Booster’s Steering Committee, and worked concessions at sporting events and at Game Day Grill.

She has generously shared her time and resources with our community and this year, as well as last, her efforts have been noticed and highly praised by all those that have nominated her for this award.

Medoff Named Duke Scholar

Senior Carmi Medoff has been selected to receive a Benjamin N. Duke Memorial Scholarship at Duke University. The B.N. Duke Scholarship is inclusive of the full cost of tuition, mandatory fees (student health, student recreation, and student government), Duke union fees), as well as room and board for eight semesters at Duke. The scholarship also provides funding for two summer experiences, one within the Carolinas and one abroad.

Medoff Named Duke Scholar

Named LS Director

Named Duke Scholar

Named Top Volunteer

40 Years of Fun in One Night

GDS 40th year celebration on April 24 drew over 800 responses and marked the largest-ever gathering of faculty, friends, parents and alumni in one location.

Those attending traveled from as far away as China, Montana, New York, Boston, Michigan, Los Angeles, and Denver to celebrate. The doors were open to everyone at no charge and a vast majority of the expenses were covered through underwriters, making it both one of GDS’ most successful events and least costly in the history of the school. For pictures from the event, please see page 40.
Parents’ Association Funds
Six TEEF Projects

The Teacher Enrichment Endowment Fund (TEEF) began in 1982 with a $30,000 grant from the Parents’ Association. Each subsequent year the Parents’ Association contributes 10% of the proceeds from their fundraising activities to this endowment. Since its beginning, the PA has provided 204 grants totaling over $188,000. This endowment is exceedingly important to our parents as it represents commitment to our faculty and to maintaining a community of dynamic, engaged, life-long learners at Greensboro Day School.

This year the PA awarded $10,660 to six projects:

- Maude Cudde (LS Technology Specialist) and Rose Marie Cook (LS Science Specialist) will attend International Society for Technology in Education conference in Denver to gain new skills for 21st century project-based learning focusing on digital tools and expanded distance and online learning opportunities.
- Cindy Rayburn (4th grade Geology unit teacher) will be studying the longest continuously erupting volcano in the world. She will visit Volcano National Park in Hawaii, geologists at Hawaiian Volcano Observatory, Pua Loa Petroglyphs, and take the Thurston Lava tube hike.
- Crissy Anderson (LS Reading & Learning Specialist) and Michelle Bostian (LS counselor) will attend the learning and brain conference in Washington, DC, to study the link between the brain’s attention networks, motivation, memory, motor skills and executive functions to specific learning styles.
- Tim Martin (MS Science Teacher) will attend the International Polar Year Oslo Science Conference and Polar Teachers Workshop in Norway. Martin will be making a presentation at this United Nations-sponsored event.
- Terri Maulsby (US I01 member) and Gillian Goodman (LS I01 member) will attend an Understanding by Design conference in Toronto to learn critical curriculum design skills that would result in a strong unification of curriculum design across our three divisions.
- Linda Sudnik ’79 (School Nurse, Health Educator) will attend a School Nurse Emergency Medical Services for Children Program that includes information on all aspects of emergency care including triage, mechanisms of injury, and legal aspects of emergency care. Her long term goal is to bring this type of program to other private and public school nurses by working with the Childress Institute for Pediatric Trauma at Wake Forest University Baptist Medical Center to develop a similar program in North Carolina.

GDS Captures 2nd Green Cup Title

Greensboro Day School captured its division in the Green Cup Challenge for the second year in a row. During the month-long competition, January 15 through February 22, GDS reduced its electricity consumption by 7.0% to lead the efforts of other Green Cup Challenge schools in the Carolina Region.

The Green Cup Challenge is a student-led competition that includes 161 schools from 10 regions across the United States and Canada. Collectively the schools in the 2010 Challenge kept 1,680,000 pounds of CO2 greenhouse gases out of the atmosphere. A similar positive impact on the environment could be achieved by taking 162 cars off the road for a year or replacing 30,599 incandescent light bulbs with CFL bulbs.

Greensboro Day School’s contribution to the collective effort measured 14,087 pounds of CO2. Equivalent impacts on the environment could be attained by diverting 2.5 tons of trash from the landfill to recycling or nurturing 194 tree seedlings for 10 years.

The Upper School Environment Club, led by president Emma Park ’10 and vice-president Kelly Carry ’10, worked to expand the influence of the Green Cup Challenge beyond the GDS community this year by hosting a kick-off conference and workshop for other Carolinas region schools in January. After hosting a period-long presentation to kick off the GCC for Upper School students at GDS, Park was pleased to note that encouraging small actions, such as turning off lights and unplugging appliances, will always make a difference.

Eighth-grader Alexa Schleden led an inspired effort in the Middle School as the student council planted the MS building with posters and Green Cup Challenge reminders. “Wear Green Wednesdays,” also kept the GCC visible and present in the Middle School during February.

Reduction percentages are determined by comparing a school’s electricity use to a baseline amount, which is calculated by averaging electricity consumption over the past three years. Because of GDS’s reduction of 20% in the 2009 Green Cup Challenge, the task of achieving measurable results in 2010 was more difficult.

As GDS Sustainability Coordinator Garret Griffith notes, “the challenge should become more difficult each year. If we truly examine and change how we use our energy resources, then we will force ourselves to innovate and find a new way to live comfortably and in harmony with the natural world. The beauty of the Green Cup Challenge is that as students lead us forward, they realize that through their vision, hard work, and commitment, they have the power to change the world for the better.”

Six Faculty Chosen for NASA Program

Six faculty members have been accepted for the NASA Reduced Gravity Education Flight Week program. They will travel to Johnson Space Center (JSC) in Houston, TX July 29-August 7, 2010 to participate in the Flight Week. Those who were chosen are Jeff Reger, Chris Bernhardt, Tim Martin, Melinda Graham, Jason Cheek and Eric Shilling (alternate).

The group will explore the interplay between kinetic energy and elastic potential energy, for two masses on the end of a spring as the spring rotates in simulated zero gravity. They are calling this experiment “Hookes’ Law Orbital Motion.” Along the way they will be using some skills and concepts learned in math class, such as graphing in cartesian and polar coordinates and trigonometric functions.

The NASA Reduced Gravity Education Flight Week program is offered in conjunction with Oklahoma State University’s Teaching From Space Program and the National Science Teachers Association. NASA reduced gravity flight experiences offer educators the opportunity to successfully propose, design, and fabricate a reduced gravity environment of their choice with their students, fly the experiment, conduct research in a microgravity environment, and evaluate the investigation. Educators then share their findings with their students (who are not permitted to fly) and emulate the nature of inquiry to the larger education arena via their findings with their students (who are not permitted to fly) and emulate the nature of inquiry to the larger education arena via

Upper School Awards:

- Best Actor-Drama - Andrew Edwards ’10
- Best Actress-Drama - Ally Gleen ’11
- Best Supporting Actor-Drama - Max Roehrig ’10
- Best Supporting Actress-Drama - Carmen Lawrence ’10
- Best Actor-Musical - Jordan Rogers ’10
- Best Actress-Musical - Anna Dorsett ’11
- Best Supporting Actor-Musical - William Morris ’10
- Best Supporting Actress-Musical - Taylor Woods ’10
- Spotlight Award - Cameron Lemonley ’12
- Crew Leadership - Jordan Caskey ’10
- Crew Participation - Matt Kusiak ’10
- Crew Spirit - Taylor Carry ’12

Middle School Awards:

- Best Supporting Actor - Marshall Macchelletto ’14
- Best Supporting Actress - Annalise Graves ’15
- Director's Award - Caroline Attyre ’15
- Best Male Vocalist - Charles Mayer ’15
- Best Female Vocalist - Karson Bankhead ’14
- Best Supporting Actor - Marshall Macchelletto ’14
- Best Supporting Actress - Annalise Graves ’15
- Crew Spirit - Rachel Hayes ’14
- Junior Thespian - Ellie Dougherty ’14
- Thespian Award - Sarah Cassell ’10
- Best Drama-Drama - Andrew Edwards ’10
- Best Actress-Drama - Ally Gleen ’11
- Best Supporting Actor-Drama - Max Roehrig ’10
- Best Supporting Actress-Drama - Carmen Lawrence ’10
- Best Actor-Musical - Jordan Rogers ’10
- Best Actress-Musical - Anna Dorsett ’11
- Best Supporting Actor-Musical - William Morris ’10
- Best Supporting Actress-Musical - Taylor Woods ’10
- Spotlight Award - Cameron Lemonley ’12
- Crew Leadership - Simran Mann ’11
- Crew Participation - Matt Kusiak ’10
- Crew Spirit - Taylor Carry ’12
- “Above and Beyond” Crew Award - Moses Diaz ’12

12 Invited for Merit Program

Twelve rising seniors have been invited to participate in the 2011 National Merit Scholarship Program. Kathryn Branfield, Shaan Deeswar, Niklas Gabh, Chase Graham, Ian Jackson, Kris Li, William Montgomery, Alex Procton, Jake Pulitzer, Sophia Schermerhorn, Griffin Smith and Nathan Vercama all scored in the top 2% of juniors nationwide on the PSATs, and they will now be eligible for National Merit Scholarships.

The evening showcased those students in the Middle and Upper Schools whose commitment and dedication to the school’s theatre department is extraordinary. This year’s honorees are:

- Best Actor - Tim Martin ’10
- Best Actress - Taylor Carry ’12
- Best Male Vocalist - Charles Mayer ’15
- Best Female Vocalist - Karson Bankhead ’14
- Best Supporting Actor - Marshall Macchelletto ’14
- Best Supporting Actress - Annalise Graves ’15
- Director's Award - Caroline Attyre ’15
- Best Male Vocalist - Charles Mayer ’15
- Best Female Vocalist - Karson Bankhead ’14
- Best Supporting Actor - Marshall Macchelletto ’14
- Best Supporting Actress - Annalise Graves ’15
- Crew Spirit - Rachel Hayes ’14
- Junior Thespian - Ellie Dougherty ’14
- Thespian Award - Sarah Cassell ’10
- Best Drama-Drama - Andrew Edwards ’10
- Best Actress-Drama - Ally Gleen ’11
- Best Supporting Actor-Drama - Max Roehrig ’10
- Best Supporting Actress-Drama - Carmen Lawrence ’10
- Best Actor-Musical - Jordan Rogers ’10
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John Carty
Receives Brenner Award

John Carty is the 2010 recipient of the Frank Brenner Award. Carty is the varsity golf coach and coach for the JV boys’ basketball team. This award is presented to a coach who has gone above and beyond in his/her expectations to raise the bar within their given sport. The Brenner Award carries with it a financial stipend to support the deserving coach in pursuing further knowledge and education within their given sport specialty.

Lucas Named Top Volunteer

Senior basketball manager Anne Lucas earned the 2010 Jon Woods ’78 Award for spending hours each week at practices and games. The Woods award is given to a student who volunteers to help the athletic department through managing, being a statistician or a videographer.

Two Track Records Broken

Two school records were broken during this year’s track season: Kayla Peay ’10 in the shot put and Sarah Bankhead ’12 in the mile run. Both athletes were named to the all-state team this season. There were six all-conference athletes from the girls’ team and seven from the boys’ team. The boys’ team had a strong showing in relays and distance running during the state meet.

Baseball Ranks in Top 8

The Varsity Baseball team finished once again ranked in the top 8 in the NCISAA State Association. Highlights of the season included wins over Forsyth Country Day School on senior night at New Bridge Park, as well as victories over Durham Academy, Ravenscroft, North Raleigh Christian, and Providence Day. The Bengals had four PACIS all-conference players: seniors Tommy King, Scott Welth, and Jonathan Wells, along with junior Alec Bankhead. King was also selected to the NCISAA all-state team.

The Following Senior Student-Athletes Will Continue Their Athletic Dreams in College:

- Tommy King - Newberry College
- Christian Pallum - UNC Chapel Hill
- Lucas Wiess - Elon University
- Kayla Pyra - UNC-Wilmington
- Meg Kiser - UNC-Wilmington
- Ren Schiffman - Elon University
- Leif Neijstrom - Elon University
- Brandon Dorsant - Pfeiffer University
- Pat Howell - Elon University

Golfer Captures 3rd Place in State

The 2010 Bengal Golf Team finished the season with a 4-11 record. The players showed a great deal of improvement in their scores as the season progressed. After just missing qualifying as a team for the state tournament, the Bengals had two impressive days of individual play by seniors Leif Neijstrom and Ren Schiffman.

The following Bengal golfers earned all-conference and all-state honors: Meg Kiser, Albert Miles, and Judith frye. Leif Neijstrom was named co-Conference Player of the year, all-conference and all-state. His excellent season culminated with a 3rd place finish in the state tournament with rounds of 71 and 69 to finish at 4 under par in the championship. Schiffman was also named to the all-conference and all-state teams. The GDS golf team looks forward to 2011 with five returning players who contributed all season.

- John Carty, head coach

14th PACIS Title in Soccer

This soccer season began as one of promise and high expectations. With an experienced group of nine seniors and seven returning starters, the Bengals had hopes of making it to the NCISAA finals. The Bengals started the season with six consecutive wins including a 2-1 victory over 2A State Champions Calvary Baptist and an important 2-1 win over rival Durham Academy. Senior forward Meg Kiser provided six goals in three games during this stretch of victories, propelling GDS to a number three state ranking.

A 4-0 win against Forsyth in addition to two wins over Wesleyan Academy gave the team its 14th consecutive PACIS conference title. After compiling an 11-0-1 record GDS traveled to Ravenscroft to face the team that eliminated them from the 2009 state semi-finals. It would be a difficult match that would end the Bengals unbeaten season and put them in a must-win situation for their final two games.

The regular season ended with a huge 2-0 win over in-town rival Page High school and an important 3-0 win against Cary Academy. After receiving a number three seed in the state tournament the team would wait to play Ravenscroft in a quarterfinal game. Despite excellent play and numerous opportunities to score the Bengals would fall 0-1 to Ravenscroft ending their hopes of making it to the NCISAA finals.

A final 13-2-1 season, a PACIS conference championship and a record 20th consecutive appearance in the NCISAA State play-offs were all accomplished during the year. Individuals also received numerous awards for outstanding play during the season. Kiser led the Bengals in scoring 16 goals in addition to five assists and moved into the top ten all time goal scorers at GDS. She also received all-conference, all-region and all-state recognition. Fellow seniors Caroline Strong and Meredith McGee were also named to the all-state team.

- Kim Burrroughs, head coach

John Carty

John Carty is the 2010 recipient of the Frank Brenner Award. Carty is the varsity golf coach and coach for the JV boys’ basketball team. This award is presented to a coach who has gone above and beyond in his/her expectations to raise the bar within their given sport. The Brenner Award carries with it a financial stipend to support the deserving coach in pursuing further knowledge and education within their given sport specialty.

Girls’ Lacrosse

Part of New League

The girls’ lacrosse program had a fresh outlook with the new NC Independent League and a new head coach. The team was able to maintain their own and had a successful season. The Bengals finished their season in the first round of the state. The teams efforts were a direct reflection of the great senior leadership from Anne Lucas, Elizabeth van Neippen, Sarah Williams, Jenny Kaplan, Alexandra Fortume, and Katie Schneider. Fortune had her skills recognized as she was named all-conference and all-state. Next year’s team looks to be strong due to the solid foundation created this season and the rising talent.

- Kim Jude, head coach

Injuries Plague Boys’ Lacrosse

With injuries to key personnel, the 2010 lacrosse team had to restructure the pack and move players to different positions. That being said, they were able to finish second in the conference and place five members of the team on the all-conference team: seniors Austin Pittman and Jimmy Naussbaum, junior Alex Wells and Adams Hardy and sophomore Chase Trimpton. With 21 returning to the squad, look for experience that will pay dividends next year and the years to come.

Jimmy Naussbaum ’10 was named as this year’s FACEOFF Award winner. FACEOFF is an acronym for Fundamentals, Academics, Competition, Excellence, Over-achievement, Friendship, and Fidelity. The Faceoff Award is a recognition for a junior or senior lacrosse player who represents excellence in both scholarship and sportsmanship as a member of the Greensboro Day School boys’ lacrosse team. – Andrew Gaunt, head coach

Close Call in Tennis

The tennis team had a stellar season - making it into the second round of the state tournament and almost finishing the season undefeated. With 20 boys on the team this year, the Bengals were able to field two separate teams. This year, four 8th graders and one 7th grader joined the varsity squad, proving that tennis has a bright future at GDS.

- Jeff Campbell, head coach

Softball Pitches Dedication

Although you may not be able to tell from the record (1-9), the softball team improved incredibly this season. It was a very small team and was a dedicated one. Award winners this season included Sophia Schernhorn ’11 for most valuable player, Madison Brandywine ’13 for coaches’ award, and Evelyn Milford ’12 for most improved player. – Jen Shonemayer ’93, head coach
College Admissions

Eighty-seven members of the Class of 2010 submitted 426 applications at 111 different institutions. Colleges accepting GDS students are noted with multiple acceptances in parentheses:

- Appalachian State University (11)
- Auburn University
- Barnard College
- Boston College
- Boston University (2)
- Brandeis University
- Brown University
- Carnegie-Mellon University
- Carnegie-Mellon Conservatory
- Chapman University
- College of Charleston (4)
- College of William & Mary
- Clemson University (4)
- Colgate University
- Davidson College (5)
- Dickinson College
- Duke University (4)
- East Carolina University (5)
- Elon University (15)
- Emory University (2)
- Fordham University
- Franklin & Marshall
- Furman University (6)
- George Washington University
- Georgia Institute of Technology
- Georgia Southern University (2)
- George Washington College
- Hampden-Sydney College (4)
- Hampstead University
- Howard University (2)
- High Point University (5)
- James Madison University
- John Hopkins University (3)
- Johnson & Wales University
- Kenyon College
- Longwood University
- Loyola University
- Mary Baldwin College
- Marlboro College
- University of Maryland
- Messiah University
- Meredith College
- Middlebury College
- Millsaps College
- NC A&T State University (4)
- NC State University (21)
- New England Conservatory
- Newberry College (2)
- New York University (5)
- Northwestern University
- Oberlin College
- Oberlin Conservatory
- Peacebody Conservatory
- Pfiffer College
- Princeton University
- Randolph College
- Rhode Island College
- Roanoke College
- St. John’s College
- Syracuse University (2)
- Tiffin University (2)
- Tulane University (3)
- University of Alabama (4)
- University of Central Florida
- University of Georgia (17)
- University of Maryland
- University of Northern Colorado
- University of Oklahoma
- University of Mississippi (2)
- UNC-Ashville (2)
- UNC-Chapel Hill (34)
- UNC-Charlotte (4)
- UNC-Greensboro (4)
- UNC-Pembroke (3)
- UNC-Wilmington (10)
- University of Pittsburgh (5)
- University of Richmond (4)
- University of South Carolina (15)
- University of the South (5)
- University of Virginia (3)
- Virginia Polytechnic Institute (4)
- Vassar College (2)
- Washington & Lee University
- Western Carolina Conservatory
- Wake Forest University (5)
- Washington University
- Wesleyan University
- Wellesley University
- Wofford College (3)
- Franklin & Marshall College
- University of Richmond
- UNC-Chapel Hill
- Howard University
- Wofford College
- Wofford College
- UNC-Chapel Hill
- University of Georgia
- NC State University
- UNC-Wilmington
- Chapman University
- College of Charleston
- Johns Hopkins University
- Syracuse University
- UNC-Chapel Hill
- UNC-Chapel Hill
- Wesleyan University
- University of the South (Sewanee)
- Clemson University
- Pfeiffer University
- Appalachian State University
- UNC-Chapel Hill
- NC State University
- UNC-Chapel Hill
- Elizabeth City State University
- Rhodes College
- UNC-Chapel Hill
- UNC-Chapel Hill
- Davidson College
- Undecided
- Hampden-Sydney College
- NC State University
- UNC-Chapel Hill
- Wake Forest University
- UNC-Chapel Hill
- Elon University
- Davidson College
- Undecided
- Undecided
- University of South Carolina
- Elizabeth Van Noppen
- Jayme Wainer
- Haley Walker
- Sara Beth Watkins
- Lucas Weavil
- Jonathan Wells
- Sarah Willis
- Taylor Woods
- Patrick Wenn

Intended Matriculation

Members of the Class of 2010 intend to enroll at the following colleges and universities:

- Steven Love
- Anne Lucas
- Catherine McDonald
- Meredith McGee
- Carmi Medoff
- Mark Mitchell
- William Morris
- Leaf Neustrom
- Trevor Newman
- Ming Ni
- Beth Nieskogly
- Jimmy Nussbaum
- Megan Olenyik
- Emma Park
- Kayla Pray
- Virginia Perkins
- Wolford College
- UNC-Chapel Hill
- UNC-Chapel Hill
- NC State University
- Elon University
- Duke University
- St. John’s College
- Elon University
- UNC-Chapel Hill
- Katie Schneider
- Emily Sri
- Kendra Stark
- Hammer Stern
- Grammer Stewart
- Caroline Strong
- Gracie Tweedbury
- Michael Tuck
- Josh Van der Linden
- centroid College
- Jimmy Nussbaum
- Katherine Lloyd
- Stanley Ammonet
- Kyle Arnold
- Corey Arvinger
- Katie Ball
- Drew Beach
- Katherine Bernstein
- Caroline Brown
- Blaine Browning
- Jims Brumley
- Alex Bruno
- Kathryn Carroll
- Kelly Carty
- Sarah Cassell
- Kyu-Won Chung
- Lilly Cohen
- Elijah Cone
- Will Copeland
- Drick DeSantes
- Brandon Dessert
- Amelia Doss
- Andrew Edwards
- Max Fazior
- Tommy Flannery
- Jauci Flowers
- Katie Flynn
- Alexandra Fortune
- Lauren Freedman
- Alex Gitin
- Huston Harrington
- AJ Hayes
- Michael Hayes
- Matthew Hertl
- Ben Holcombe
- Jack Holland
- Pat Howell
- Jimmy Kaplan
- Tommi King
- Mtg Koer
- Stephanie Krantz
- Matthew Kuoick
- Carmen Lawrence
- Madison Lewis
- Katie Lloyd
- Franklin & Marshall College
- University of Richmond
- UNC-Chapel Hill
- Howard University
- Wofford College
- Wofford College
- UNC-Chapel Hill
- University of Georgia
- NC State University
- UNC-Wilmington
- Chapman University
- College of Charleston
- Johns Hopkins University
- Syracuse University
- UNC-Chapel Hill
- UNC-Chapel Hill
- Wesleyan University
- University of the South (Sewanee)
- Clemson University
- Pfeiffer University
- Appalachian State University
- UNC-Chapel Hill
- NC State University
- UNC-Chapel Hill
- Elizabeth City State University
- Rhodes College
- UNC-Chapel Hill
- UNC-Chapel Hill
- Davidson College
- Undecided
- Hampden-Sydney College
- NC State University
- UNC-Chapel Hill
- Wake Forest University
- UNC-Chapel Hill
- Elon University
- Davidson College
- Undecided
- Undecided
- University of South Carolina
- Elizabeth Van Noppen
- Jayme Wainer
- Haley Walker
- Sara Beth Watkins
- Lucas Weavil
- Jonathan Wells
- Sarah Willis
- Taylor Woods
- Patrick Wenn

Class of 2010
Seniors Earn
Merit Scholarships

Forty members (46%) of the Class of 2010 earned merit scholarships at 40 colleges. The total four year value as of May 10 is $3,224,744. Awards reported are as follows:

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>SCHOLARSHIP</th>
<th>COLLEGE</th>
<th>STUDENT</th>
<th>SCHOLARSHIP</th>
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<td>Kelsey Ammondson</td>
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<td>Catherine McDonald</td>
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<td>UNC-Greensboro</td>
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<td>B. N. Duke Scholarship</td>
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<td>Jimmy Niessbaum</td>
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<td>Kelly Carty</td>
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<td>University of South Carolina</td>
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<td>Merit Award</td>
<td>Randolph College</td>
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<td>Jack Holland</td>
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<td>Merit Award</td>
<td>Mary Baldwin College</td>
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<td>Merit Award</td>
<td>Furman University</td>
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</tbody>
</table>

GDS SUMMER MAGAZINE 15
“Are you a giver or a taker?”

These seven words form the foundation of Virginia and Paul Milam’s relationship. It was the philosophy on which Virginia was raised, and fortunately for Paul, when his future father-in-law posed the question to him when he was dating Virginia, he knew the right answer.

Giving, and expecting nothing in return, is the hallmark of the Milam family. The doors to their home in Summerfield are always open, to family, friends and even a rambling menagerie of animals that includes dogs, cats, horses, goats and even a Labrador puppy that the family is feeding.

But giving is not just the family mission, it’s a philosophy of life. “We always try to give back to our community,” says Virginia. “At GDS, my friends are good influences. We have the same values, and it’s easy to make the right choices.”

And Paul was a quick study of his father-in-law’s philosophy, having been raised to lead and think of others as well. “Don showed me the true meaning of giving,” he remembers. “I watched him and saw the rewards and what a sense of satisfaction that brought to him and to Sandra.”

So giving to Greenboro Day School is a natural for both the Milams and Henson families. As this year’s chairs of the Annual Fund First campaign, the Milams have helped GDS not only with their generous support, but with hundreds of volunteer hours. Actively involved with the Annual Fund since their daughters, Henson ‘15 and Alley ‘16 were in Lower School, they have championed the need for all families to be “givers” to the best of their ability. Many families have gathered on the Milam’s patio for a home-cooked burger or pizza and to hear Paul talk about the importance of stepping up. “Everyone needs to do it.”

“With our campaign,” says Virginia, “we’re providing our children phenomenal opportunities, and we all need to do what we can.” The Milams chose GDS for their children because of the GDS difference. “We knew that as they grew older, they would have opportunities here that they wouldn’t have elsewhere. They are getting a great education, but also are exposed to technology, athletics and drama. They are learning that if you just try – if you make an effort – you get to be involved and included. That’s a good lesson in life.”

Alley echoes this feeling. “I know everyone in my grade. And my teachers are great, too.” She remembers that in Lower School, Mrs. Lowe would come in each day during her summer break to have lunch with her class. “She missed us, and I liked that.” GDS also feeds Alley’s competitive spirit. “It’s cool to have the chance to play new sports,” she says, as eagerly awaits joining the lacrosse team.

And while she’s looking forward to the 8th grade, Henson is more than ready for her Upper School experience, which she can sum up in one word: freedom. “We’ll have tablets, open campus, and senior projects – I can’t wait!” After seven years as a Bengal, Henson easily included. That’s a good lesson in life.”

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21ST CENTURY VISION for Middle Grades Education at GDS

Greensboro Day School is celebrating 40 years of educational excellence in 2010. Built on the philosophy that friendship, scholarship, sportsmanship, and honor are the foundations of strong character, GDS is our community’s premier independent college preparatory school. Since 1970, Greensboro Day School has maintained a tradition of superior education while encouraging intellectual curiosity, openness to new ideas, the courage to think independently and a love of learning among our students. Currently serving 910 students from transitional kindergarten through grade 12, Greensboro Day School’s mission is to develop the intellectual, ethical and interpersonal foundations students need to become constructive contributors to the world. Such an education requires the dedication, ingenuity, experience – and commitment – of the entire community.

A STRONG MIDDLE SCHOOL TRADITION
Children learn by doing as they grow and develop rapidly during the middle grades. Our Middle School students are active participants in the learning process, in groups small enough to offer individual attention, yet large enough to offer a wide range of opportunities. They need a safe place to explore, take risks, and grow in independence. At GDS, we believe it is essential that students learn in a connected community, with a supportive team of parents and teachers to guide them through the challenges of early adolescence.

Foreign languages, the arts, and technology are integral to the middle grades curriculum and help to unite challenging core academic subjects. With the aid of laptops and teacher guidance, students have boundless opportunities in writing, research, and collaboration. Students develop knowledge and skills to be advocates for the natural world environment, and our sustainability program develops the critical thinking and creative problem-solving skills they will need into the future. With small class sizes and our unique Advising Program, no student can be anonymous. These advising groups help deepen the relationships among the students and teacher and foster communication between home and school. Our goal is to help each student grow in awareness of self and others.

A 21ST CENTURY VISION FOR MIDDLE GRADES EDUCATION
In the GDS tradition of academic innovation based upon research of best practices and school structure, in 2006 school leaders charted a course to reconfigure grades within the divisions, most notably moving 5th grade to Middle School. Research indicates that 5th and 6th grades, and 7th and 8th grades working more cooperatively in pairings would offer the opportunity for a distinct and enhanced developmentally appropriate academic, social and extracurricular program. A 5-8 Middle School would also more evenly distribute the transition programs and improve experiences of students, faculty and parents during these important years. A new Middle School building designed with distinctly sustainable features would maximize students’ interaction with the natural world and allow for advanced curriculum designs and teaching practice, in itself, the building could serve as a teaching environment.

PROVIDING A VISIONARY EDUCATIONAL ENVIRONMENT: THE CAMPUS MASTER PLAN
In October 2007, the Board of Trustees adopted a bold new campus master plan to guide our campus and facilities development to provide this 21st century educational environment. Factors that shaped the full campus master plan included academic program needs and grade configuration, campus security, basic plant operation, environmental sustainability policy, and future traffic patterns in anticipation of the completion of the urban loop.

Reorientation of an attractive highly-visible main entry and central parking to Lake Brandt Road, reflects careful planning for future traffic patterns and carpool safety away from the Lawndale thoroughfare. It also provides an opportunity for a different aesthetic appeal with the addition of new more attractive west-facing facades on existing buildings.

The new plan calls for an urban layout of buildings (multi-story buildings with smaller footprints), enabling GDS to maintain more of the campus in its natural state, providing natural learning areas for our students and creating a buffer from the surrounding suburban sprawl. As the plan is implemented, the entire campus will be transformed into a vibrant learning facility with environmental sustainability and stewardship reflected in all facilities and operations.

Our vision is for an environmentally green educational oasis with two striking new features: creation of a large central quadrangle that provides a natural green community gathering space for students; and reorientation of the main entrance to Lake Brandt Road. Redesign of the campus accomplishes many significant objectives: increasing campus safety and security, creating a clear, attractive main entrance to the campus, providing on-campus queuing for carpool traffic, and creating a new, aesthetically compelling front-door presentation.

Reorientation of our campus entry to the less-traveled Lake Brandt Road, and away from the Lawndale Drive thoroughfare, represents thoughtful planning for future traffic patterns when the Painters Boulevard urban loop is completed; the long, curving drive will queue carpool traffic safely within the campus grounds. Over time, additions to existing classroom and administration buildings entrances will face Lake Brandt Road and an entrance drive and central parking area will provide visitors clear yet controlled access to all facilities. An attractive, highly-visible main entry and eventual new west-facing facade on existing buildings will give the school a different aesthetic appeal.
The first priority in implementing the plan is to construct a new Middle School building for grades 5 through 8 that in its own sustainable design and operations, will serve as a teaching environment. The new Middle School’s design will lead the campus aesthetically in ambitious, yet modest ways and provide building features that can be integrated into other existing buildings through ongoing renovations and additions over time.

**PHASE I FACILITIES PRIORITIES: MIDDLE SCHOOL AND TENNIS COURTS**

**MIDDLE SCHOOL BUILDING**

A new Middle School building and has been high on the facilities needs for many years, as the program is handicapped by its current facility, which is one of the oldest on campus and has been reconfigured and renovated many times. Replacing the outdated facility with one that is built for students in the middle grades with a design tailored to the academic program, will create a learning environment unsurpassed in our community for this critically important developmental age.

This project will allow the school to implement its plan to have 5th grade join the Middle School. The building will be a signature element of the campus – our first green building, constructed to standards of environmentally-sustainable design and operation. Removing the existing outdated Middle School building will open the center of the campus for initial development of the new central campus quadrangle, a central signature gathering space for our vibrant learning community. The campus quad will feature benches under canopy trees and beautiful, sustainable landscaping. It will be a natural community gathering spot for school events such as graduation and other GDS celebrations.

**NEW TENNIS COMPLEX**

Five of 10 existing tennis courts are no longer safe for play and need to be replaced. Because the new Middle School will be built on that site, it would not be cost-effective to invest more funds to repair the existing courts which must be demolished to accommodate the middle school building. Therefore, the time is right to proceed with construction of a new tennis complex near Lake Brandt Road, to the northwest of the existing courts as called for in the campus master plan. Two of the tennis courts will be constructed to double as an outdoor play area for Middle School students. Consistent with our Sustainability Policy, the site will be built to high sustainable site standards.

**SITE MODIFICATION FOR THE CAMPUS QUADRANGLE**

After the new Middle School is built, removing the existing Middle School building will open the center of campus for initial site to be replaced. Because the new Middle School will be built on that site, it would not be cost-effective to invest more funds to repair the existing courts which must be demolished to accommodate the middle school building. Therefore, the time is right to proceed with construction of a new tennis complex near Lake Brandt Road, to the northwest of the existing courts as called for in the campus master plan. Two of the tennis courts will be constructed to double as an outdoor play area for Middle School students. Consistent with our Sustainability Policy, the site will be built to high sustainable site standards.

**FUNDING OUR BOLD VISION**

Greensboro Day School is in the quiet phase of a capital campaign during which lead six- and seven-figure gifts are being secured to fund the Phase I projects. Although the recession made it necessary to extend the quiet phase from the originally planned 18 to 24 months, many members of the GDS community who are able to consider gifts of this magnitude have indicated that the School will be among their top charitable priorities when the economy rebounds. Already, over $2 million has been committed. The Board of Trustees and Head of School, working with the Advancement Department and volunteers, will continue to secure capital lead and major gifts, work to increase the number of prospects for the capital campaign and strategically determine the optimal time for launching the public phase of the campaign. Two lead gifts have already been announced in previous magazines: from Burlington Industries-International Textile Group and grandparents Marion and Peggy Follin in honor of Liz Wright James ’76 and her family. Other lead gifts will be announced in beginning in fall 2010.

Leadership of any campaign is crucial to its success. A strong Campaign Executive Committee has been working for the past two years to secure the lead gifts and identify campaign leadership, which will be announced in fall 2010. The Campaign Executive Committee will expand over the next year into a Campaign Cabinet ready for a public launch of the campaign. Many members of the Campaign Executive Committee are alumni and represent a new generation of GDS leadership committed to the school’s vision.

This 21st Century vision leads GDS toward its own half-century mark, and is a worthy successor to the bold initiative in independent education undertaken by our founders 40 years ago. The Campaign leaders recognize and honor their parents and others who started GDS and are stepping up to secure the school’s future. Their rallying cry has been: It started with them. It continues with us.

**CAMPAIGN EXECUTIVE COMMITTEE 2009-2010**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Cone ’80</td>
<td>Jed Dunn</td>
</tr>
<tr>
<td>Marion Follin</td>
<td>Steve Hasenfeld</td>
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<td>Mark Hale</td>
<td>Bill Sales ’75</td>
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<td>Anne Hurd</td>
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<td>Burney Jennings</td>
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<td>Jim Rucker ’82</td>
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<td>Mary Scott</td>
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<td>Tommy Webb</td>
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How would you describe Centerbrook’s style?
We purposefully don’t characterize our work with established nomenclatures of style, because each of our buildings is unique for its place and time. It would be fair to say that our aesthetic proposal uses the context we find at the school as a starting point in order to fit with and, we hope, flatter what’s there.

What would we build if there were no other buildings on campus?
A building-less campus is not what we have, so the question is moot. And it would be disruptive to the campus visually were we to build something that ignored existing buildings. A Georgian building from UVa would make everything else on the campus look odd, as would a structure from New England, or one from Southern California, or a clay-tiled structure from Texas, or a building with a swoopy roof. Given the non-historical nature of the campus, we thought introduction of a historical-looking structure would appear ersatz. With our mandate for technical sustainability, we did think the new building should be forward-leaning.

The campus as it exists now is made up of one and two-story, flat-roofed, horizontally-proportioned buildings. We have concerns about some of them, especially as to their dark plywood banding, their lack of roof overhangs, their lack of clear entry points, and their more recent dark-tinted windows and curtain walls. Given the reality of fund-raising for independent schools at this time, though, we know the wholesale configuration of GDS’s buildings will not dramatically change anytime soon, so we have proposed a building that we think projects a comfortable relationship with what’s there.

What was your objective in designing the new building?
Our objective was to add a new sustainable piece of architecture that is fresh and handsome in and of itself. We wanted it to express that sustainability visibly but without looking so different that it calls everything else into question. Our intention was to design a building that gently points a way the campus can develop over time, in ways modest and ambitious. Since we don’t want the school at any point along that journey to appear disjointed, our thinking has been not just about our new building as a discrete entity but about the evolving campus as a whole. Our idea has been to provide a new building with features that could be integrated into other existing buildings through ongoing renovations and additions over time.

Why a flat roof?
There are many reasons for a flat roof: (1) GDS’s campus is one of flat-roofed buildings, (2) flat roofs accept future photovoltaic arrays easier than pitched roofs, (3) flat-roofed buildings are less expensive to build than pitched roof buildings, (4) flat roofs allow for the inexpensive development of deep overhangs which shade the sun and keep the weather off exterior walls (something we’d like to see extended to other buildings), and (5) flat-roofed architecture allows more vertical stories within the campus’s 50’ maximum height that is imposed by the City of Greensboro’s Zoning Code (our building’s 3 stories barely make it under the 50’ limitation). So the reality is even if

An open Pavilion in the garden can be used for classes, meetings, project-based learning, socializing, and play. The permaculture garden will be directly accessible to students as an outdoor learning area. Rain water catchment will irrigate the garden.
Why white trim on the roof overhang?
Buildings need tops. The campus’s existing buildings lack overhangs and detail up at their roof lines, where the buildings meet the sky. This makes them look spare and utilitarian and without “tops”. By extending flat roofs out over a minimum three-foot overhang our new building and, with future renovations, even existing buildings can be topped off in a way that adds detail and dimension to the campus as a whole. By making overhangs and making the trim under them white or at least off-white, the overhangs will contrast strongly with the shadow lines that appear below, adding emphasis to the “tops” of buildings.

Why do the walls look the way they do?
First, they are of brick. Most of GDS’s main buildings are at least partially brick. But GDS’s brick is laid up in solid masses of beige fields with very dark brown string courses or other accents. The result is sharp contrast between the beige color and the dark brown color. What we’re suggesting is a more complex weaving of light and dark bricks in a single field of brick laid up in Flemish bond. This will bring some of the darker brick directly into the field of the lighter brick and will make a more interesting façade — without great expense.

Why are the windows recessed deeply?
Windows on GDS’s existing buildings are set directly upon the surface of the exterior where they convey a rather inexpensive, commercial look and are unable to provide shading to interior spaces. Ours are recessed back into the wall several inches. By extending, and making the trim under them white or at least off-white, the overhangs will contrast strongly with the shadow lines that appear below, adding emphasis to the “tops” of buildings.

Why aren’t there more windows or bigger windows?
We begin design of any sustainable new buildings by calculating the optimal glass-to-wall ratio. We actually have exceeded the amount of glass called for on all the facades but especially on the north side. To put a fine point on it, we have much more glass than we should. But we have to be practical: while the optimal ratio would have had us put less glass on the north side, the reality is classrooms must all have the same windows.

Why are the windows recessed so deeply?
Windows on GDS’s existing buildings are set directly upon the surface of the exterior where they convey a rather inexpensive, commercial look and are unable to provide shading to interior spaces. Ours are recessed back into the wall several inches. The recess makes our exterior walls look substantial while improving solar shading and providing the visual interest of shadow under the window headers. Our windows also are operable, and there is a horizontal shelf feature high in the openings that functions as a light shelf by bouncing sunlight up onto the ceilings of rooms within.

Why are the windows so repetitive?
The Middle School building is a classroom building with academic spaces stacked very efficiently within, thus the windows have a regular rhythm.

What is the cylinder at the NE corner of the building?
It is a glassy entry element. We expect there to be an interesting chandelier hanging within making it glow at night like a lantern. The idea here is to create a landmark that works in three directions as an orienting device. First, it’s what people will see as they drive into the campus, situated at the west extreme of the north façade. What’s important here is a long relatively simple, horizontal façade that works as a backdrop, or a lead-up, to the entry vestibule. The entry vestibule is locked into a number of other elements that rise above the roof of the main bar of the building, all of them accommodating important elements of lobby and staircase. The entry vestibule also functions as a landmark at the southern terminus of the drop off walkway, and it functions as a landmark for the SW corner of the new quadrangle. We have found that campuses benefit from having vertical landmark elements. We believe this one is an effective model for future entry or landmark elements on buildings around the campus—a concept for which all kinds of riffs can be taken in the future.

What is the indoor-outdoor space on the second floor behind the lawn?
This is a fully-covered, sun-shaded terrace room that can be used for meeting, dining, and other functions. It overlooks the garden, and we think it will be an attractive multi-purpose space providing a connection to the outdoors.

Why is the building sited where it is?
This question was an important topic of discussion in our charette workshops. First, the site allows the new Middle School to be built without disturbing the existing Middle School. Second, with demolition of the existing Middle School, an academic quadrangle at the heart of the school can be carved out. Third, the site creates a new image for the school out at the entrance where it has maximum effect. Fourth, the lay of the land on the site allows for development of a third, partially sunken, story with an open indoor-outdoor relationship to the site towards the south, which offers the possibility for a permaculture or water management garden as called for in our program discussions.

What is the hoped-for overall effect?
The overall effect of the new building is to act, in tandem with the new drive and new parking, as a gateway building for those entering the campus. It will re-position the identity of Greensboro Day School to a more forward-leaning stance while linking itself in a logical manner to the rest of the campus. It will introduce a strong new “glass lantern” landmark, and it will direct the eye into a new central quadrangle. Its lively brick pattern and thick exterior wall will convey an overarching sense of quality, and its deeply recessed windows with their sun shades will heighten the play of sunlight on the building and underscore its inherent sustainability. The building’s presentation on the site will be an up-to-date, technologically superior, and gently transformative building that suggests new directions for the future.

For more information about the Middle School Conceptual Designs or for more information about how to make a capital gift to GDS, please contact Director of Advancement Anne Hurd at annehurd@greensboroday.org or 336-288-8590 ext. 235.
MARCH 18-21
Linda Sloan Theatre

Pride & Prejudice
Presented by the Upper School
Director, Choreographer & Producer
Ruthie Tutterow
Assistant Director
Jane Gutsell
Set Design, Technical Direction
Dana Lowell
Student Director
Taylor Curry ’12

GDS SUMMER MAGAZINE

STARMITES LITE
Presented by the 6th Grade
Director
Sonny Willis ’96
Assistant Directors
Marilyn Jones, Carol Williams
Set Design, Technical Direction
Dana Lowell
Choreographer
Cory Stephenson
Stage Managers
Cameron Lemley ’12, Saurav Nair ’11

MAY 21-23
Linda Sloan Theatre

Pride & Prejudice
Presented by the Upper School
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GDS SUMMER MAGAZINE
Activities Week

MAY 30-JUNE 4

8th Graders in Washington, D.C.
Freshmen Learning in the Community
Sophomores Performing Community Service
Juniors Backpacking in Pisgah National Forest
45,396

We set out to collect 40,000 cans of food to celebrate our 40th anniversary. After 40 weeks, we collected over 45,000 cans of food! That has fed over 5,000 families at Greensboro Urban Ministries and the Second Harvest Food Bank. The school-wide effort was led by service learning coordinator Marilyn Jones.

Congratulations to all the students, faculty, staff and parents on this great accomplishment!

WE DID IT!
6th Grade Good Citizen
Shreya Shah

7th Grade Good Citizen
Annalise Graves

8th Grade Good Citizen
Mary Kathryn Sapp

Middle School Student Council Service Award
Andrew Dlouhy

8th Grade Scholarship
Shivani Shah

8th Grade Leadership
Alexa Skliren

Middle School Student Council
Does the following observation by Fritjof Capra appear to be a paradox?

The stability of an ecosystem also depends on the complexity of its network of relationships; in other words, on its diversity (5).

Aren’t we conditioned by culture and the way we humans tend to organize our minds, our lives and our institutions to think that homogeneous collections of objects bring stability? When we think about a topic in school, we are trained to analyze and break it down by its similar parts. In science, we study biology and chemistry. In poetry, we examine individual stanzas, lines, and metaphors. In math, we study geometry one year and algebra the next. We divide so that our minds can grapple with complex topics, so that we can organize our learning and thinking. In short, dividing and defining gives our minds a stability that we like and that we’re trained to expect.

In our institutions, such as schools, we group students by type to encourage academics to pursue discrete disciplines in isolation. A chemistry building on one side of campus and a fine arts building on another side of campus keeps those disciplines distinct, independent, and stable.

In nation building, we argue for a two-state solution to the Israeli – Palestinian conflict. We hope to keep the Kurds a part of a new Iraq, but help them set up a state-within-a-state to preserve, to restore, and to build increasingly diverse social communities and natural ecosystems.

Yet, when we examine Capra’s paradoxical observation of ecosystems, we uncover his point. He argues that all systems, which includes all people as part of the global ecosystem, are in a constant state of flux. In this state of constant motion, each component’s movement depends on the movement of countless other elements. Given the complexity of the earth’s natural systems, it’s practically impossible to trace all the connections that exist.

The wonder of these complex systems is that they self-regulate. When one event occurs, say a volcano on a Pacific island erupts, other elements of the system adjust and eventually find an equilibrium. Soil is re-formed, seeds sprout, and other life forms once again take up residence. What happens when a system is unnaturally stripped down and made more homogenous, perhaps by removing a predator, putting out a natural fire in a long-leaf pine tree forest, or separating one group of people from another, is that the system loses a potentially important element.

At first glance, the system may seem more stable. Sheep are safe from wolf attacks, for example. Yet, the danger Capra sees is that the system loses a potentially important element. The function and gifts of the removed element are no longer available. The system is unable to self-regulate under stress and will eventually collapse.

So, in Capra’s view, which many in the sustainability movement share, it’s the diversity of an ecosystem or a system of people that brings stability. When disruptions occur, and in a universe of constant change and movement disruptions will occur, diversity allows a system to self-regulate and survive. Capra sums up the beauty of diversity, the protective quality it provides: In a diverse ecosystem many species with overlapping ecological functions coexist and can partially replace and shelter one another. The more diverse the system, the more alternative relationships are available when any particular link in the network breaks down (5-6).

So, the need to protect the diversity of an ecosystem or to increase the diversity of a system, such as a school, elevates the call for diversity to the level of imperative. A diverse system is a safer system, a diverse system is a more secure system, a diverse system is better able to self-regulate, and ultimately a diverse system will endure.

At Greensboro Day School, educating for sustainability and for diversity will teach all of us to see and understand the complex networks that comprise the earth’s ecosystem. As we gain knowledge and experience, we will come to value all expressions of diversity and call out for more. Ultimately, we will act to preserve, to restore, and to build increasingly diverse social communities and natural ecosystems.

The Inseparable Connection Between SUSTAINABILITY & DIVERSITY

By Gareth Griffith, Sustainability Director

Growing the Green in Greensboro Day School has become the Sustainability pledge for students and faculty.

Growing the Green in Greensboro Day School

The Learning Pond on campus has enabled students to get their hands dirty and study an ecosystem first-hand.

Greensboro Day School Sustainability Vision Statement

Greensboro Day School recognizes that the health and well-being of the planet and all forms of life within it depend on a relationship of mutual enhancement between the human community and the natural world. Our program, facilities, and operations will embrace this vision.

To guide our endeavors we ask ourselves the following questions when considering how to teach our students to think, feel, and act with regard for the earth:

Think Do we integrate questions about the human/earth relationship into our academic studies in every discipline?

Feel Do we develop inner capacities of compassion and empathy toward the earth and its diverse communities?

Act Do we create and nurture practices that integrate a concern for the earth into our goals and actions?
Students who maintain an average of 90 with no grade below 70 are recognized on the Greensboro Day School Head’s List during the second semester of the 2009-10 academic year. Students who earn an average of 85 and no grade below 70 qualify for the Greensboro Day School Honor Roll. The following Middle and Upper School students earned placement on the GDS Head’s List during the second semester of the 2009-10 academic year:

7TH GRADE
Allyson Abiketier
Carolina Atenyk
Nathan Barefoot
Peter Brant
Kari Bronning
Madi Carline
Delaney Delury
Lucy Dunham
Kenzaa Forbis
Amadou Gnaou
Shepurd Grinold
Sanaa Highgate
Aionn Hickey
Sarah Kahn
Lindsay King
Libby Knowles
Amahle Kuma
Tom Kubista
Kaitlyn Langard
Mary Kathryn Melgat
Henson Milam
Rachel Fleming
Joniyne Proctor
Jenna Peach
Kearl Reid
Olivia Regner
Zoe Ross
Evans Sawoud
Emma Simpson
Scott Taylor
Madison Watson
Emma Winbush
Tyler Williams
Katie Wyant

8TH GRADE
Levy Akerman
Michael Armstrong
William Armstrong
Anna Bauer
Lauren Beane
Claire Bens
Christopher Caffrey
Sarah Cheek
Connor Cooke
Natalie Curry
Ayla Deloy
Thomas Hollands
Sarah Lindsay Libkhamann
Chase Mansfield
Laura McGee
Kir McKinley
Carol Robson
Eric Rosewarne
Camille Russell
Mary Kathryn Supp
Janna Schrembenth
Alma Schlikken
Rachel Schomp
Shanei Shah
Caroline Sherwood
Red Smith
Tyler Sudbrink
Kylie Suppe
Clayton Swisher
Zoe Tate
Christian Taylor
Grayson Thompson
Catherine Wight

9TH GRADE
Jenny Allen
Elii Ammonston
Jack Anderson
Shannon Arnold
Addie Audub
Caroline Bradfongl
Caroline Gee
Jannine Dawson
Athena Davison
Andrew Duvch
Savannah Fox
Sebastian Herr
Sarah Carter Jasup
Cayla Key
Saad Khan
Alia Kiznos
Allen Kneaker
Camren Lambo
Sarah Lucas
Ben Magid
Caroline Magdel
Carrie McKern
Gabrielle Mertt
Greg Michell
Tina Ni
Welden Rose Nichols
Alix Nordin
Maggie Phillips
Andrew Pinnock
Marina Reid
Jonathan Rogers
Hannah Ross
Kathryn Ross
Kimberly Smith
Charlotte Smith
Elizabeth Tiley
Lindsay Tuck
Avery Winter
Drew Wang
Harper Winspur
Maggie Wilkinson
Spencer Williams
Clyton Wilson

10TH GRADE
Clark Akerman
Sarah Badruesd
Nicholas Beane
Martheaus Brady
Hannah Berman
Samatha Bookshire
Hannah Brown
David Buric
Jake Burns
Jonathan Campbell
Sydney Caze
Madessa Cornelius
Morgan Cox
Dwan Crow
Taylor Curry
Chris Dillard
Nathan Elsner
Jacqueline Gravely
Maggie Medlin
Taylor Curry
Alysa Ignacio Fueyo Gonzalez
Nikila Colin
Chase Graham
Low Graven
Ben Howard
Ian Jackson
Margaret Kenner
James Louis
Kira Li
Suffia McLellan
Maggie Medlin
Diana Nguyen
Briana Pottier
Kadyn Powerv
Nicole Power
Alex Proctor
Jake Pulver
John Sanders
Sophia Schrembenth
Lacy Smith
Griffin Smith
Kerstyn Stevenson
Patrick Stowel
Laruen Swidd
Dionne Uyaro
Nathan Vercameren
Jennifer Watheringham
Megan West
Lisz Zuzue

11TH GRADE
Kelsey Ammonston
Stanley Armstrong
Kyle Arnold
Katie Ball
Katherine Bernstein
Alex Bruno
Kathryn Causar
Kelly Carley
Sarah Cassill
Lilly Cohan
Eilah Cote
Rubble Dehines
Drew Edwards
Timmy Flanery
Katie Flynn
Alexandra Fontaine
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Jimmy Nutter
Megan Olymk
Emma Park
Kayla Bray
Virginia Perkins
Jonathan Rogers
Senna Schlenco
Katie Schneider
Kris Schwendi
Emily Smith
Patrick Soner
Ashley Tewkesbury

12TH GRADE
Brenda Adams
Marco Bale
Adrian Bost
Megan Stonecipher
Raj Vas
Maas Wengold

Katherine Sipes
Ethan Smith
Lily Brown
Beau Burns
Cassie Burston
Addison Byrd
Christopher Diggs
Kate DiNoia
Nick Dietering
Sabana Coter
Jonathan Hinch
Jesse Jonery
Katherine Kane
Charles Mayer
Benjamin McGevery
Carter North
Harrison North
Alexandre Paris
Jody Kim
Kenny Kamberger
Raelle Moore
John Morriste
Mark Perry
Hunter Pool
Jasec Ravencroft
Gina Dick
Elizabeth Doherty
Quinam Dout
Renee Dow
Evan Garber
Matthew Gasiorow
Clay Hawkins
Rachel Hayes
Peter Harker
Olivia Knox
Kate Sauer
Carolina Strong
Grace Glovesker
Michael Tack
Elizabeth van Noppen
Jenny Winters
Luke Wycar
Scott Wills
Sarah Willis
Patrick Wissom

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Honor Roll
Spring 2010

12TH GRADE
Drew Brach
Caroline Brown
Jimbo Brumley
Will Capiland
Brandon Dorsott
Michael Hayes
Stephanie Krantz
Katie Lloyd
Anne Lucas
Catherine McDonald
Trevor Newman
Austin Parmian
Christian Palliam
Grant Rankin
Hunter Sapp
Ben Schiffman
Hammer Stern
Grainger Stewart
Halley Walker
Sara Beth Watkins

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Head’s List
Spring 2010

Students who maintain an average of 90 with no grade below 70 are recognized on the Greensboro Day School Head’s List. The following Middle and Upper School students earned placement on the GDS Head’s List during the second semester of the 2009-10 academic year:

Students who earn an average of 85 and no grade below 70 qualify for the Greensboro Day School Honor Roll. The following Middle and Upper School students earned placement on the GDS Honor Roll during the second semester of the 2009-10 academic year.
Academic Achievement

9-11 Academic Awards

CITIZENSHIP
Grade 9 – Gabrielle Merin, Clayton Wilson
Grade 10 – Sarah Lucas, Rakesh Mitra
Grade 11 – Megan Wright, John Sanders

HIGHEST ACADEMIC AVERAGE
Grade 9 – Elise Ammondson
Grade 10 – Cameron Lemley
Grade 11 – Matthew Aronson

9TH GRADE AWARDS
Outstanding 9th Grade English Student
Elise Ammondson, Alex Kirsteins
Outstanding 9th Grade Math Student
Elise Ammondson, Shannon Arnold
Outstanding 9th Grade Science Student
Elise Ammondson, Shannon Arnold
Outstanding 9th Grade Spanish Student
Harper Weissburg
Outstanding 9th Grade French Student
Cameron Lemley
Outstanding 9th Grade Art Student
Moises Diaz
Outstanding 9th Grade Drama Student
Taylor Curry

10TH GRADE AWARDS
Outstanding 10th Grade English Student
Cameron Lemley, Rakesh Mitra
Outstanding 10th Grade Math Student
Jonathan Campbell, Daniel MacDonald
Outstanding 10th Grade Science Student
Cameron Lemley, Daniel MacDonald
Outstanding 10th Grade Latin Student
Stephanie Hemphill
Outstanding 10th Grade French Student
Cameron Lemley
Outstanding 10th Grade Music Student
Instrumental - Katie Rowlett
Choral - Jacqueline Gravely
Outstanding 10th Grade Drama Student
Niklas Gahm
Outstanding 10th Grade Art Student
Taylor Curry

11TH GRADE AWARDS
Outstanding 11th Grade English Student
Niklas Gahm, Maggie Medlin
Outstanding 11th Grade Math Student
Matthew Aronson, Niklas Gahm
Outstanding 11th Grade Science Student
Student – Ted Storm Award
Lane Zarnow
Outstanding 11th Grade Latin Student
Niklas Gahm, Alex Proctor
Outstanding 11th Grade French Student
Lucy Smith
Outstanding 11th Grade Music Student
Instrumental - Jesus Fuyeto, Chare Graham
Choral - Allie Glenn
Outstanding 11th Grade Drama Student
Niklas Gahm, Maggie Medlin
Outstanding 11th Grade Art Student
Tory Calkins, Nathan Vercaemert

To view a complete listing of individual recognition in specific courses, visit the Upper School news page at www.greensbondoay.org/UN/news.

GDS SUMMER MAGAZINE

One night, at GDS...
By Morgan Winstead ’18

On Earth Day, Thursday, April 22, the 4th grade spent the night on campus to culminate their Journey North study. The Journey North program includes classroom, outdoor, and online activities that allow students to become part of a nationwide collective of student scientists who track climate change. Students used a wide range of skills including observing, graphing, writing, communicating, collaborating, and planning as they managed a controlled and experimental tulip garden, tracked photoperiods in Greensboro, and deduced ten mystery locations across the globe. To learn more about Journey North, visit www.journeynorth.org.

The dinner we had included burger sliders, pizza, egg salad, hard boiled eggs, kabobs, and amazing dessert. Oh, and guess what! All the dinner was made by the 4th graders! It was one of the many perfect ways to bond! We all enjoyed the food we had and then we went to the campfire where we made smores. We also worked as a team to make sound effects for a story written by our teachers. When we got back from the campfire the teachers closed the yellow doors in front of a ramp as a divider between the girls and the boys. The girls got to sleep in the 4th grade room, and the boys got the hall, gym and music room. I’m not sure about anyone else, but my favorite experience was when I was in a room with all my friends. Other girls were in Mr. Buxenbaum’s room and Mrs. Baldwin’s room, but I swear we had the most HILARIOUS people in our room. We spent time telling ghost stories - all of them were funny, not scary. We used a flashlight to make our faces look scary, and when one girl stood up, we all laughed because her shadow had a wide head, crossed over back and curled fingers. "You look like a monster," is what we all screamed, and she started chasing us around the room. The girls in Mr. Buxenbaum’s room got to turn on all their flashlights and have a dance party. What a night!

When it was morning, we rolled up our sleeping bags and got dressed. Some went down to breakfast earlier than others. We had yogurt and other good things. Following breakfast, it was time to do more stations. We did survival skills with Mr. Buxenbaum, like Frog Lake, where there are polly spots in between rows of cones. No cone can be left unattended and all frogs must get to the other side of the lake without stepping on the water (grass). With Mrs. Baldwin we did team-building stations like Blindfolded, where you get a partner and they wear a blindfold while you guide them.

The last part of our sleepover adventure was a hike behind Jesse Wharton Elementary. We saw the lake that provides Greensboro with water and we also learned how to skip stones. Sadly, we walked back to school and it was time to go home.

This Earth Day experience was amazing because I now feel closer to my grade because we can be in teams and work together. I really hope that the overnight continues as a GDS tradition.
And the arid goes to... to the soil. The most underappreciated resource of this earth. Not only is it one of the most underappreciated, but it's also one of the most important, and it's highly endangered. It's irreplaceable. It's irreplaceable because why do people seem to overlook it? Why do you not hear much about soil conservation? It's because people don't take the time to appreciate the soil, don't they look past it being well, dirt. Soil is not just dirt. All the complex components that it needs make it almost alive. A living organism needs water, food, and air to stay healthy. Soil needs water, nutrients, and oxygen to stay healthy. The soil is so intricate, so busy, that when you really take the time to learn about it, there's absolutely no way it could be thought of as just dirt.

All living organisms need a balance of many different things, soil does too. The main nutrients or macronutrients that soil requires are nitrogen, potassium, and phosphorus. Each nutrient does its own specific job in keeping the things that grow in the soil healthy. If there isn’t the right amount of any of these, then plants won’t grow correctly. The three parent materials are sand, silt and clay. Other components of soil include dead organic matter which microorganisms can use for food, and humus, or old organic matter that has already been decomposed which is very important for storing water and nutrients.

Soil is actually full of water. It needs to stay healthy, just like any living thing. Water is stored in the soil like a sponge. Everything that grows needs this water, and the soil does a great job absorbing and storing it. Gases such as oxygen fill in any space where water isn’t present and the soil is too dry, which means there won’t be any room for oxygen, and plants will die. So you see that there’s a lot going on. Without the balance of all these things, the soil couldn’t do its job. Why is it even important that the soil stay healthy?

When you think about it, all living things start and end in the soil. Like any living thing, the soil couldn’t do its job. But why is it even important that the soil stay healthy? One of the most important, and it's highly endangered. It's irreplaceable. It's irreplaceable because why do people seem to overlook it? Why do you not hear much about soil conservation? It's because people don't take the time to appreciate the soil, don't they look past it being well, dirt. Soil is not just dirt. All the complex components that it needs make it almost alive. A living organism needs water, food, and air to stay healthy. Soil needs water, nutrients, and oxygen to stay healthy. The soil is so intricate, so busy, that when you really take the time to learn about it, there's absolutely no way it could be thought of as just dirt.

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When you think about it, all living things start and end in the soil. The food we eat either comes from plants that grow in the soil, or animals that eat those plants. Plus, think of all the amazing material, like wood and paper, which we get from different types of plants. With the many things that it provides us, why do we continue to do nothing about conserving the soil, which is slowly becoming endangered? Right now, only one fourth of the world’s soil is fertile. Not even a half of it is usable. The reason is partly because of natural erosion, but it is also human related. There are things that being done by department like the NCERS (National Resources Conservation Service), but there needs to be more being done by people who don’t do it for a living. It’s not enough just to say “oh the conservation people take will care of it, because even though the things they do are amazing, they need our help too, because eventually there won’t be any fertile soil left. Trees and plants wouldn’t be able to grow. No fertile trees and plants, which equals not much oxygen, which would equal something not so great for the human race. But what can you do to help?

Everyday conservation is not that hard of a job. There are things we can do every day to help. Some are out of our control, like soil erosion caused by hurricanes and floods. But one of the main causes of erosion is the removal of plants. Vegetation covers soil from eroding, so planting trees and flowers does a lot to help. If you do plant things, you have to water them right? Well! If you can water the plants you can water the soil. Another way to protect soil from wind and erosion is to water it and keep it moist. We’re not talking about hosing down your entire yard and inspecting every square inch of soil and making sure it’s completely moist, because a) that would be a waste of water and b) just a bit ridiculous. I’d mean by that is you should make sure that the soil around your trees and in your garden stays relatively moist. There has to be enough water to sustain the plants that live there and the thousands of microorganisms that live in the soil. And if anybody is a farmer, or knows a farmer, there are some simple things that they can do too. No-till farming can help prevent soil from compacting and losing organic matter. It can also prevent death of some very helpful organisms, like earthworms. Crop rotation or not planting the same crops every year can help improve the structure and fertility of the soil and keep some unwanted pathogens from building up.

So you make a choice. Don’t just tell yourself that all the conservation organizations are going to do all the work. Because what they’re doing is great, but it’s time for you and me to take a stand. WAKE UP! Stop and smell the flowers because in a way, we’re running out of time to do just that. The human race is slowly going to fill all the earths of all its beautiful organisms and life. That may not happen for thousands of years. But we need everybody to help out, because if we don’t do anything now, our great grandchildren’s great grandchildren might be wishing we had.
Entering the story
About a third of the way through,
I tried to tell of its unfolding.
We recall two leaders:
One whose sense of historic irony
Turned to confidence a hopeful, uneasy past;
One whose warm, baritone arias
Dreamed beyond what the founders dreamt.
Another has come to fulfill those visions,
A school in the fullness of time.
I think of a tournament in Asheville,
Nineteen eighty-seven,
A loss, a snowfall, a hope that would be redeemed,
The cheerleaders, my daughter among them,
Singing “Lean on Me”:
I’ll be your friend, I’ll help you carry on;
I’m right up the road,
If you’ll just
Call me.

COMING HOME
Verse 1
(1t’s Forty years since they came here with a dream and hearts open wide
To build this school called Greensboro Day to nurture bright young minds
Down through the years, the laughter and tears they’ve watched her change and grow
To hopes fulfilled from a seed they planted that day so long ago.

CHORUS:
No matter how far I may wander or how long I may roam
Coming back to Greensboro Day feels just like coming home:
Teachers who care and friends to share their stories often told
Memories to fill these halls of youth, home of the Green and Gold.

Verse 2
From blackboards and chalk to laptops that talk, we’ve come a long, long way
And walked together side by side through years of work and play.
Remember Prom? And Dad and Mom waiting up so late
The joy and pride that filled their eyes on Graduation Day!

REPEAT CHORUS

Verse 3
The days to come...no one of us can tell what they may bring
But there’s one thing deep down inside, I truly do believe.
There’ll be teachers who care and friends to share their stories often told
Memories to welcome me back to the home of the Green and Gold.

FINAL CHORUS
Written and composed by faculty member Judy Arnette
4 DECADES OF FUN!

CULINARY STARS
Give a round of applause to the chefs who provided the fine fare of the evening:
Phoenix Asian Cuisine
Quaintance-Weaver Restaurants:
Printworks Bistro, Green Valley Grille, Lucky 32
The Pit (Raleigh)
Elizabeth Karmel ’79
Reto Biaggi Home Cuisine
Flik Independent School Dining

PARTICIPATING PARTNERS
We would like to thank the following corporations for their continued support of GDS. Their generosity made CHEERS TO 40 YEARS a great community event.
Happy Rentz
Clinton Press
Triad Sign Guys
Guy M. Turner
Carey Sound
Aesthetic Images
Natty Greene’s Brewing Co.
Total Wine & More (Battleground)
Thoughtstream Media - Charles Tinsley ’81
Lineweaver Design - John Lineweaver ’81

MUSICAL PARTNERS
Contemporary Jazz group Trio Slaye, featuring Kevin McDonald ’86
The Bengal Blues,
featuring Jason Chick, Ben Hill, Randy Minter, Bill Moore & Sonny Willis ’96
The Greener Grass,
featuring Judy Arnette, Karen Collins, Ben Hill & Scott Walker
Soul Central

THANK YOU SPONSORS!
Jeff and Mary Beach: McLendon Society Donors

Before Mary and Jeff Beach enrolled their eldest son Taylor in kindergarten in 1995, they did extensive research on area public and independent school options. A business opportunity attracted the couple to Greensboro after 14 years in New York City, where conversations among their friends had naturally evolved from Big Apple young professional life to discussions about where their young children should attend school.

"Without a doubt, we chose Greensboro Day School for the excellent education we believed the school would provide for our sons," Mary and Jeff agree. Taylor's experience from kindergarten until he went to Woodberry in ninth grade was extraordinary, they say. Younger son Drew, who will graduate in June with the Class of 2010 as "a lifer," has had an equally wonderful, yet his own unique, experience.

"GDS was a great fit for both boys, each in their own different way. There was always someone there to support and guide them," Mary says.

"Those personal relationships are a main reason to come here; they will not let you fail," Jeff adds. "GDS looked after our boys."

From the day the Beach boys entered GDS, both Mary and Jeff were involved and supportive parents. Mary volunteered for everything from Lower School room parent to chair of the Parent Association spring fundraising event, the premier "Savor the Day." Jeff immersed himself in helping the school grow financially and served two full terms on the Board of Trustees. Though he has proven to be a tireless and perennial Annual Fund volunteer, co-chaired the Leadership Division the Milestones Campaign in the early 2000s, and ramped up the Major Gifts program by starting Major Gifts committees, building endowment through planned giving is what Jeff is "adamant about."

"The very best way to ensure the school's long-term financial security is to build a substantial endowment; and, the best way to build endowment is through Planned Giving," he emphasizes. "There are options for planned giving vehicles including insurance, charitable remainder trusts, and others, but the simplest way to 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 gift to a primary residence or other planned gift arrangements. 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 variety of gift vehicles and giving opportunities available, donors can make a personal statement about their care for the children who attend GDS.

The Beaches made their estate plans for GDS even before the establishment of the McLendon Society, though they did know Mr. McLendon. In fact, Jeff went to UNC with Charlie McLendon, Jr., who attended GDS from 1970 (the year the school opened), to 1974, and they saw each other when they all lived in New York City.

The Beaches agree that for executive couples who live in other major cities, and are considering moving to Greensboro for business or other purposes, having a thriving Greensboro Day School as an educational option is a must. "The very economic health of our community is dependent upon having a superior quality independent school option. Executive who make company location decisions, will look at education for their children and their employees' children as a major deciding factor," Jeff says.

"I want to raise the consciousness of my contemporaries -- the parents of children who have gone to school with our children -- that we all should all consider providing for GDS through our estate plans," Jeff encourages.

"It is a really simple matter to leave a legacy to Greensboro Day School. It sets an example for our children, strengthens the school's future, and helps our entire community," he adds.

For more information about planning an estate gift to Greensboro Day School, visit www.greensboroday.org and see Planned Giving under Support GDS, or contact Al Held, Director of Advancement, 336-288-8570, ext. 225.

GREENSBORO DAY SCHOOL PARENTS' ASSOCIATION

2009-2010 YEARLY UPDATE

Dear Greensboro Day School Families,

While celebrating the 40th anniversary of GDS at our Founders Day ceremony, I had the distinct pleasure of addressing past founders, trustees, and Parents' Association Presidents together with the very first President (then called the Presidents' Council) Mrs. Emma Poindexter. I mentioned the leap of faith that it takes to step into this role, but that each President does so because of and inspired by the tradition of extraordinary parent volunteers that have given so generously of their time and resources every year of our 40-year history. Each generation of the GDS family has built on the foundation of those before and so together has reached higher goals.

In my first letter last summer, I encouraged you all to get involved in ways that fit your talents and time, to be present as much as possible, and help weave the strong Bengal fabric of families. Your presence unequivocally made the difference this year with increased numbers at Carnival, participation that jumped to over 400 at Bengal Paws for Service and the Bengal Dash, and together we shattered the attendance for any GDS event at Cheers to 40 Years! Thank you.

It was my pleasure to guide the work of the parents in support of the GDS community. When your heart and work are aligned, it is an enjoyable and fulfilling expenditure of energy and time. I wish that I could share with you the stories of every amazing teacher, parent or student that I have encountered this year, but I will simply say that, regardless of what economists are telling us, at GDS, we are rich in faculty that are vested in our children's success as if they were their own; we have creative, dynamic volunteers that continue to invest in our community; and our efforts are yielding a generation of young leaders who are equipped to not only succeed in college but to improve our world with their contributions. We have so much for which to be proud and thankful.

I would like to express my gratitude for the work and support of a fabulous PA Board, school faculty and administration, and innumerable parent volunteers that made this a wonderful year, Jennifer Smith Adams '86
PA President 2009-2010
The purpose of the GDS Parents’ Association shall be to provide parental voice and support for the school, to develop a welcoming climate for all parents, and to work closely with the school in meeting its needs. This purpose shall be to support the students, parents, faculty, administration, staff, officers and Board of Trustees of the Greensboro Day School in academic, arts, athletic, social, and development objectives by encouraging volunteerism, raising and disbursing funds, promoting communication within the school and conducting events that foster school spirit and camaraderie. The Parents’ Association shall have a non-profit purpose.

True to our mission...

Advisory
The GDS Community strongly values and is strengthened by open, two-way communications between its families and the school. Divisional Advisory committees are one way to facilitate this communication. This year a MS Technology advisory group was formed as a result of increased parental questions surrounding the rapidly changing technological environment our children are navigating on and off campus. As a result of the work that began with this group, the school formed a GDS Counseling, Technology, and Academics committee to address these questions for all divisions and help the school and parents better define our roles in helping students maximize the benefits from technology while minimizing the negative pitfalls with which students can struggle. Their collaboration will no doubt make our program’s focus and mission even stronger.

Lower School Advisory – Beth Christina
Middle School Advisory – Robyn Weissburg
Upper School Advisory – Jane Steiniger

Campus Life
Parents give generously of their time because they know the importance of the partnership between home and school in the education process and realize the difference their presence makes each day in every little moment supporting students, parents and faculty.

Back to School Supply Sale – Beth Walton and Carlen Walters
Grade Parent Chairs – Kim Lewis and Kara Ruffin
LS Hospitality – Lisa Lee and Lisa Newsome
MS Hospitality – Belinda Brantley and Erin Rosen
US Hospitality – Kim Browning, Chris Supple and Mary Van der Linden
MS Social Events – Lisa Hazlett
Sustainability Liaison – Jennifer Riedlinger

The teachers and staff were honored guests at two appreciation events this year. A New Orleans Garden Café with specialty coffees, homemade sweets and savories, live entertainment and spa treatments to brush off the winter blues. And, an end of year luncheon with a Low Country Boil amidst a beach and nautical backdrop got them in the mood for summer.

Community Enrichment
The PA’s greatest strength continues to lie in its ability to build community. Working to support new families, supporting each other when in crisis or celebration, and reaching out to the greater Greensboro community represent the best of what we can accomplish together.

Admissions Support – Bethany & Nathan Doggins
Alumni Liaison – Carla Jones ’83
Bengal Paws for Service – Leigh Sudbrink
Diversity Liaison – Nancy Vaughan
GDS PA Cares – Penny Graves
New Family Coordinator – Marilyn Whitley

Funds and Friends Raising
Flashes of pictures of laughing children, beloved teachers, and parents connecting flow through my mind as I reflect on the enormous impact these parent-led special events have made on the GDS campus and school spirit this year. Funds raised from these initiatives are distributed each fall through allocations and enrich our students’ lives during their years as a Bengal.

Bengal Dash – Laura Hochstein and Patty McIvor
Green & Gold Carnival – Bobby Calfo and Kevin Pach
Innisbrook Fundraiser – Isabelle Kramme and Stephanie Richmond
Special Projects – Angela Van Tilg

Fun and friendships flourished as the Green & Gold Carnival continued to grow in its focus to engage all divisions and all families. Initiatives were taken to reduce the cost of attendance, decrease the demand on Lower School donations, and to work with admissions to provide tickets for potential new families. Profits from the carnival support the US Service Learning Clubs that volunteer at the event, giving them another way to raise funds and decreases the pressure on alternative methods needed such as bake sales.

The third annual Bengal Dash’s reputation is growing as one of the most enjoyable race events in Greensboro. Racers and sponsors alike enthusiastically supported the school’s goal of providing 40,000 cans of food for those in need and service learning opportunities for students through their participation. We welcomed groups from the community, Rides for Smiles and the Cat’s Running Club from the Triad Math and Science Academy, who enriched the day for all with their presence.

Cheers to 40 Years: During the current economic environment, the PA decided not to have a spring fundraiser, but instead invited to partner with the school in providing a whole community 40th celebration event focused on the richness of our heritage and the relationships that bind us together. Parents were encouraged to support the Annual Fund instead as it was critical that we met our budgeted goals.
GREENSBORO DAY SCHOOL PARENTS’ ASSOCIATION

TREASURER’S REPORT
For the Fiscal Year ending June 30, 2010

The Greensboro Day School Parents’ Association income sources are membership dues and fundraising activities. One hundred percent of the net earnings from fundraising activities, as well as surplus operating funds, are contributed to the school. The PA financial records are consolidated into the financial statements of Greensboro Day School and as such are audited annually by independent auditors.

Parents’ Association operations are based on a breakeven budget and funded by parent dues. Every parent at GDS is a member of the PA and pays dues through tuition payments. This year, 906 students paid PA dues amounting to $18,120. This revenue was used to pay for operational expenses which included parent and student social activities, community and student enrichment funding, and PA administrative expenses.

Each year, the PA contributes an amount equal to or greater than 10% of its net spring fundraiser proceeds to its Teacher Enrichment Endowment Fund (TEEF). In the aggregate, grants to faculty members are awarded in an amount equal to the investment spending policy set forth by Greensboro Day School.

Net Fundraising Activities and Special Events for the year ending June 30, 2010

Green & Gold Day Carnival (funds for US Service Clubs) $4,614
Innisbrook Gift Wrap Sale 18,169
Special Projects (VIC, Box Tops, Target) 3,389
Bengal Dash (funds designated for Student Service Learning) 9,374

NET SURPLUS FROM FUNDRAISING AND SPECIAL EVENTS $35,546

Funds provided to GDS through the PA Allocations committee process:

Campus Wide Furniture $35,000
Virtual/Distance Learning Video Conferencing Classroom 13,000
Smart Tables for Lower School 12,000
Teacher Enrichment Endowment Fund 9,538
After Prom Extension Party 5,500
Shan Theatre Concessions Improvement 2,000
Alumni Gym Boiler Link to Control System 2,000
Security Cameras 1,600

TOTAL FUNDS PROVIDED TO GDS $80,638

Cash Reserve for contingencies from Operating surplus $3,695

Teacher Enrichment Endowment Fund

Grants awarded this year $10,663
Grant recipients 10

Looking to the future...

The creative leadership of the Parents’ Association realizes that it is a whole new environment in which we are all operating. We are working to stay in alignment with the diverse needs of our families, to stay aware of the pressures that are being brought to bear on their time and resources, and are excited about the possible opportunities of new ways to connect and support the mission of GDS. The relationships and love of school that are established through volunteerism and our initiatives are extremely important to our community. We must find ways to communicate better, be efficient in how to best use our resources, and stay flexible in order to respond to the school needs and those of its stakeholders.

Communications and Marketing

The majority of advertising and communication for PA events were streamlined into the school Paw Prints to reduce the overwhelming number of emails and various communications received by our parents. A quick link on the School’s Web site was added to direct parents to all pertinent PA news and information, as well as a PA Board working page to support volunteers with copious resources available from home such as job descriptions, access to historical data, vendor contact information, board lists and minutes. Our goal is to provide greater ease of access to a greater depth of information which will provide increased flexibility to when our volunteers can accomplish their work.

Communications & Media Support – Alyssa Chowdhury and Karen Armstrong

Net Surplus from Fundraising and Special Events

Funds provided to GDS through the PA Allocations committee process:

Campus Wide Furniture $35,000
Virtual/Distance Learning Video Conferencing Classroom 13,000
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TOTAL FUNDS PROVIDED TO GDS $80,638

Cash Reserve for contingencies from Operating surplus $3,695

Teacher Enrichment Endowment Fund

Grants awarded this year $10,663
Grant recipients 10
It has been an amazing year for Greensboro Day School alumni. In celebrating the school’s 40th anniversary, we realized that we needed to celebrate our school’s product – its alumni. We started the year with our annual wine tasting at Tyler White Galleries where we viewed beautiful paintings done by Katie Long Stevenson ’99 and Nancy B. Jester Westfall ’88. As we started preparing for the 40th party, John Lineweaver ’81 became a crucial part of the team – he branded the event with his designs. And, he did an amazing job, and he did it from Atlanta! For two years, Charles Tinsley ’81 has interviewed and taped 22 people who were part of the beginning of our school – Founders, teachers, students. The documentary debuted during our Founders’ celebration on April 22, and it was a hit! Charles traveled to Greensboro regularly from Richmond, VA to interview people. At the “Cheers to 40 Years” party, we celebrated talented alumni Kate Middleton ’96, Sonny Willis ’96 and Kevin McDonald ’06 who shared their music/drama talents. Thank you to these alumni and to all alumni who give back regularly to our school.

So, what can we take away from this year? Our alumni are talented and giving. There is a common thread among them all, whether they graduated in 1975 or 2010 – Greensboro Day School. And, I am thankful to be working with them. Have a great summer.

OH WHAT A NIGHT!

Cheers to 40 Years! On April 24, our expectation was high, and it was even better. Over 800 people were in attendance for the biggest/best celebration GDS has ever had – a great tribute to 40 years of educating the best. A special thank you goes to Kate Middleton ’96 and Sonny Willis ’96 who did a fabulous job emceeing, to Kevin McDonald ’96 whose jazz trio – Tiro Slaye - entertained, to John Lineweaver ‘81 who designed the graphics and invitations for the event, and to Charles Tinsley ’81 who produced a commemorative video. For more photos, see pages 42-45.

Class of 1975:

Home of David & Sally Gorrell Kurantnick
Organizers: Sally and Mary Marr Dillard Johnson

Class of 1980:

Home of Helen Brooks
Organizers: Helen Brooks and Elaine Alspaugh Fox

Class of 1985:

REFS
Organizers: Leslie Scott Alexander and Chris Meadows

Class of 1985:

Members of the Class of ’85

Gatherings across America

With board members living in other cities, we have had numerous gatherings across the U.S. this year. John Lineweaver ’81 and Anna Beaver ’93 had a holiday gathering in Atlanta. Dillard Williams ’91 hosted a gathering in Charlotte at a GDS/Providence Day basketball game. Emily Burbine Rose ’97 hosted a gathering in Richmond, VA to interview people. At the “Cheers to 40 Years” party, we celebrated talented alumni Kate Middleton ’96, Sonny Willis ’96 and Kevin McDonald ’06 who shared their music/drama talents. Thank you to these alumni and to all alumni who give back regularly to our school.

So, what can we take away from this year? Our alumni are talented and giving. There is a common thread among them all, whether they graduated in 1975 or 2010 – Greensboro Day School. And, I am thankful to be working with them. Have a great summer.

Class of ’04 Reunion

The Class of ’04 gathered at the Speakeasy for their five year reunion in November. Whitney Marshall, Merrill McCarty and Spencer Kirkman for organized this event.

Sarah Tenille Kaptain ’91 and her daughters.

Katie Robinson Springer ’95, Mary Katherine Davis ’99, Kelli Robinson Phillips ’99, and Eric Phillips

Sarah Tenille Kaptain ’91 and her daughters.

Alumni gathering at John Lineweaver’s ’81 house
Senior Luncheon

The Senior Luncheon has become a wonderful tradition where we welcome our youngest alumni into the GDS Alumni Association. This year’s speaker was Grier Booker Richards ’97 who did a wonderful job challenging the Class of 2010 to remain in touch with the school and to remember the teachers who helped them along the way. Read her speech on the inside back cover.

ALumni REU NieND

April 23-24, 2010

CLASS NOTES

1989
Lou Thompson and her husband, Robert, launched carolinasrabbits.com, offering fresh, gourmet items that are popular at their family’s bed and breakfast, The Orchard Inn.

Leslie Legare is a Senior Director of Creative at CMT in Nashville.

1991
Jacky Bollini was promoted to Supervisory Border Patrol Agent in Arizona, where he works at Douglas, the busiest station in the nation.

1994
Anne Haldeman Blackmon was voted Teacher of the Year at North Ridge Elementary School in Raleigh.

1999
Alex Sigmon just returned from his tour of duty in Iraq where he served in military intelligence. While in Iraq, he had an American flag flown in honor of GDS and its contribution of care packages to his battalion.

2000
Samantha Rogers graduated from the Physician Assistant (PA) program at Wake Forest University School of Medicine.

2001
Jeb Brooks was selected by his classmates to give the student graduation address at Elon University.

2006
Jaron Wilson graduated from UNC with a business degree. In August he will be moving to Dallas where he will work as an assistant buyer for Neiman Marcus.

Stephany Rayburn graduated from Wake Forest University. She received the Wake Forest University Theatre Department Service Award and the Wake Forest University Theatre Department Excellence in Design Award. Stephanie will be working for the costume shop at Trial Stage before heading to the University of Virginia as an 8th grade counselor for their Summer Enrichment Program. In August, Stephanie will begin an internship with the Cincinnati Shakespeare Theatre company in their costume shop.

2009
Elizabeth Buxton, in her first year at Connecticut College, recently appeared in the leading role of Nora in her college’s spring drama, Henrik Ibsen’s A Doll’s House. Lizzie has also been cast in both the fall (Trinculo in The Tempest) and spring dramas at her school, which is a remarkable accomplishment for a freshman.

Young Alumni Mingle

The Greensboro Young Alumni Group gathered at the Grasshopper stadium for a night of baseball on May 18. Durant Bell ’98, Jeb Brooks ’01, Mary Katherine Davis ’99 and Jonathan Peddrick ’98 planned this event, and it was a great success with almost 20 young alumni coming out to share a few stories and to watch baseball.

Thanks to the many alumni who returned for the annual alumni baseball game as players and as observers! The cookout was quite successful as was Bengal Town, a small Green and Gold Day game area. And, thank you to Linda Kestner Sudnik ’79 who organized the cookout!
**WEDDINGS**

1995 Abby Soles and Mike Zimmerman were married on March 13, 2010 in Durham, N.C. Groomsmen included John Soles ’01. Abby and Mike live in Cary, NC.

1996 Joseph Burney and Jennifer Anderson were married on November 7, 2009 in Atlanta. Bridesmaids included Elizabeth Burney Malinzak ’99. The Best Man was Jay Cantrell and groomsmen included James Burney ’91 and Benjamin Morcos. They live in Atlanta.

1997 Marcy Guterman and Jason Crump were married on October 31, 2009 in Landrum, S.C. Marcy and Jason live in Cary, N.C. Merriewether Maddux and Tanner Powell were married on May 1, 2010 in Georgetown, S.C. Matron of Honor was Neil Maddux Miller ’99 and greeters were Madeleine Barry Smith, Leigh Bradley Wheeler and Elizabeth Stafford White. They live in New York City.

1998 Brandon Hilliard and Julieta Hudlow were married on August 29, 2009 in Norfolk, Va. Chris Hilliard ’01 was the Best Man. Brandon and Julieta live in Virginia Beach.

2000 Christy McGroarty and Justin Powell were married on October 3, 2009 in Greensboro, N.C. Bridesmaids included Jennifer McGroarty ’02 and Ashley McGroarty ’07. Christy and Justin live in Greensboro.

2001 Chris Hilliard and Laura Kerns were married on November 28, 2009 in Davidson, N.C. Bridesmaids included Meghan Chinall Willis ’03. The Best Man was Freeman Jones and Honorary Best Man was Brandon Hilliard ’98. Chris and Laura live in Coronada, Calif.

Dillard Williams and Anne Warren were married on May 15, 2010 in Charlotte. Groomsmen included Jackson Williams ’07, John McCurry, Michael Thomas ’00 and Alex Worth. Katherine Johnson ’07 was a reader and greeters were Katie Cohen ’08 and Lillie Cohen ’08. Dillard and Anne live in Charlotte.

2002 Catherine Powell and Jason Regan were married on October 3, 2009 in Greensboro. Bridesmaids included Marilyn Carlson ’02, Kristen Beavers Haynes ’02 and Betsy Huffline ’02. and program attendant was Katie Crocknell ’02. They live in Mount Pleasant, S.C.

Ryan O’Shea and Shannon Hatcher were married on August 8, 2009 in Wilmington, N.C. Groomsmen included John Chapman ’93, Mackey MacDonald, Eric Trivette and James Megliola. Ryan and Shannon live in Chapel Hill.

2003 Mary Gaines Donaldson and Thomas Douglas were married on February 20, 2010 in Greensboro. Bridesmaids included Grace Donaldson ’01, Rebecca Burger, Molly Hassenfelt and Clarence Mills. Honorary bridesmaids were Nancy Calhoun, Dana Murphy and Rachel Wolff. Jamie Donaldson ’08 and William Mills ’02 were groomsmen. The couple live in Charlotte.

**BIRTHS**


2002 Catherine Powell and Jason Regan were married on October 3, 2009 in Greensboro. Bridesmaids included Marilyn Carlson ’02, Kristen Beavers Haynes ’02 and Betsy Huffline ’02. and program attendant was Katie Crocknell ’02. They live in Mount Pleasant, S.C.

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MEMORIALS


Herman Cone, December 11, 2009. Grandfather of Barbara Cone ’01.

Mary Frances McDaid, December 12, 2009. Mother of Carol McDaid ’78 and grandmother of Emily McDaid ’08.

Elvis Parks, December 28, 2009. Grandfather of Anna Hunter ’03 and Matthew Hunter ’06.


Sion Alford Boney, Jr.

Greenboro Day School lost a good friend with the passing of S. Boney on May 14. His name appears throughout GDS’ 40 years of history as a Founding Trustee, parent, Head’s Council member, and generous donor to every fundraising effort ever undertaken by GDS, from the annual fund to endowments and buildings. He was a charter member of the Charles A. McLendon Founders Society that recognizes those who have made provisions in their estates for Greensboro Day School.

Mr. Boney and his wife Betsy Richardson Boney, who predeceased him in 1986, had four children, three of whom were students at GDS – Betsy Boney Mead ’75, Louis Boney McCoy ’78 and Martin Boney ’85, and elder son Sion. He was also survived by six grandchildren.

A native of Goldsboro, Mr. Boney graduated from UNC-Chapel Hill in 1940 with a B.A. in Business Administration. He then worked for the Richardson Corporation, retiring in 1985 as Secretary and Vice President, and then served as Vice President and Trustee of the Hillsdale Fund for 36 years. He served on numerous nonprofit boards and many education boards including Greensboro Day School and Hollins University.

“Si was a great friend to Greensboro Day School. His gentlemanly charm, warm smile, grace and keen wit will be missed by everyone at GDS, and especially by me and former GDS Heads of School, and members of the Head’s Council of which he was a member for many years,” said Mark Hale.

At a reception following Mr. Boney’s funeral, son Sion told the representatives from GDS that one of the last things his father did at home before he went to the hospital was to view the documentary film of the Founding of GDS, produced by Charles Tinsley ’81 to commemorate the 40 years since the School’s founding. Sion reported that his father was “pleased with Greensboro Day School.”

I imagine that you, my career in the ministry probably sounds a bit weird and definitely boring … a career which possibly has the least amount of glam-factour out there. But the truth is, I absolutely LOVE what I do.

Part of what I love so much about my job, is that I have the privilege of learning a lot about people your age. Believe it or not, I’ve actually spent countless hours over the past few years researching and studying 21st century American youth culture. So even if we haven’t been formally introduced yet, I still happen to think that I already know a little something about you …

I’ve learned you all face a host of challenges that no one else in this room or any other could ever encounter in the same way when they were your age; and it is these challenges that, in a sense, define your generation.

First, is the challenge of being grounded – for you and your peers, your sense of place is incredibly fluid. At any given time, any one of you might very well be in 3 places at once: at your room, on the phone and on Facebook. Your attention can easily be divided between three friends, two parents, a math problem, and Hulu. For the most part, this isn’t all that much of a problem: it’s just the way things are now.

Yet researchers have noticed one disturbing trend that’s evolved alongside this fluid sense of place: your generation, perhaps more than any other in American history, is a generation that longs for home – some place where you are known, claimed, valued, and most importantly needed by your community: a place where you can grow roots and return to over and over again.

Without this sense of “home,” it’s becoming increasingly difficult for you all to collectively see the bigger picture, one another, because quite literally, you’re all over the place! All you need is your computer or your iPhone, and you can be wherever you want to be, exactly when you want to be there. What’s been exchanged for this freedom to be anywhere at any time, however, is a community of care that surrounds you and knows you over the long haul.

The second challenge your generation faces is the challenge of living transparently. The old phrase “You are what you eat” now reads: “You are what you own,” and “You are what you have”… so it’s no surprise that your generation is one that accumulates more and gives away less. If you are what you own, as advertisers would lead you to believe, then why would you live with a spirit of generosity? Implicitly and explicitly, this is what our American consumer culture has taught you, and now your bear the burden of having to figure out how you will respond.

Lastly, your generation is faced with the challenge of an ever-changing workplace. As a generation longing for home, your teachers, coaches and administrators have provided you with fertile soil for establishing lifelong roots: a community of care, which has both nourished and nurtured you ever since you began your journey here. And unlike many teenagers your age, you are graduating from an institution that has claimed you and will continue to value your gifts and your input for years to come. I know this, because it has been my experience.

As for living generously! I can think of no other school which values service and outreach as much as Greensboro Day School does. Whether it’s spending days on-end serving the greater Greensboro community during sophomore service week, or seeking new ways to live more sustainably, you all are way ahead of the curve when comes to conceiving of a world that exists far beyond the borders of your everyday mundane. Your time here at GDS has allowed you to catch a glimpse of the larger, more important picture – it has given you a taste of what it feels like to NOT be valued for what you own, but for who you are – and your experience here has equipped you with the skills necessary to be able to respond with intelligence to our country’s crisis of consumption.

And while our rapid-fire, hurry-it-up pace doesn’t seem to be letting up anytime soon, I have high hopes that your generation will finally be the one to question the insanity of our 24/7, round-the-clock work week, and might even remind all of the rest of us that working hard AND playing hard do not have to be mutually exclusive.

Ceremonials of the passing are thus to simply “manage” all of your time away – but I believe that your education at Greensboro Day School has actually prepared you to be exactly the multi-tasking, priority-setting future leaders that we need: leaders who both value their time, AND use it wisely.

As a GDS alumna, I can tell you that you will only become increasingly grateful for this community has given you and more in awe of how much the people here truly care for you. You have been given a top-notch education, relationships that will last a lifetime, and a toolbox of skills necessary to be able to respond with intelligence to our country’s crisis of consumption. And while our rapid-fire, hurry-it-up pace doesn’t seem to be letting up anytime soon, I have high hopes that your generation will finally be the one to question the insanity of our 24/7, round-the-clock work week, and might even remind all of the rest of us that working hard AND playing hard do not have to be mutually exclusive.

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