Today, I look back on last year’s six-day Junior Backpacking Trip with 10 students and three adult leaders through the lens of exciting adventure, character development and bonding. But, my notes from the trail last year don’t read as rosy.

Wednesday, May 28, 2008: Fourth day on the trail, heavy rain today, we hiked up and up and up through a narrow riverbed of running water, my waterproof suit didn’t turn out to be so waterproof, my feet got soaked, my 70 pound pack felt more like 100, and I thought we would never get to Buckhorn Gap. Hot, wet and tired. This is not fun. This is survival…

Like most of us, I come to value and appreciate many experiences more in retrospect than when I am in the middle of them. I have found this to be true of family vacations, sporting events and many social gatherings. What was at the time challenging, frustrating or even boring, in retrospect became nostalgic, character building, humorous, bonding or the essence of a really good story.

Over the past year, our students have had many challenges in the classroom, on the sports fields, performing in plays, as part of the Honor and Discipline Boards, serving on Student Council, and working out the social problems and issues that develop in any community.

While they may not yet have a full appreciation of how their challenges have benefitted them, the Class of 2009 has grown and matured from their experiences. They have become award winning students, boasting Robertson and Morehead-Cain Scholars along with about $2.3 million in additional scholarships. They won city-wide basketball tournaments and art contests, were recognized as outstanding scholars for their SAT scores, helped our theatre department win a prestigious Educational Theatre Association award, participated with 350 other students and family members in Bengal Paws for Service, rebuilt houses in Gulfport, Mississippi, and led our school’s effort in winning the Green Cup Challenge from among 50 other schools.

As we learned on the Junior Backpacking trip, it was relationships that saw us through the week. Helping one another through encouragement, sharing dry clothes and lightening the loads of those who were struggling made it possible for everyone to be more successful. In the same way, after visiting with many of our graduates over the past year in New Orleans, Chicago, New York and around Greensboro, I know that their appreciation for the relationships they developed at GDS has grown over time. Relationships with teachers, coaches and other students, along with the words of encouragement, the late night conversations, and the support they received when they were struggling made all the difference in their success.

By the time our students enter the independence of our Upper School, they have already moved seamlessly between two other divisions who have cared for and nurtured them. Next year, we’ll feel assured of our graduates success in college, and in four years we’ll hear of their accomplishments in the greater world. In 13 years, we’ll be ushering out our youngest Bengals, the TK class of 2022 and the Kindergarten Class of 2021. Isn’t it great to know that they are already experiencing the same nurturing, caring relationships that the Class of 2009 leaves behind?

The members of the Class of 2009 are set free from the physical confines of GDS, but not from our hearts as they enter the ranks and welcoming arms of the Alumni Association. Our graduates span a range from actors, lawyers, and business people to Peace Corps volunteers, doctors, teachers and professional athletes and they live throughout this country and around the world. As the newest members of our Alumni Association, the Class of 2009 has joined a family of other graduates who they can call on for help and support for the rest of their lives.

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

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

- Adopted by the Board of Trustees, April 7, 2009

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

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Students and Faculty Standout at End-of-Year Ceremonies

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:

Anne Lucas ’10 was presented with the Kimberly Susan Bates ’84 Memorial Merit Scholarship during convocation. She was selected to receive this honor, which includes full tuition for her senior year, by the Upper School faculty. Lucas maintains an unweighted grade-point-average of 95, and holds membership in the National Honor and Cum Laude Societies. For the past three years, her classmates have honored her with their class Citizenship Award and elected her as next year’s student body president.

In addition to Student Council, Lucas is also a member of the lacrosse and tennis teams, Admission Ambassadors, Operation Smile, and Relay for Life. Outside of GDS, she volunteers at Loyalton Senior Citizens’ Home, Canterbury’s summer camps, and Urban Ministries’ Service Learning Camp. She also founded her own summer camp and traveled to Africa for community service.

Ryan Carty was announced as this year’s Founders’ Award recipient. He was chosen as the senior who best exemplified the characteristics of scholarship, sportsmanship and leadership. Carty made the Head’s List all eight semesters and was inducted into the National Honor and Cum Laude Societies. He carried an unweighted GPA of 96 in a schedule that included eight advanced and six AP courses. Athletically, he was awarded the John F. Johnson Scholar-Athlete Award last year and he was named the Male Athlete of the Year this year for his participation in cross country, basketball and track. Carty was the president of the Environmental Club, vice president of the senior class, a member of the Moot Court team, and volunteered at Greensboro’s Latino Center.

Carty, along with the Upper School Environmental Club, was also selected as the 2009 recipients of the Edward G. Dickinson Award for Environmental Leadership and Responsibility. Led by Carty, the club orchestrated the largest school-wide sustainability effort ever attempted at GDS. The first-ever participation by Greensboro Day School in the national Green Cup Challenge (see page 9) resulted in a 20 percent drop in electrical consumption, saving the school just over $2,300. Their efforts to spearhead this TK-12 competition led to a school victory in our division.

Seniors Philip Deutsch and Ben Stevenson were the co-recipients of the Maureen B. Gerhardt Award. This award is made in memory of Maureen Gerhardt, GDS parent and trustee, and given to a member of the Upper School who best exemplifies the values of honor, personal integrity, responsible citizenship and service to the community. Deutsch was commended for his volunteerism at his church, the Salvation Army, and Wellspring Retirement Community. His work at Wellspring not only generated praises from the residents of the community, but also earned him the honor of Guilford County’s Volunteer of the Week last year. Stevenson’s work as Chair of both the Honor Board and Honor Committee were cited as examples of his commitment to honesty and integrity. As a leader, his legacy is one that teaches others to lead by example and empower others.

Middle School Latin teacher Kay Zimmerman was named the recipient of the 2009 James P. Hendix, Jr. Excellence in Teaching Award. As a member of the GDS faculty for 25 years, Zimmerman was applauded for creating a dynamic learning environment, advocating for her students, mastering her teaching subject, and being supportive and loving of both students and co-workers. Over the past 25 years, she has also taught French and had a stint as the assistant Middle School director.
A part of the Lower School since 1974, 3rd grade teacher Bernice Turner was honored with the 2009 Carla D. Dowler Tradition of Caring Award. Those who nominated her for this award praised her ability to connect with individual students and infuse them with the desire to take charge of their own learning and development. The Dowler Award recipient may be a teacher, parent, or other adult member of the Lower School community who reflects an approach to learning and life which values kindness and sensitivity to others, a determination to succeed, a love for learning and an abiding respect for teaching children.

Lilly Cohen ’10 is the 2009 recipient of the John F. Johnson Scholar-Athlete Award. The award is given to a rising senior who exemplifies the best combination of outstanding sportsmanship through involvement in the GDS athletic programs, and consistently excellent scholarship in the classroom. Cohen carries a weighted GPA of 97, while taking a course-load that includes seven advanced and three AP courses. Athletically, she has represented Greensboro Day School with distinction in varsity basketball, soccer and field hockey.

This year’s recipients of the Lenwood Edwards Award are juniors Kayla Peay and Jauric Flowers. This endowment award was established by alumni in honor of Lenwood Edwards, Greensboro Day School’s first athletic director and the first person of color to serve as an administrator at the School. The fund was established to support diversity at GDS. Awards funded by income from the endowment are given annually to Upper School students who are persons of color and make outstanding efforts in several of the following areas: academics, extracurricular activities, leadership and community involvement.

Senator Hagan
Addresses Class of 2009

United States Senator Kay Hagan, a past GDS parent and former member of the School’s Board of Trustees, addressed the Class of 2009 during their commencement exercises in June.

Hagan reminisced about the many junior backpacking trips she went on while a parent at GDS. Reflecting on the week these graduates spent in the wilderness during their junior year, Hagan said “think about the sacrifices you made. Think about the lessons you learned. You were strong enough then, and you’re strong enough now.”

Hagan also told the Class of 2009 to never underestimate themselves and what they can achieve. “The limit to your abilities is where you set it. Always remember that your parents, teachers and GDS have given you many of the tools you need to work through challenges. Remember that with these tools, a little determination and some inner strength, you have the ability to achieve whatever you choose.” “The next few years have the potential to shape you in tremendous ways. Travel as much as you can, take some risks, open yourself to what the people around and the places you visit have to offer,” she added. “Make your own mistakes. Blaze your own trail. Live your own life. Never give up.”

Hagan was elected to the United States Senate in 2008, following a decade as a North Carolina State Senator. She and her husband, Chip, have three children, all GDS alumni: Jeanette ’98, Tilden ’02, and Carrie ’05.
377 Volunteers
Turnout for First Service Day at GDS

Over 300 volunteers from the Greensboro Day School community came to campus on Saturday, April 4 for the School’s first Bengal Paws for Service Day. The volunteers spread out over campus and the Greensboro community to take part in 21 service opportunities.

Parent Leigh Sudbrink organized the event and Alumni Association board members cooked lunch for all of the volunteers.

The following letter was received in response to the 52 care packages sent overseas as part of Bengal Paws for Service Day:

Thank You So Much!

We have been receiving loads of boxes from Greensboro Day and everyone here is incredibly grateful. The items are being distributed to several companies among 2 different Brigades. The letters and pictures have also been a blast reading! Things like this really do make a difference to Soldiers over here. We would like to express our gratitude to everyone and were wondering what would be the best way to go about that? I have flown a flag for the school and had a certificate made as well. I sent it to my parents and wondered if that made it there yet. There seemed to be a plethora of people that pulled together to make this happen though so we would like to do something more. Did certain grades send packages or was it classes or families? Each box was sent from a different person and we want to make sure everyone knows how thankful we are.

We are truly humbled by such overwhelming support and it made me proud to say that it was MY school sending the packages. Hope all is well back home and I look forward to thanking everyone in person!

V/R
1LT Eric V. Trivette ’02
C Co 1-10 ATK

The following note was written inside one of the hand-made cards sent to troops serving in Iraq & Afghanistan:

Dear Soldiers,

My name is Ava. It is an honor to be writing this letter to you. THANK YOU for serving our country. I know it is hard to go to sleep at night thinking how your children are doing or how your husband or wife is. I know whoever gets this letter is going to make history. You guys are VERY special and make me proud to be an American.
Hale Signs New Contract

Head of School Mark Hale is concluding his third year and initial contract as the School’s chief administrator. The Board of Trustees is pleased to announce the renewal of Mark Hale’s contract with GDS for another three (3) year term of service, following a very successful first three years as the School’s leader.

Hale’s initial agreement included an industry standard percentage of salary increase that would be implemented upon a contract renewal. Hale declined to accept the salary increase already guaranteed in his contract. He told the GDS board chair, Burney Jennings, that because his faculty and staff will not receive increases due to the economy, he felt ethically bound to decline one himself.

Jackson Named Robertson Scholar

Senior Antonio Jackson is one of 36 high school seniors chosen as a Robertson Scholar. Jackson is the 5th GDS recipient of this scholarship since 2003.

The Robertson Scholars Program is an innovative merit scholarship program at UNC-Chapel Hill and Duke. About half of the scholars enroll at Duke and about half at UNC-Chapel Hill. All the students take courses at both schools and spend a semester in residence at the other campus.

The program selects scholars from around the world who have demonstrated the program values of heart, mind and action and exhibit the potential and desire to develop these values further. The Robertson Scholars Program provides full tuition, room and board, and mandatory fees for scholars at Duke and UNC-Chapel Hill. These benefits last for four years. Scholars receive a laptop and have access to three summers of generous funding. Additionally, Scholars are supported in studying abroad for up to two semesters during their four years as undergraduates.


Tilley Awarded Morehead-Cain Scholarship

Senior Nathan Tilley was awarded a Morehead-Cain Scholarship at the University of North Carolina at Chapel Hill.

The Morehead-Cain Scholarship (originally the Morehead Scholarship) is a full four-year scholarship modeled after the Rhodes Scholarship. The scholarship covers tuition, books, room and board, and a laptop computer. Additionally, each summer, scholars participate in a summer enrichment program.

The Morehead-Cain Foundation seeks top high school students from the United States, Canada and Britain who are dynamic leaders in their schools and communities. Successful candidates will rank near the top of their class academically and exert positive and meaningful influence in non-academic areas. Other qualities sought by Morehead-Cain selection committees include intellectual curiosity, a drive to achieve, a sense of responsibility beyond self, initiative, creativity, perseverance, and empathy for others.

The selection process for the Morehead-Cain is very rigorous. High School seniors from across the United States, Great Britain, and Canada are all eligible for the scholarship. After all of the applications are submitted, they are reviewed by a panel of judges and the applicant pool is reduced by half; these applicants are then interviewed for the final round. From the three nations, only 150 applicants make it to the final round. After three days of interviews, only 60 applicants remain as the newest class of Morehead-Cain Scholars.

Pusch Named Volunteer of the Year

The Parents’ Association announced that Kevin Pusch is this year’s winner of the “Making the Difference” Volunteer of the Year Award.

As co-chair of the fall PA event, Pusch was instrumental in transforming Green & Gold day into a new and expanded family carnival. His volunteering carries through every aspect of the GDS community - from building stage scenery to coaching.

This award recognizes a volunteer who has given exceptional service to GDS during the 2008-2009 school year. Nominees were submitted by parents and faculty. Each candidate represents the qualities that we value in a volunteer: commitment to the PA mission, superior support for projects and initiatives, a positive attitude, and service that “makes the difference” in creating an outstanding school community.
Gahm Invited to Participate in International School

GDS sophomore Niklas Gahm has been invited to attend Deutsche Schule Akademie in Germany from July 23 to August 8. He will attend the course “Computers learn to see,” which will delve into problems of image analysis, segmentation of images based on mathematical graph theories, and the development and implementation of algorithms to solve image based real world problems.

The “Deutsche Schule Akademie” or “German Student Academy” is the German national program for highly gifted students. Established in 1988, it offers the most outstanding educational opportunities for intellectually able and motivated students and provides high quality residential summer academies in Germany. Invited to apply are students who are rising juniors or seniors, who have won national German competitions, or have shown their intellectual abilities and were recommended by their respective German schools or International German Schools.

This year more than 1,900 applications were considered - 630 students were admitted to participate in the seven academies offered. Gahm took an online self-evaluation test in German offered through the Goethe Institute and wrote an application to the Deutsche Schule Akademie, including teacher recommendations and American standardized test results.

Each academy features six courses, representing different academic disciplines such as mathematics, sciences, economics, philosophy, art history, foreign language and culture. The students select one course in which they take part for the academy’s 17-day duration.

10 Receive TEEF Grants

The Greensboro Day School Parents’ Association announced the 2009 Teacher Enrichment Endowment Fund grant recipients. The Parents’ Association started the TEEF grant process 25 years ago as a means to promote and provide professional development opportunities for GDS faculty members.

This year, the Parents’ Association awarded over $9,000 to 10 recipients:

Carey Jackson-Adams, Upper School art teacher, will travel to Sewanee, Tennessee to attend a summer workshop entitled Developing Ideas for Artists’ Books.

Margaret Farrell Brown ’97, Upper School science teacher, will travel to Ecuador in South America to take part in a program through the Educators of Excellence Institute. She will also attend a conference at the Duke Marine Lab in Beaufort, NC to learn more about Global Climate Change and the NC Coast.

Estelle Bowden, Upper School Spanish teacher and Jeff Campbell, Director of Diversity, will attend a national conference for educators hosted by the Ron Clark Academy. This school is known for its out-of-the-box approach to teaching and its ability to engage students of all backgrounds.

Sarah Hanawald, Middle School technology specialist, will attend the second National Summit on Geospatial Technology (GIS) at James Madison University. GDS has been using GIS in a few areas, most notably the 8th grade.

Clarissa Marshall, 7th grade science teacher, will attend a two week intensive course by the Regenerative Design Institute and the Permaculture Institute in Northern California. She will also visit the Center for Ecoliteracy and the Martin Luther King Jr. Middle School that has an edible garden program.

Lynn Noecker, Lower School art teacher, and Susan Kunar, Lower School music teacher, will attend a three day conference in Washington, DC entitled The Creative Brain: Using Brain Research on Creativity and the Arts to Improve Learning.

Jeff Regester, Upper School physics teacher, will complete a skydiving training course this summer. He intends to document his experience through writing and a video to incorporate this material into his online textbook for freshman Physics.

Sonny Willis ’96, music and drama teacher, will attend a summer workshop in New York entitled Destination Broadway.

Each year a committee awards funds for teachers to engage in additional study in their respective fields and to attend workshops and conferences which enhance their teaching skills. The Parents’ Association’s primary commitment is to support the faculty’s continual quest to enrich the educational experience of our children. To date, the Parents’ Association has awarded 196 grants totaling approximately $177,000.
Greensboro Day School Wins Green Cup Challenge

Results are in for the 2009 Green Cup Challenge. And Greensboro Day School won in its division. The four week challenge sponsored by the Green Schools Alliance joined independent schools across the country in a competition to see who could reduce electricity consumption most.

In a competition in which the planet wins and everyone contributes, all of the competing schools combined to reduce electricity consumption an amount equivalent to preventing 1,431,231 pounds of greenhouse gases from entering the atmosphere. These 1,216 tons of greenhouse gases equal the annual output of 220 automobiles.

In honor of all the competing schools, Ace Energy, one of the competitions sponsors, will plant 1,200 trees. And an Arbor Day Foundation plaque will be sent to all participating schools in recognition of each school’s contribution.

Greensboro Day School competed in the four-year old competition for the first time in 2009 along with three other North Carolina schools, Ravenscroft, Cary Academy, and Charlotte Country Day. In this student-led competition, the Upper School Environment Club sponsored weekly activities in the Upper School and helped Middle and Lower School students organize and energize their divisions.

In the Upper School, the Environment Club led lights week, plug week, trash week, and heat week to focus attention on common sources of energy consumption and to encourage students to think and act mindfully to cut back energy use. In the Middle School, students also focused on lights and plugs and conscientiously went around the building each afternoon turning off, shutting down, and unplugging. In the Lower School, a competition-within-a-competition inspired each class to monitor their energy use.

The GDS contributions to the overall national totals include a reduction of electricity use equivalent to 23.5 tons of greenhouse gases.

Schools across the country were grouped into Boarding and Day School Divisions and further grouped into two climate zones, a northern and a southern. In direct comparison with schools from North and South Carolina, Georgia, Florida, Louisiana, and California, Greensboro Day School came out on top.

1. Greensboro Day School - reduction of 20.07%
2. Hilton Head Prep (SC) - reduction of 18.43%
3. Charleston Collegiate School (SC) - reduction of 17.59%
4. Colorado Springs School (CA) - reduction of 14.55%
5. Alexander Dawson School (CA) - reduction of 13.10%

Percent reductions are based on an historical average, which means that next year will be even more difficult for Greensboro Day School to win the Green Cup Challenge. And that’s the point. Moving forward, the school’s goals are to maintain for all 12 months of the year the habits of mind and action that were inspired during the Green Cup Challenge.

Sophomore Selected for Leadership Program

Sophomore Dianne Uwayo attended the Need to Lead program in May at UNC-Wilmington. This program seeks to inspire and develop tomorrow’s aspiring leaders. Approximately 150 students were nominated by high school counselors or community leaders. Fifteen students were selected for the program.

“I had an amazing time learning several skills that I will need to implement my dream service project. Each of the 15 students began planning out a dream service project to be completed throughout the year within our own communities with the guidance of our mentors (UNCW students),” says Uwayo. “I’m hoping to assist refugee/immigrant children in the Greensboro area by strengthening their English skills, helping with homework and showing them more of American culture through cooking classes and movie nights so that they will in turn feel more part of our community.”

Uwayo spent three days participating in workshops on networking, public speaking, conflict resolution, self-esteem, fundraising and several others taught by UNCW professors and other guest speakers.

Thespians Honored

Greensboro Day School held its annual Musical and Drama Awards on April 14. The ceremony was complemented by a Sondheim Cabaret performed by the Upper School Cabaret class. The performance highlighted work by Broadway composer and lyricist Stephen Sondheim.

The evening showcases 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:

Middle School Awards:
Best Actress – Justine Dassow ’13
Best Actor – Greg Mitchell ’13
Best Male Vocalist – Andrew Plotnikov ’13
Best Female Vocalist – Caroline Magod ’13
Best Supporting Role – Erin Freedman ’13
Director’s Award – Courtney Key ’13
Spotlight Award – Will Riedlinger ’13
Crew Leadership – Austin Hirsch ’13
Crew Participation – Harper Weissburg ’13
Crew Spirit – Kullen Clark ’14
Junior Thespian – Anna Baease ’13

Upper School Awards:
Thespian Award – Edwin Brown ’09
Best Actor – Jerry Zuraw ’09
Best Actress – Elizabeth Buxton ’09
Best Supporting Actor – Patrick Robinson ’09
Best Supporting Actress – Sarah Cassell ’10
Spotlight Award – Michael Hayes ’10
Leadership Award – Carmen Lawrence ’10
Best Male Vocalist – William Morris ’10
Best Female Vocalist – Emily Siar ’10
Crew Leadership – Wood Robinson ’09
Crew Participation – Claire Brennan ’09
Crew Spirit – Katie Zanowski ’09
Carty & Rush
Receive Top Athletic Honors

Seniors Ryan Carty and Kristin Rush were named the 2009 Athletes of the Year in recognition for their outstanding contribution to Bengal athletics and their demonstration of leadership, honesty, integrity and sportsmanship.

Carty was a captain for both cross country and basketball. As a 4-year letterman in cross country, he was named co-PACIS Runner of the Year, was selected to the all-conference and all-state teams, and received the co-Most Valuable Runner award. Carty earned 3 letters in basketball, as well as Best Defensive Player recognition two years in a row.

Rush was a captain and 4-year letterman for both basketball and track. In basketball, she was named Most Valuable Player and was selected to the all-conference team. In track, she was named the co-Runner of the year, and was selected to the all-conference and all-state teams. Rush is the only state champion for GDS during the 2008-09 season having won both the 400 and 800 meter races in the state tournament.

Gale
Named Brenner Recipient

Mike Gale is the 2009 recipient of the Frank Brenner Award. Gale is the assistant athletic trainer, JV girls’ basketball coach, and varsity girls’ basketball assistant coach. 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.

Robinson Receives Face-Off Award

Senior Wood Robinson was named the recipient of the 2009 FACE-OFF Award in boys’ lacrosse. The award recognizes a junior or senior lacrosse player who represents excellence in both scholarship and sportsmanship. The recipient of the award is chosen by the lacrosse coach, athletic director and college counselor. FACE-OFF is an acronym for Fundamentals, Academics, Competition, Excellence, Over-Achievement, Friendship, and Fidelity to the team.

Brennan Named Top Volunteer

Senior baseball statistician Claire Brennan earned the 2009 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 even a videographer.

Cohen Named Davis-Richmond Winner

Junior Lilly Cohen was named the 2009 Davis-Richmond Award winner for her hard work, positive attitude and dedication to the girls’ basketball program.

Stevenson & Evans Win Harris Award

The 2009 Carlton Harris, Jr. ’76 Award was given to sophomore Lillian Evans and senior Ben Stevenson. The award is dedicated to Carlton Harris, Jr. who during his years at GDS devoted many hours to the tennis team. Following his death, his family endowed this award to be given to a tennis player, on both the girls’ and boys’ teams, who demonstrates outstanding leadership, sportsmanship and dedication to their sport. This is the second year Stevenson has been honored with this award.
The Following Senior Student-Athletes Will Continue Their Athletic Dreams in College:

Kristin Rush: NC A&T (track)
Javan Mitchell: University of Louisiana, Lafayette (basketball)
Domas Rinksalis: Wofford (basketball)

Softball Highlights

The softball team was thrilled to have such a hard-working team this year. This year’s award winners included: Sophia Schermerhorn ’11, pitcher and short stop, and Marissa Reid ’13, 2nd base, for most improved players; and Aqeelah Tarver ’12, pitcher and short stop, for coaches award. – Jen Shoemaker ’93, head coach

The girls’ track team had an outstanding season highlighted by senior Kristin Rush winning the state championship in the 400m and 800m. Freshman Sarah Bankhead emerged as a dominate distance athlete, breaking the school record in the mile. Kayla Peay ’10 broke the GDS shot put record at the conference meet, and then broke her own record at the state meet. The girls’ team finished 2nd at the conference meet where Emma Park ’10, Emma Mattingly ’12, Bankhead, Peay, and Rush were named all-conference. Rush was also named all-state for her championships in the 400m and 800m. Rush will continue her running career next year, accepting a track scholarship to NC A&T.

Baseball Scores 1st Playoff Victory Since ’02

The varsity baseball team finished with an 8-8 record and entered the state tournament with an 8th place seed. This season marked a new beginning in the Bengals Baseball program - the Bengals defeated Durham Academy in the 1st round of the state tournament to earn their first playoff win since 2002. This year’s team was lead by strong senior leadership which included Robbie Kelly, Nathan Tilley, John Bunch, Tim VonThaer, Matthew Cox, Clint Greene, and Jay Lewis. Tilley and junior Tommy King were named to the 2009 PACIS all-conference team. King was also named to the 2009 NCISAA all-state team. – Buddy Walker, head coach

The boys’ team also had a great year highlighted by senior Patrick Nolan being named conference runner of the year. Nolan was conference champion in the 800m and 1600m and finished in the top five at the state meet in the 1600m. Nathan Vercaemert ’11 also had a strong showing this year, winning the conference championship in the 3200m and finishing in the top five at the state meet in the 3200m. Clayton Wilson ’13 showed us the future of the boys’ team, qualifying for the state meet in the 3200m as an 8th grader and also finishing 2nd at the conference meet in the 3200m. Like the girls, the boys team also finished 2nd at the conference meet. – Bill Welch, head coach

Rush Wins 400m, 800m Championship, Leads Track to 2nd Place

The girls’ track team had an outstanding season highlighted by senior Kristin Rush winning the state championship in the 400m and 800m. Freshman Sarah Bankhead emerged as a dominate distance athlete, breaking the school record in the mile. Kayla Peay ’10 broke the GDS shot put record at the conference meet, and then broke her own record at the state meet. The girls’ team finished 2nd at the conference meet where Emma Park ’10, Emma Mattingly ’12, Bankhead, Peay, and Rush were named all-conference. Rush was also named all-state for her championships in the 400m and 800m. Rush will continue her running career next year, accepting a track scholarship to NC A&T.
Injuries Hamper Golf Team

The varsity golf team finished the 2009 season with a 3-11 record. Trying to overcome graduation losses and injuries took a toll on the Bengals. Valuable experience was gained by the team this season as 14 players competed in varsity matches.

The Bengals were led by the solid, steady play of all-state and all-conference selection Leif Neijstrom ’10. Neijstrom led the team with an impressive 0.15 handicap index. His work ethic and practice habits set the standard for the team. Neijstrom finished the season in a tie for 8th in the state tournament. Patrick Redmond also continued his impressive play throughout the season. Up and coming youngster, Andrew Regal ’13 posted the 3rd best scoring average for the team.

The Bengals look forward to the 2010 season with a strong core of senior leaders as well as younger players who improved throughout the season. – John Carty, head coach

Girls’ Lacrosse Plays in 1st Tourney

The girls’ lacrosse team boasted almost 30 players this season and participated in the first-ever private school tournament. This year’s team will lose only four seniors, Elle Basile, Emily Lucas, Andie MacDonald, and Emily Wright, so next year’s squad will return a lot of experienced players. – Stacey Olsen, head coach
Fresh Look for Boys’ Lacrosse

After graduating ten seniors from last year’s team, the 2009 team had a fresh look. Faced with the challenge of replacing a starting goalie, top point scorer and two thirds of the starting defense and a starting midfield, many new faces filled very important vacant spots to gain valuable experience that will pay dividends in the future.

With so much youth on the team, the Bengals finished the season at 4-11. Seniors Daniel Fox (33 goals and 12 assists) and Allen Putnam (20 goals and 4 assists) led the offense, and fellow senior Wood Robinson anchored the defense while scooping up 55 groundballs. Freshman goalie Fletcher Keeley played well above his age and experience in goal and sophomore Alex Walthall led the team in groundballs with 64. Four Bengals made the all-conference team: Robinson, Fox, Allen Putnam ’09 and Alex Walthall ’11.

— Andrew Gaunt, head coach

Record Number Turn Out for Tennis

A record 34 players turned out for the varsity boys’ tennis team. Their efforts culminated in a 3-1 conference record. Juniors Kyle Arnold and Tommy Flannery, along with freshman Clay Sherrill were each named to the all-conference team. With only four seniors on this year’s squad, Philip Deutsch, Connor Crews, Nick Johnson, and Ben Stevenson, the program looks for steady growth over the next few seasons. — Jeff Campbell, head coach
The GDS Difference: Our Mission

Greensboro Day School develops the intellectual, ethical, and interpersonal foundations students need to become constructive contributors to the world. That seemingly simple sentence of fewer than 20 words captures the mission of GDS and reflects the pride and love of this School evident for 40 years.

Several hundred members of the School community spent the past school year discussing the essence of Greensboro Day School, its purpose, values, successes, past, and future. The previous Mission Statement had been adopted by the Board of Trustees in 1993, when such statements tended to be much longer. A Mission Review Committee led by trustee Ross Harris reviewed over 200 mission statements from peer schools and gathered input from over 150 members of the GDS community.

Committee members in addition to Harris are trustees Carrie Griswold and Russ Robinson, Head of School Mark Hale, and Director of Advancement Anne Hurd. As Board of Trustees Chair Burney Jennings explained, “defining and refining the School’s mission is one of the Board’s most important responsibilities. With a relatively new Head of School, and a milestone anniversary next year, this year seemed the appropriate time to review our mission and purpose.”

The process began in August 2008 at the Board of Trustees retreat, when the committee was charged to review the 1993 statement and recommend changes that would make the statement more succinct, encapsulating what GDS stands for, and more outcome-based. A vision, not a descriptive statement, was sought that would answer the question: To what end are we educating our students? Throughout the fall, the committee held focus groups with the senior leadership team, the full faculty, Parents’ Association board, Head’s Council of community friends, Chair’s Council comprised of past Board of Trustees chairs, and the Alumni Board. Narrative themes were recorded from each session and compiled into a draft statement that was then vetted in January in another focus group of representatives from the fall sessions. The review committee spent hours debating, drafting, word-smithing, parsing, punctuating (the same comma came and went several times) and revising. It went back to the senior administrators, Board Executive Committee and the full Board of Trustees in February for a last review. It was finally adopted by the Board at its April 7, 2009 meeting.

Harris described the tough criteria for the Mission Statement: it should summarize how we want GDS to exist in the minds of our audiences (expressed GDS’s “truth”), is sustainable (what GDS is today, what we aspire to be (that will guide how we measure ourselves today and in the future), is unique and ownable (relevant, differentiating, believable, and focused), and that works for internal and external audiences. “It is not a tagline,” Harris admonished frequently throughout.

The result is a one-sentence Mission Statement, with accompanying Guiding Principles expressive of GDS’s values and educational philosophy. The School’s Charter, will also appear as the third part of Greensboro Day Schools’ full foundational document.

Over the next year, the new Mission Statement will replace the old one and will be the basis for ongoing review and refinement of other pending work such as the Desired Results for Student Learning, curriculum reviews, performance evaluations, the next SACS reaccreditation study, Campus Master Plan, and more.

Mission Statement

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

Guiding Principles

We commit to provide our students:

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

—Adopted by the Board of Trustees, April 7, 2009

School Charter

Greensboro Day School is a coeducational, college preparatory, non-sectarian independent school for students of average to superior ability in grades TK-12.
Eighty-five members of the Class of 2009 received 309 acceptances at 94 different institutions. Colleges accepting GDS students are noted with multiple acceptances in parentheses:

University of Alabama (6)
American University
Appalachian State University (23)
Art Institute of Colorado
University of Auckland
Augustine College
Bloomsburg College
Boston College (2)
Boston University (2)
Bucknell University
California State Polytechnic Pomona
Catholic University
Champlain College
College of Charleston (3)
Clemson University (3)
University of Colorado (3)
Colorado College
Columbia University
Connecticut College
Davidson College (6)
Duke University (5)
East Carolina University (11)
Elon University (7)
Emory University (3)
Emory University at Oxford
Fordham University
Furman University (7)
University of Georgia (9)
Georgetown University
George Washington University
Hampden-Sydney College
High Point University (2)
Howard University
University of Illinois
Indiana University
James Madison University (2)
Johns Hopkins University
Johnson & Wales University (2)
University of Kentucky
University of Louisiana-Lafayette
Loyola Marymount University
Loyola University (NO)
University of Maryland
University of Massachusetts – Amherst
Miami of Ohio University
University of Michigan
Michigan State University
Middlebury College (2)
University of Missouri
University of New Hampshire
North Carolina A&T State University
North Carolina State University (32)
University of North Carolina Asheville (4)
University of North Carolina Chapel Hill (25)
University of North Carolina Charlotte (6)
University of North Carolina Greensboro
University of North Carolina Wilmington (10)
Northwestern University (5)
University of Notre Dame
University of Pennsylvania (2)
Penn State University
Penn Art & Design
Purdue University
University of Queensland
University of Richmond
Rollins College
Rose Hulman Tech
University of San Diego
Savannah Art & Design
University of the South (5)
University of South Carolina (18)
University of St. Andrews
Southern Methodist University (3)
Suffolk University
Syracuse University
SUNY-Binghamton
SUNY-New Paltz
University of Tennessee (4)
University of Texas
Texas Christian University
Towson University
Tufts University
Vanderbilt University
University of Vermont
University of Virginia (5)
Virginia Tech University (9)
Wake Forest University (10)
Washington University (SL)
Washington & Lee (4)
Western Carolina University (3)
West Washington University
Winthrop University
Wofford College (7)
College of Wooster
## Intended Matriculation

Members of the Class of 2009 intend to enroll at the following colleges and universities:

<table>
<thead>
<tr>
<th>Name</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wade Adkins</td>
<td>University of North Carolina State University</td>
</tr>
<tr>
<td>Margot Ballantyne</td>
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</tr>
<tr>
<td>Jun-ho Cha</td>
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Twenty-nine members (34%) of the Class of 2009 earned merit scholarships at 26 colleges. The total four year value as of May 11 is $2,250,462. Awards reported are as follows:

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<th>STUDENT</th>
<th>SCHOLARSHIP</th>
<th>COLLEGE</th>
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<td>Aaron Pugh</td>
<td>Dean’s Award</td>
<td>College of Wooster</td>
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<td>Merit Award</td>
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<td>Ward Russell</td>
<td>Patrick Henry Award</td>
<td>Hampden-Sydney College</td>
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<td>Ben Stevenson</td>
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<td>Jerry Zuraw</td>
<td>Distinguished Scholar</td>
<td>University of North Carolina at Chapel Hill</td>
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<td>Chambers Scholar</td>
<td>Davidson College</td>
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</tbody>
</table>
Class of 2009 Awards

**ENGLISH**
Language and Composition
Advanced Placement – Outstanding Achievement
Outstanding Progress
Outstanding Contribution

Literature and Composition
Advanced Placement – Outstanding Achievement
Outstanding Progress
Outstanding Contribution

British Literature – Outstanding Achievement
Outstanding Contribution

Introduction to Philosophy – Outstanding Achievement
Outstanding Contribution

**MATHEMATICS**
Discrete Math – Outstanding Achievement

Statistics Advanced Placement – Outstanding Achievement
Outstanding Progress

AB Calculus – Outstanding Achievement
Outstanding Progress

BC Calculus – Outstanding Achievement
Outstanding Progress

**SOCIAL SCIENCE**
Senior Government/Economics – Outstanding Achievement

European History Advanced Placement – Outstanding Contribution

**SCIENCE**
Biology Advanced Placement – Outstanding Achievement
Outstanding Contribution

Marine Science Advanced – Outstanding Achievement

Advanced Environmental Science – Outstanding Achievement
Outstanding Progress
Outstanding Contribution

**FOREIGN LANGUAGE**
French Literature Advanced Placement – Outstanding Achievement

French Literature Advanced – Outstanding Achievement

French Conversation and Composition – Outstanding Achievement

**SPANISH**

**English Language and Composition**

- Outstanding Achievement: Claire Brennan, Philip Deutsch, Edwin Brown, Pauline Weissman
- Outstanding Progress: Allen Putnam, Emily Riedlinger
- Outstanding Contribution: Daniel Fox

**Literature and Composition**

- Outstanding Achievement: Outstanding Contribution: Claire Brennan, Philip Deutsch, Edwin Brown, Pauline Weissman
- Outstanding Progress: Allen Putnam, Emily Riedlinger
- Outstanding Contribution: Daniel Fox

**British Literature**

- Outstanding Achievement: Outstanding Contribution: Claire Brennan, Philip Deutsch, Edwin Brown, Pauline Weissman
- Outstanding Progress: Outstanding Contribution: Claire Brennan, Philip Deutsch, Edwin Brown, Pauline Weissman
- Outstanding Contribution: Daniel Fox

**Introduction to Philosophy**

- Outstanding Achievement: Outstanding Contribution: Claire Brennan, Ryan Carthy, Ben Stevenson, Nathan Tilley
- Outstanding Progress: Outstanding Contribution: Claire Brennan, Ryan Carthy, Ben Stevenson, Nathan Tilley
- Outstanding Contribution: Daniel Fox

**MATHMATICS**

- Discrete Math – Outstanding Achievement

**Statistics**

- Advanced Placement – Outstanding Achievement

**AB Calculus**

- Outstanding Achievement

**BC Calculus**

- Outstanding Achievement

**SOCIALL SCIENCE**

- Senior Government/Economics – Outstanding Achievement

**European History Advanced Placement**

- Outstanding Contribution

**Foreign Language**

- French Literature Advanced Placement – Outstanding Achievement

- French Literature Advanced – Outstanding Achievement

- French Conversation and Composition – Outstanding Achievement

**Spanish**

- Outstanding Achievement

**French Literature Advanced Placement**

- Outstanding Achievement

**French Literature Advanced**

- Outstanding Achievement

**French Conversation and Composition**

- Outstanding Achievement

**COMPUTER SCIENCE**

- Computer Science

**Advanced Placement**

- Outstanding Achievement

**DEPARTMENT AWARDS**

- Outstanding Senior English Student
- Outstanding Senior Math Student
- Outstanding AP European History Student
- Outstanding 4-year Social Science Student
- Outstanding Senior Science Student
- Outstanding Senior Latin Student
- Outstanding Senior Spanish Student
- Outstanding Senior French Student
- Outstanding Senior Music Student
- Outstanding Senior Drama Student
- Outstanding Senior Art Student

**HIGHEST ACADEMIC AVERAGE**

- Ben Stevenson

**CITIZENSHIP AWARD**

- Emily Lucas, Ryan Carthy

**SYNGENTA CROP PROTECTION SCIENCE AWARD**

- Elizabeth Brassfield
Directing our Middle School musicals is an exciting but sometimes chaotic experience. Technical director Dana Lowell describes working with young thespians as “trying to contain a basket full of puppies.” Their energy and enthusiasm are charming, but keeping them all focused is the challenge. Something magical always happens on opening night as these “bouncy puppies” are transformed. The curtain opens to reveal talented, focused Middle School performers who look and act far beyond their years. How does it happen?

The Middle School drama program has been making a difference in the lives of GDS Middle School students for many years. Some schools have taken drama out of the middle schools in favor of more academic time. Those of us who understand adolescents realize that helping students to tap into their creativity and imagination is developmentally appropriate and necessary in teaching the whole child. Students who are encouraged to develop their creative side are more successful with their other academics. Acting is also a physical activity which helps young people focus their creative energy in a positive, productive way. Being a part of a show teaches a student responsibility, cooperation, focus, and empathy.
I have had the privilege and honor to direct the GDS Middle School musical for 16 years. It is truly a labor of love which has incredible rewards. I have seen so many young people find their creative voices and come to life on stage. Sometimes it is the shy student who is reluctant to participate in other activities yet shines on the stage. During the awkward stage of adolescence, some students feel more comfortable portraying a character on stage because they can be someone different from themselves. For others it is a confidence booster.

Our drama program has grown so significantly in the past 16 years that we added a 5th/6th grade musical last year. I am proud of what we have accomplished. GDS is known for its strong drama program in the community. As I tell the students on opening night, I want the audience to believe they are seeing a professional production, not a bunch of Middle School students running around on the stage. Each year we reach this goal. Some of our past successes include Rodgers and Hammerstein’s Cinderella, Beauty and the Beast, High School Musical, and Annie.

Last summer, I received an essay about how the Middle School drama program made a difference in the life of one of my actors, David Burick ’12. David’s essay touched my heart and reminded me once again why I have been teaching and directing for 31 years...

“Students who are encouraged to develop their creative side are more successful with their other academics.”
How Greensboro Day School’s Theatre Program Impacted My Life

BY DAVID BURICK ’12

In the winter of 2008, I played the lead role in Seussical Jr. at Greensboro Day School. This was a turning point in my life. Before Seussical, I was reticent about speaking in public. One facet of my Tourette’s Syndrome manifests as stuttering. Of all my tics, this one is the most frustrating and embarrassing. It is very exasperating when I am unable to verbally express myself. My internal struggle triggers an overwhelming sense of confinement which has, on occasion, brought me to tears. However, seeing my name at the top of the casting list as the Cat in the Hat was a transformative moment. Mrs. Dunbar’s confidence in my ability to successfully perform a leading role broke through my self-limiting conceptions.

Casting me as the Cat in the Hat elevated my level of self-assurance. For a moment I even forgot I stuttered. It was as if I was living in a cave of limitation and Mrs. Dunbar reached down and lifted me to the summit of a mountain, where I could see my full potential. This new vista illuminated the breadth of self imposed bondage of my old mindset. My new role allowed me to assume a leadership mantle. This leadership path opened up avenues of interest and determination previously unnoticed.

My leading role also impacted my social status at school. The confidence I felt on stage carried over into my daily life. As my class is predominantly sports oriented, this character afforded me my own unique niche. My classmates expanded their view of who I was outside of just being successful in academia. In turn, I expanded my view of others. Interacting socially with a diverse group of people increased my level of tolerance, acceptance, and compassion. I became less quick to judge people by their social groupings. One-on-one interactions deepened my appreciation of my peers’ individuality.

The watershed event of my lead role expanded my future potential. Theatre provided me a loom for weaving my unique leadership capabilities. This framework opened a space where my social barriers diminished and new connections were forged. I am grateful for Greensboro Day School’s commitment to the arts. I anticipate honing my skills in Greensboro Day School’s high school drama program. Drama’s impact on me will reverberate throughout my life, whether I become a Broadway actor or a United States Congressman.
Grandparents’ & Special Friends’ Day

APRIL 24, 2009
HONK! JR.

Presented by the 5th & 6th Grades
Sonny Willis '96, Director
Dana Lowell, Technical Director
Cory Stephenson, Choreographer
Dale Johnson, Set Designer
James Lewis, Lighting Designer
Pam Attayek, Costume Manager

MAY 15-17, 2009
Bell Family Studio Theatre

ONE ADMISSION
Co-Sponsored by the Parents’ & Alumni Associations

1k Family Fun Run
5k Certified Course

APRIL 25, 2009

ONE ADMISSION
6th Grade Good Citizen
Annalise Graves
7th Grade Good Citizen
Andrew DeJoy
8th Grade Good Citizen
Clayton Wilson
Middle School Student Council Service Award
Harper Weissburg
8th Grade Scholarship
Elizabeth Tilley and Drew Wang
8th Grade Leadership
Harper Weissburg
LOWER SCHOOL: UNDERSTANDING 2+2

By Nancy Teague, LS math specialist

In the Lower School, we want our youngest Bengals to be empowered to become young mathematicians, to understand the mathematics they are doing, to use mathematics to solve problems, and yes, to enjoy mathematics. We reach this goal through carefully building an understanding of the concepts of mathematics, the skills of mathematics, and a mathematical knowledge base – the why, how, and what of mathematics.

“I like math. Sometimes I get stuck on problems, but I can figure them out.” (1st grader)

Mathematics learning is not about memorizing facts and following rote procedures, but is about understanding the big ideas of mathematics, why they work and how to apply them. In the LS, this learning comes about through experiences based on research into how children learn. These experiences provide concrete manipulative activities related to a concept, followed by pictorial, visual representations of that concept. After these tactile, kinesthetic, and visual experiences, the children are ready to relate to a more abstract, symbolic representation of the concept. Mathematics is not a chore but an exploration; not meaningless facts and procedures to be memorized, but a world of ideas to investigate.

“Math is fun because I learn new things.” (1st grader)

The math program which has been used by the LS for many years was originally titled “Developing Mathematical Processes,” (see side bar) and it is these processes that still provide the foundation of the program and a thread that runs through the grades. Kindergartners learn about patterns, perhaps the most important thread running through all of mathematics learning. Kindergartners also learn about the idea of equality, which will be fundamental throughout elementary mathematics and in the study of algebra and beyond. In 1st and 2nd grades, these ideas evolve into a more symbolic form as they learn to write “open sentences” to represent a situation. For example, if I have 5 apples, and a friend gives me some more so that I then have 8 apples, our children will represent that situation with an open sentence such as: $5 + \Box = 8$. They also learn that such sentences can take multiple forms: $8 = \Box + 5$ and $8 - \Box = 5$. This kind of activity leads our children to develop algebraic thinking at an early age, which reaps benefits when they reach the more abstract algebra courses later.

“I like math. Math helps me figure things out every day.” (Kindergartner)

Second graders begin to learn about the processes of grouping and partitioning which provide the foundation for understanding multiplication and division in 3rd and 4th grades. These same processes help children understand place value (grouping numbers into tens, hundreds, etc.) and fractions (making equal groups of a set). The development of the concepts related to fractions is a strength of the program. Beginning with very concrete “hands-on” manipulations of materials, moving to pictorial representations,
and only then beginning to use the symbolic notation of fractions, has allowed our LS children to understand, use, and be confident in working with fractions. In 4th and 5th grades, students have the opportunity to participate in a national problem-solving competition, the Continental Mathematics League. From one-half to three-fourths of these students will choose to participate in this voluntary extra-curricular activity because they enjoy the challenge of non-routine problem solving.

“Math is my favorite subject and I like using my brain and it’s really fun.” (3rd grader)

In LS, mathematics is much more than the operations of addition, subtraction, multiplication, and division, as important as these computations are. It is the development of the conceptual understandings that underlie these operations and the number sense that gives them meaning.

MIDDLE SCHOOL: ANALYZING 2+2
By Carol Williams, 6th grade math teacher
The Middle School math program is designed to meet individual student needs, challenge each student appropriately, and lead students from concrete understandings into abstract reasoning while helping them to gain confidence in their abilities to solve problems.

“Math is the class that I look forward to the most.”
(5th grader)

When students enter the 6th grade, they approach mathematics in a conceptual manner as they did in the LS. Students develop a level of independence while being taught to recognize their strengths and weaknesses and advocate for themselves. For 6th graders, the mathematical experience differs for individual students, and groupings are fluid throughout the year. Center activities, problem solving and critical thinking opportunities vary according to the developmental readiness, motivation, and interests of the student. Before subsequent course placements are determined at the end of the 6th grade year, many factors are weighed, and teachers, students, parents and administrators collaborate so that each student will be placed in a course that will provide appropriate challenge.

“I like math because it gives me a challenge.”
(5th grader)

By the 7th grade, students are divided into groups based on many factors. A student’s depth of understanding of content, fluency with the material, achievement in previous courses and on standardized tests, developmental maturity, organizational skills, and motivation are considered in the placement. This differentiated grouping allows teachers to better meet individual needs while ensuring that each student is appropriately challenged.

“I like [math] because it challenges you a lot and it makes you use your brain and I like when you have to work to figure out something.” (3rd grader)

Because early adolescence is a time of immense growth, MS teachers reevaluate student achievement, make adjustments in course placements, and provide additional challenge opportunities as needed. By the 8th grade year, the majority of students confidently accept the challenge of one of two high-school level algebra courses, and a few travel to the Upper School to take Advanced Geometry or Advanced Algebra II.

Throughout the MS, energetic teachers facilitate student learning by presenting concepts in a variety of ways, creating opportunities for students to make connections among concepts, providing review sessions for the remediation of and reinforcement of skills, and appropriately challenging each student. Students are encouraged to problem-solve effectively, communicate their understandings, and make connections in the real world. We strive for students to value and enjoy mathematics and gain confidence in their abilities in a supportive environment that fosters questioning and explorations.

UPPER SCHOOL: USING 2+2
By Trish Morris, US math department chair
The foremost objective of the Upper School math department is that students understand what they are studying and not merely memorize a process. “When it looks like this, do that”, is not going to be sufficient to sustain our students through the myriad and complex problem situations that will arise in their lifetime. So how do you prepare students to have the confidence to tackle a problem they have never encountered? You build a solid

New LS Math Curriculum
By Nancy Teague, LS math specialist

During the 2008-2009 school year, the Lower School spent time examining the math curriculum with an eye to choosing a new program. We spent the fall studying good mathematics instructional practices and the spring previewing recommended programs that are research-based and aligned with the NCTM Standards. After careful consideration, the Math Trailblazers program was chosen to be our core program and will be implemented in grades K-3 in the fall and in grades 4 and 5 the following year. Math Trailblazers is a complete, research-based, K-5 mathematics program integrating math, science, and language arts. It originally received funding from the National Science Foundation and was developed by the TIMS Project (Teaching Integrated Mathematics and Science) at the University of Illinois at Chicago. The program is based on the beliefs that the organized investigation of everyday situations is an ideal setting for learning mathematics; all students deserve a rich, challenging curriculum; and a balanced and practical approach to mathematics learning is most beneficial to students. We believe that Math Trailblazers will be a vehicle for continuing the philosophy of DMP that is focused on the development of conceptual understanding, is based on problem solving, and that allows children to feel confident as young mathematicians.
At the end of Algebra II, our students take the North Carolina Early Mathematics Test. This evaluation tests the readiness of students to take college-level math courses. Since the North Carolina university system requires students to take a course beyond Algebra II for acceptance. At least two-thirds of our Algebra II students score in the highest category on this test. Traditionally, 10th grade PSAT scores average about 550. By the time those same students are taking SAT’s as seniors, their scores have improved by an average of 80 points. Over the last few years, over half of the senior class has taken an Advanced Placement math course - AP Statistics, AB Calculus (one semester of college calculus over the entire senior year) or BC Calculus (two semesters of college calculus over the entire senior year) with nearly every student passing the AP exam and the majority of those grades being either 4’s or 5’s on a scale of 1-5. Many of our graduates go on to college and major in math related fields (see page 48). Students with only a year beyond Algebra II prior to graduation leave us with a deep understanding of math and better retention. They graduate with confidence and a solid foundation which gives them the ability to pursue careers such as accounting, information technology, and engineering.

The US Math Department is fortunate to build on the solid foundation developed in the LS and MS. We try to model an appreciation of mathematics and the joy in “getting it”. Learning to communicate mathematically is a primary focus throughout the math program. Students learn not only from teachers but from each other. Every day we strive to have each student delve into the game of math, working at it, and coming to some understanding.
9-11 Academic Awards

CITIZENSHIP

Grade 9 – Rakesh Mitra, Sarah Lucas
Grade 10 – Hammer Stern, Anne Lucas
Grade 11 – John Sanders, Megan Wright

CLASS ACADEMIC AWARDS

Outstanding 9th Grade English Student
Cameron Lemley, Hannah Brennan

Outstanding 9th Grade Math Student
Cameron Lemley, Daniel MacDonald

Outstanding 9th Grade Social Studies Student – Scott William Patterson Award
Jennings Kuzmier, Hannah Brennan

Outstanding 9th Grade Science Student
Cameron Lemley, Daniel MacDonald

Outstanding 9th Grade Latin Student
Stephanie Hemphill

Outstanding 9th Grade Spanish Student
Clay Sherrill

Outstanding 9th Grade French Student
Cameron Lemley

Outstanding 9th Grade Music Student
Madhu Cornelius

Outstanding 9th Grade Drama Student
Dixon Crews, Fletcher Keeley

Outstanding 9th Grade Art Student
ChaeWon Chung

Outstanding 10th Grade English Student
Niklas Gahm, Dianne Uwayo

Outstanding 10th Grade Math Student
Alex Procton, Kris Li

Outstanding 10th Grade Social Studies Student
Niklas Gahm, Diana Nguyen

Outstanding 10th Grade Science Student
Sophia Schermerhorn, Alex Procton

Outstanding 10th Grade Latin Student
Matthew Aronson

Outstanding 10th Grade Spanish Student
Megan Wright

Outstanding 10th Grade French Student
Alex Procton

Outstanding 10th Grade Music Student
Chase Graham

Outstanding 10th Grade Drama Student
Brittany Porter

Outstanding 10th Grade Art Student
Ian Jackson

Outstanding 11th Grade English Student
Kelly Carty, Emily Siar

Outstanding 11th Grade Math Student
Kelly Carty, Tommy Flannery, Gracie Tewkesbury

Outstanding 11th Grade Social Studies Student – Ted Sturm Award
Jenny Kaplan

Outstanding 11th Grade Science Student
Kelly Carty, Tommy Flannery, Gracie Tewkesbury

Outstanding 11th Grade Latin Student
William Morris

Outstanding 11th Grade Spanish Student
Jenna Schleien

Outstanding 11th Grade French Student
Gracie Tewkesbury

Outstanding 11th Grade Music Student
Emily Siar

Outstanding 11th Grade Drama Student
Jordan Rogers, Matt Kusiak

Outstanding 11th Grade Art Student
Meridith McGee

HIGHEST ACADEMIC AVERAGE

Grade 9 – Cameron Lemley
Grade 10 – Matthew Aronson
Grade 11 – Gracie Tewkesbury

To view a complete listing of individual recognition in specific courses, visit the Upper School news page at www.greensboroday.org/USnews.
Head’s List
Spring 2009

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 2008-09 academic year.

7TH GRADE
Lexy Ackerman
Michael Armstrong
William Armstrong
Miranda Bachicha
Ana Bauer
Lauren Beane
Claire Burns
Christopher Caffrey
Jack Carlson
Connor Cooke
Natalie Curry
Ania Defoy
Andrea Defoy
Elizabeth Dougherty
Matthew Gasiorek
Clay Hawkins
Rachel Hayes
Sarah Lindsay Liebkemann
Matthew Lowe
Marshall Macheledt
Chase Mansell
Laura McGee
Kit McGinley
Carole Roman
Eric Rosenbouwer
Camille Russell
Janie Schermerhorn
Alexa Schleien
Rachel Schomp
Alexa Schleien
Janse Schermerhorn
Camille Russell
Eric Rosenbouwer
Carole Roman

8TH GRADE
Aditya Badve
Anna Bearse
Henderson Beasley
Caroline Brassfield
Caleb Cohen
Caroline Cox
Savannah Fox
Erin Freedman
Sarah Carter Jessup
Courtney Key
Aleksa Kierstens
Wynne Kulman
Ben Magod
Caroline Magod
Carrie Nelso
Gabrielle Merritt
Tina Ni
Weldon Rose Nichols
Alex North
Maggie Phillips
Andrew Plotnikov
Marissa Reid
Jonathan Rogers
Marc Shin
Kathryn Smith
Ryder Smith
Christine South
Elizabeth Tilley
Drew Wang
Harper Weissburg
Clayton Wilson
Sarah Lucas
Daniel MacDonald
Rakesh Mitra
Amanda Ni
Colleen Paterson
Haley Peck
Addison Pugh
Wilson Roseman
Alex Rosenbouwer
Edward Sapp
Clay Sherrill
Lindsay Stark
Mary Talbot
Aqelahar Turver
Annie Tewksbury
Tori Warren
Kaitlyn Webster
Emily Wilder
Graham Wrenn

9TH GRADE
Clark Ackerman
Sarah Barkhead
Nicholas Beane
Matheson Brady
Hannah Brennan
Samantha Brookshire
David Burick
Jake Burns
Jonathan Campbell
Kendall Clark
Sydney Cone
Madhu Cornelius
Morgan Cox
Dixon Crews
Taylor Curry
Chris Dallidor
Stephanie Hemphill
Lauren Henley
Brandon Hoff
Kim Hundgen
Allie Knowles
Jennings Kuzmier
Cameron Lernley

10TH GRADE
Katie Andersen
Matthew Aronson
Kathryn Brassfield
Graham Breitenstein
Chris Clark
Jennifer Delman
Anna Dorsett
Christopher Duda
Lillian Evans
Camila Flanagan
Niklas Gahm
Allie Glenn
Chris Graham
Lee Graves
Peter Han
Ben Howard
Ian Jackson
Charlie Keeley
Michael Kriesten
Kris Li
Andrew Magod
Simran Mann
Steffani McLean
Thomas Mincher
Diana Nguyen
Beren Patel
Brittany Porter
Nicole Powers
Alexander Proctor

11TH GRADE
Lane Zuraw
Gun Ho Yoo
Megan Wright
Jennifer Wintringham
Nathan Vercaemert
Jennifer Wintringham
Megan Wright
Gun Ho Yoo
Lane Zuraw

12TH GRADE
Stanley Ammondson
Kelsey Ammondson
Kyle Arnold
Katherine Bernstein
Alex Brune
Kathryn Carroll
Kelly Carthy
Sarah Cassell
Brett Castle
Emily Caster
Graham Wrenn

Emma Park
Virginia Perkins
Austin Pittman
Christian Pulliam
Jordan Rogers
Ren Schiffman
Jenna Schleien
Katie Schneider
Emily Star
Hammer Stern
Gracie Tewksbury
Michael Tuck
Elizabeth van Noppen
Jayne Wainer
Lucas Weavil
Patrick Wrenn

Wade Adkins
Madison Barefoot
Elizabeth Brassfield
Claire Brennan
Elizabeth Buxton
Ryan Carty
Bailey Coffey
Matthew Cox
Connor Crews
Taylor Dickinson
Daniel Fox
Clinton Greene
Taylor Hailey
Liz Hartnett
Mich Henley
Nicholas Johnson
Marla Kolev
Mariya Leath
Emily Lucas
Andie MacDonald
Ashlyn Needham
Janie Nussbaum
Caroline Pinto
Aaron Pugh
Derek Ridge
Domas Rinkalais
Meredith Schuster
Ben Stevenson
Nathan Tilley
Hammer Stern
Gracie Tewksbury
Michael Tuck
Elizabeth van Noppen
Jayne Wainer
Lucas Weavil
Patrick Wrenn
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 2008-09 academic year.

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<td>Elle Basile</td>
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<td>Edwin Brown</td>
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<td>John Bunch</td>
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<td>Caitlin Burroughs</td>
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<td>Ryan Campbell</td>
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<td>Jun Ho Cha</td>
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<td>Philip Deutsch</td>
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<td>Alex Dick</td>
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<td>Taylor Floss</td>
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<td>Hanna Greene</td>
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<td>Antonio Jackson</td>
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<td>Robbie Kelly</td>
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<td>Andrew Kolen</td>
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<td>Emily Krick</td>
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<td>Katie Kritzer</td>
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<td>Jay Lewis</td>
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<td>Henry Lin</td>
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<td>Mary Parke McEachran</td>
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<td>Camron Milani</td>
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<td>Cara Mitchell</td>
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<td>Patrick Nolan</td>
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<td>Allen Putnam</td>
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<td>Wood Robinson</td>
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<td>Mary Rudolf</td>
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<td>Ward Russell</td>
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<tr>
<td>David Sanders</td>
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<td>Reid Sore</td>
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<td>Katie South</td>
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<td>Ashley Stout</td>
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<tr>
<td>Tim Von Thaer</td>
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<tr>
<td>Emily Wright</td>
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<tr>
<td>Whitney Zammit</td>
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<tr>
<td>Katie Zanowski</td>
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<tr>
<td>Mark Zhang</td>
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<tr>
<td>Jerry Zuraw</td>
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Annual Fund First Campaign Surpasses $800,000 Goal

Dear Greensboro Day School Friends and Families,

It is my extremely happy duty to report to my fellow members of the Greensboro Day School community that the 2008-2009 Annual Fund has reached and surpassed its goal of $800,000.00. There is not a doubt in my mind that we have able to achieve this ambitious goal in the midst challenging economic times because of the GDS Difference.

When we speak of the GDS Difference we are speaking about the heart and soul of the school. This year we have asked members of our GDS family to define this difference in words and pictures. You, no doubt, have seen these profiles in our Annual Fund literature and in other school publications throughout the year. We hope you have enjoyed reading these reflections. Many thanks to all who participated.

This year we have also have highlighted the role of the Annual Fund in funding the GDS Difference. There are the financial realities of sustaining excellence in all areas of our school. The Annual Fund has a critical role to play in supporting and sustaining this excellence. If our tuition payments fund our individual students, then it is our gifts that fund the community experience. Community standards and individual experience are inseparably linked in creating the GDS Difference.

It is this difference that first drew David and me to GDS when we were considering a new school for our daughter, Mary, in the spring of 2005. It was clear from our first visit to the campus that this is a school community that supports, challenges and respects its members. Mary has found a true school home here at GDS; one that calls on her to do her best and supports her in acquiring the skills and maturity to do so. For this reason, it has been and pleasure to give time and financial support to the Annual Fund from the beginning. Despite the challenges of this year, it has been a very real honor to play a leadership role in this year’s campaign.

Thank you to the over 120 volunteers that got us over the top this year. Thank you also to the over 1,000 donors to this year’s campaign. We are grateful to each and every one of you. What a team. What a community.

We did it together. I hope that makes you as proud as it makes me.

Warm regards,

Adeline Talbot

2008-2009 Annual Fund Chair
2008-2009 ANNUAL FUND FIRST CABINET

Annual Fund Chairs
Past Annual Fund Chairs
Leadership Division Chairs
Leadership Co-Chairs
New Family Co-Chairs
Lower School Co-Chairs
Middle School Chair
Upper School Chair
Senior Parent Chairs
Parents of Alumni Chairs
Grandparent Chairs
Alumni Annual Fund Co-Chairs
Faculty Chairs
Marketing
Stewardship
Advancement Committee Chair
Director of Annual & Corporate Giving

Thank you, Annual Fund First Volunteers!

We extend our sincere gratitude to our Annual Fund First volunteers. These parents, alumni, faculty, grandparents and parents of alumni gave of their time, energy and enthusiasm to support the GDS Difference.
Dear Greensboro Day School Families,

Have you read through the 2008/2009 yearbook, *Oh, the Places You’ll Go*? Every turn of a page provides a glimpse into the lives of our students, parents, faculty, staff, and friends within our GDS community. There are so many smiling faces represented and the PA exists to serve them all.

In fact, our PA mission states, “We will provide parental voice and support for the school, develop a welcoming climate for parents, and work with the school in meeting its needs.” I can say, with confidence, the PA has stayed focused on this mission throughout the school year. The amount of PA support provided to the school has been absolutely remarkable.

Throughout this summer magazine you will read about many of the PA accomplishments in detail. The articles highlight our numerous initiatives and also provide additional insight into our greatest strength, community building.

This year’s success was made possible by our army of volunteers (and their families) to whom I am forever grateful. I commend each and every one of you for your tireless efforts and your willingness to adapt to the needs of the school. Your efforts have translated into a positive impact on the quality of the education at Greensboro Day School. And because of YOU, the future quality of our program will be even stronger.

“Serving today for a stronger tomorrow”
Pam Hemphill
PA President 2008/2009

Members of the PA Board

**PRESIDENT’S COUNCIL MEMBERS:**

- **President:** Pam Hemphill
- **President Elect:** Jennifer Smith Adams ’86
- **Secretary:** Trinh Thompson
- **Board Treasurer:** Patty McIvor
- **Fundraising Treasurer:** Belinda Brantley
- **Board Advisory/Nominating:** Becky Konen
- **VP Campus Life:** Penny Graves
- **VP Community Enrichment:** Liz Waters/Gwynne Shipley
- **VP Fundraising:** Leslye Tuck
- **Administrative Liaison:** Tommy Webb

**GREENSBORO DAY SCHOOL PARENTS’ ASSOCIATION**

**2008-2009 YEARLY SUMMARY**

**GDS SUMMER MAGAZINE**

36
Setting Goals

The PA President sits on the Trustee Diversity and Finance Committees. The President-Elect sits on the Trustee Diversity and Development Committees. These relationships are in place as means to enhance the PA’s ability to mirror the goals set forth by the Trustees. To better accomplish these initiatives the PA’s Board is organized into three segments: Community Life, Campus Life, and Fundraising.

Community Life

“Greensboro Day School will be a distinctly caring and diverse learning community, the members of which work in active partnership for the support and well-being of its students.”

Vice President Community Life
Admission Support
Alumni Liaison
Community Connections
Diversity Liaison
GDS PA Cares
New Family Coordinator
LS New Family
LS New Family
LS New Family
MS New Family
MS New Family
US New Family
US New Family
Parent Education

Gwynne Shipley
Chris Hudson
Kristy Starr Garrison ‘89
Leigh Sudbrink
Nancy Vaughan
Susan Graham
Joan Stevenson
Lynne Watson
Aimee De Poortere
Alyssa Chowdhury
Molly Burns
Michelle Dobbs
Dolly Patel
Angel Sherrill
Erin Rosen

Other Committees:
Volunteer Coordinator
Communications & Media Support
Communications & Media Support
Lower School Advisory
Middle School Advisory
Upper School Advisory

Cathy Flannery
Chris Hudson
Karen Armstrong
Martha Regester
Chris Smith
Pam Pittman

Even before the school year began, our PA volunteers moved into action!

New Family Coffee and Dessert

We began our year with a New Family Dessert and Coffee night. Joan Stevenson and her committee were able to connect 100 new families with host families before school started. Each host family’s primary role was to help an incoming new family feel welcome and serve as a focal point for questions about GDS. As a result of Joan and her committee’s efforts, the evening was well attended and provided a wonderful transition into the start of our school year.

Joan Stevenson
Campus Life

The PA supports and involves our students in non-academic ways and is a strong advocate for highlighting the importance of the essential partnership between the home and school in the education process.

Vice President of Campus Life
Penny Graves
Back to School Supply Sale
Angela Van Trigt
Back to School Supply Sale
Beth Walton
TK - 2 Grade Parent Chair
Laura Hochstein
3-5 Grade Parent Chair
Jan Findley
MS Hospitality
Beth Mayer
MS Hospitality
Dina Jennings
US Hospitality
Chris Supple
US Hospitality
Mary Van der Linden
US Hospitality
Kim Browning
MS Social Events
Lisa Hazlett
Parent to Parent
Susie Guhne
Sustainability Liaison
Jennifer Riedlinger

School supplies were delivered by Angela Van Trigt and her committee to the classroom on the first day of school. Online ordering was strongly encouraged in an effort to be more environmentally responsible, and our online ordering doubled.

The faculty and staff enjoyed being appreciated at two luncheons during the year. Jan Findley and Laura Hochstein hosted a French-themed café in the winter. Chris Supple, Mary Van der Linden, Kim Browning, Dina Jennings, Beth Mayer, and Kevin Pusch pulled together an Italian feast to end the school-year.

Fundraising

The PA supports and involves our students in non-academic ways and is a strong advocate for highlighting the importance of the essential partnership between the home and school in the education process.

Vice President of Fundraising
Leslye Tuck
Bengal Dash
Liz Burns
Bengal Dash
Jan Findley
GDS Carnival
Debbie Lozo
GDS Carnival
Kevin Pusch
Innisbrook Fundraiser
Kim Browning
Innisbrook Fundraiser
Sherrie Delk
Special Projects
Lisa Brown
Spring Fundraiser
Erica Procton

Green and Gold - Carnival
Our Carnival chairs, Debbie Lozo and Kevin Pusch, attained their goal of changing this traditionally Lower School event to one for the entire community.

The Innisbrook Gift Wrap Sale
Our fall fundraiser, went paperless! A special thanks to Sherrie Delk and Kim Browning who enthusiastically worked tallying mounds of gift wrap orders that grossed over $41,000.

Laissez Les Bon Temps Rouler
Erica Procton, chair, and
Lisa Newsome, auction chair,
planned a lively and welcoming evening at the Proximity Hotel.
The Greensboro Day School Parents’ Association income sources are membership dues, fundraising activities and investment interest. One hundred percent of investment earnings and 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, 911 students paid PA dues amounting to $18,220. This revenue was used to pay for operational expenses which included parent and student social activities, student enrichment funding, parent education speakers, 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 as set forth by Greensboro Day School.

**Net Fundraising Activities and Special Events**

*for the year ending June 30, 2009*

<table>
<thead>
<tr>
<th>Special Events:</th>
<th>$1,800</th>
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<tbody>
<tr>
<td>Green and Gold Day Carnival</td>
<td></td>
</tr>
<tr>
<td>Fundraising Activities:</td>
<td></td>
</tr>
<tr>
<td>Innisbrook Gift Wrap Sale</td>
<td>23,048</td>
</tr>
<tr>
<td>Laissez Les Bon Temps Rouler</td>
<td>50,374</td>
</tr>
<tr>
<td>Other (VIC, Box Tops, Target, Back to School, etc)</td>
<td>3,720</td>
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</table>

**NET SURPLUS FROM FUNDRAISING AND SPECIAL EVENTS** $78,942

**Funds provided to GDS through the PA Allocations committee process:**

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Teacher Enrichment Endowment Fund</td>
<td>$6,450</td>
</tr>
<tr>
<td>Lower School Science Lab</td>
<td>50,000</td>
</tr>
<tr>
<td>Prom Extension Party</td>
<td>6,000</td>
</tr>
<tr>
<td>Upper and Middle School Clubs</td>
<td>3,550</td>
</tr>
<tr>
<td>Cash reserve for PA Operations</td>
<td>467</td>
</tr>
</tbody>
</table>

**TOTAL FUNDS PROVIDED TO GDS** $66,467

**Teacher Enrichment Endowment Fund**

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants awarded this year</td>
<td>$9,255</td>
</tr>
<tr>
<td>Grant recipients</td>
<td>10</td>
</tr>
</tbody>
</table>
Greensboro Day School has chosen Centerbrook Architects and Planners of Centerbrook, CT, to design the new Middle School building, dining/athletic event center and front entrance. The selection was the result of work by a Board-appointed committee that conducted a thorough proposal and interview process.

Serving on the selection committee were Buildings & Grounds (B&G) committee chair and trustee Chuck Keeley, trustee, parent, alumnus, and B&G committee member Jim Rucker ’82, B&G committee member and parent Andy Scott, former trustees and B&G committee chairs Eric Calhoun and Jim Bryan, Board Chair Burney Jennings, Head of School Mark Hale and Director of Advancement Anne Hurd.

Initially, 15 architect and design firms that responded to a Request for Qualifications, were considered and narrowed to four firms that were invited to submit proposals. An expanded panel of faculty, parents and administrators and B&G committee members attended the presentations by the architects and submitted their recommendations; members of the selection committee then visited the studios of each of the four finalists. Out of those impressive firms, Centerbrook was chosen to work with the GDS community to define and design the new Middle School, events center and new front campus.

The reasons for selecting Centerbrook include: their experience with 22 independent schools, a strong background in collaborative design, extensive marketing and fundraising in-house resources, a broad understanding and application of sustainable design, their appreciation of the GDS vision for an ideal campus and the proven ability to work within budget, and a history of designing appealing and practical buildings and fixtures. While the firm’s studio is located near New Haven, CT, they were commended by UNCG and The Collegiate School in Richmond, VA, for their effective and frequent communications with clients through teleconferencing and other technologies.

“We were very fortunate to have four excellent firms from which to choose,” said Chuck Keeley. “I was certain that we would go with a local firm until we saw the potential for our campus through the eyes of Chad Floyd. His designs are exceptionally aesthetically pleasing, which is important for us moving forward.”

Chad Floyd, FAIA

Chad Floyd received his undergraduate and Master of Architecture degrees from Yale University in 1966 and 1973 respectively. Before joining Centerbrook in 1975, Chad received a National Endowment for the Arts Individual Grant to research American celebration places. He was advanced to Fellowship in the AIA in 1991.

“I am delighted to be working with the Greensboro Day School. It is an outstanding institution with a wonderful spirit. The new middle school project is a great first step in implementing the master plan. It offers rich opportunities for a sustainable future.”

Andrew A. Santaniello, AIA

Andrew Santaniello received both his B.Arch. and M.Arch from Norwich University in Vermont in 1995 and 2001. He has been at Centerbrook since 1996 and was named an Associate in the firm in 2005. His experience includes a wide variety of academic work at Phillips Exeter Academy in New Hampshire, Dartmouth College, Norwich University, the Norton Museum of Art, and Quinnipiac University.
Established in 1975, the firm has a national practice with a staff of 75. One of the four principals, Chad Floyd, will head the GDS design project along with firm associate Andrew Santaniello.

“Thorough knowledge and experience with sustainable building design and commitment to involve the GDS community in the process were two very important issues for me,” said Head of School Mark Hale. “Centerbrook’s own studio reflects sustainable design and use, and collaboration is one of their hallmarks.”

Excellence in design, achieved through active collaboration with clients, has always been the central concern of the firm. Centerbrook demonstrated an enthusiasm for bringing clients and users into the design process, and a talent for leveraging that involvement to enrich the end results.

Centerbrook has received wide recognition for its work and has received more than 300 awards for design excellence, including, in 1998, the American Institute of Architects’ Firm Award, the Institute’s highest honor for an architectural practice. Their diverse experience ranges from academic to civic buildings, art centers, museums, libraries, event centers, research and academic laboratories, offices, religious buildings, and private residences. The firm’s independent school work includes the Esther Eastman Music Center at the Hotchkiss School; Phelps Science Center at Phillips Exeter Academy; additions to the Addison Gallery of American Art at Phillips Academy Andover; the Campus Center at Brooks School; Centennial Hall at St. Mark’s School of Texas; Centennial Building at Pomfret School; Renaissance Hall at Buckingham Browne & Nichols School Upper Campus in Cambridge, Massachusetts; a residence hall at Choate Rosemary Hall; and an arts center at Trinity-Pawling School in New York. Their work with numerous colleges and universities includes the Studio Arts Building at UNCG.

Centerbrook also recently completed the School of Forestry & Environmental Studies at Yale University, a building slated for a LEED Platinum rating. For three decades the firm has been at the forefront of sustainable design. Their offices in nineteenth-century mill buildings, an old laboratory for new green technologies from solar to geothermal, inspire the firm’s design innovation and ingenuity.

The selection committee was able to see firsthand Centerbrook’s studio, Quinnipiac University, and Yale’s LEED certified forestry building. Chad Floyd spent two days in April with representative Middle School faculty, Buildings & Grounds committee members, and administrators to prepare for the Greensboro Day School design charette, on Monday and Tuesday, October 19 and 20.

* photo credit: Jeff Goldberg/Esto

What Is A Charette?

The term ‘charette’ evolved from a pre-1900 exercise at the Ecole des Beaux Arts in France. Architectural students were given a design problem to solve within an allotted time. When that time was up, the students would rush their drawings from the studio to the Ecole in a cart called a charette. Students often jumped in the cart to finish drawings on the way. The term evolved to refer to the intense design exercise itself. Today it refers to a creative process akin to visual brainstorming that is used by design professionals to develop solutions to a design problem within a limited timeframe.

Source: From Carnegie Mellon Library web

SAVE THE DATE

The Greensboro Day School community is invited to participate in the charette design process for the new Middle School, events center, and front campus on Monday and Tuesday, October 19 and 20. A schedule of activities will be published in the early fall.
The Board of Trustees of Greensboro Day School is pleased to announce that Burlington Industries Foundation, the charitable arm of the International Textile Group, has awarded the school’s first six-figure lead gift to initiate the next capital campaign.

“Greensboro Day School is an important educational asset to this community,” said Joe Gorga, CEO of ITG and the parent of GDS alumni. “In the great tradition of ITG’s predecessor, Burlington Industries, we are pleased to support the school's growth in this way.”

In fact, the records of Greensboro Day School list Burlington Industries Foundation as one of the earliest corporate donors to the young school. School records reveal - in the script of former Burlington executive Charlie McLendon - that BI’s main area of interest was in supporting minority student scholarships.

Though its involvement has often been understated, Burlington Industries’ support for Greensboro Day School earned the growing school credibility among the city’s leaders and fostered understanding that independent education could be a benefit to all citizens. Charlie McLendon, who died last year and for whom the school’s planned giving society is named, was the first Chairman of the Greensboro Day School Board in 1970 (the year the school opened) and 1971.

McLendon and other Burlington executives have served the school well in leadership roles. BI Foundation has given to each of the school’s previous capital campaigns.

Under the leadership of Board of Trustees Chairman Burney Jennings and Head of School Mark Hale, the school is in the quiet phase of a capital campaign during which lead six- and seven-figure gifts are secured. After 18 to 24 months of quiet fund development, the school expects to make a public announcement of its capital projects and fundraising goal.

In 2007, the Board of Trustees worked with Bill Monroe, the principal architect and school campus planner of WGM architectural firm of Charlotte, to design a new Campus Master Plan. The plan calls for over $24 million in new facilities and renovations and reorienting the campus entrance to Lake Brandt Road from Lawndale Drive prior to the completion of the urban loop, Painter Boulevard. The Burlington Industries Foundation provided the seed money for this plan that will transform the campus and provide the environment to support the GDS 21st Century educational program.

“We are indeed grateful to the Burlington Foundation for their tradition of philanthropic leadership in this community and at this school,” said Chairman Jennings.

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

THE CHARLES McLENDON Founders Society

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

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

When I was in the classroom, at the end of every year, I would write notes of what went well, and what could be improved. I continue this habit as the Director of Alumni Relations. As I reflect on this past year, I sit amazed by the Alumni Association’s accomplishments. Through teamwork and genuine love of Greensboro Day School we did a lot…

We’ll start with the events we hosted:
• October: Wine tasting at Kress Terrace in Greensboro
• November: 5-year reunion for the Class of 2003
• December: Driving Mrs. Davis to Raleigh; Bengals vs. Ravenscroft at Ravenscroft
• Early January: Hospitality room at the Little Four basketball tournament in Greensboro
• Late January: Cookout at GDS’ homecoming games in Dillard Gym
• February: Driving Mrs. Davis to Boston
• April: Reunion Weekend 2009
• May: Driving Mrs. Davis to Richmond
• June: Senior Luncheon to welcome the Class of 2009 into the Alumni Association
• Twice a year: Young Alumni Gatherings in Greensboro; organized by Durant Bell ’98 and Jeb Brooks ’01.

One new endeavor our Alumni Board tackled this year was the college mentoring program. Every alumni board member had a group of five or six college students who they e-mailed regularly. They offered their support to our newest college students and gave advice when asked. After the first semester, we sent each member of the Class of 2008 a GDS alumni t-shirt. The Alumni Board also established a committee to organize faculty appreciation treats three times this year. We once again sent bibs to new alumni babies, and legacy t-shirts to alumni children who are newly enrolled at our school. This year, we had our first school-wide community service day, Bengal Paws for Service (see page 6). Our alumni, led by Todd Munsey ’90, cooked hamburgers and hot dogs for over 350 GDS students, parents and faculty.

And last, but certainly not least, this has been a record breaking year for our Alumni Annual Fund. The annual fund is such an important part of our school because it enables us to continue the same outstanding programs that have molded our students for years and years. In the past, we have had only 150 – 160 alumni donors a year. A small group of alumni decided to offer a $10,000 challenge if we could get 300 alumni to give to the annual fund. Well, we MORE than did it. To date, we have 340 donors who have stepped up and made this challenge work. It’s amazing what we can do when we all work together. Thank you, thank you, thank you.

GDS Alumni are amazing! Their love for our school is evident. They make a difference on a daily basis, and I can never thank you enough. I’ve said before that I have the best job in the world, and everyday your actions remind me that my statement is true. Thank you.

Kathy Davis
Director of Alumni Relations
Friday Night: Reunion Parties

Over 150 alumni, teachers (past and present) and staff came to campus to reunite with friends at an informal cocktail party.

Saturday Morning: The Bengal Dash

This annual 1K family fun run and 5K certified course was co-organized by the Parents’ and Alumni Associations. In particular, parent Jan Findley and Catherine Houston Snarr ’86 organized dozens of volunteers and over 380 runners. See page 25 for photos.

Alumni Baseball Game & Cookout

A special thank you goes to our senior parents for cooking during this event.

Saturday Afternoon: Alumni Basketball Game


**Class of 1979:**
Print Works Bistro
Organizers: Brynn Washington, Linda Knox Sudnik, Henry, Jimmy King

**Class of 1984:**
Mix Martini Bar
Organizer: Missy Black Akin

**Class of 1989:**
Kristy Starr Garrison’s home
Organizers: Kristy Starr and Beth Monroe Tisdale

**Class of 1994:**
MUCH
Martini Bar and Restaurant
Organizer: Bryan Jones

---

Andy Klages, Linda Knox Sudnik, Brynn Washington, Henry, Jimmy King

Members of the Class of 1989

Paul Davis, Robert Lesley, Thomas Roberts, John Ferguson, Burch Carr, and Jack May

Beth Monroe Tisdale, Tricia Fish, Cindy Stan, Kathy Davis, and Kristy Starr Garrison

Jack May and Bret Dougherty

Burch Carr, Robert Lesley, Jack May, Catherine Egerton and Stephen Patsavoureas

Kristen Cloninger Lancaster, Newton Cowan, George Howard, Missy Black Akin, and Kathy Mincher Greene

Members of the Class of 1984

Lindsay Carlson, Robin Sarratt, Allison Rendall, Trey Anderson, Bryan Jones, Colleen Murphy Moriello, Chris Wangelin, Marnie Metts Cree, Joey Fields, Allison Sloan Polish, Ross VanderLinden

Kathryn Jones, Bryan Jones, Chris Wangelin, Colleen Murphy Moriello, Allison Rendall
Senior Luncheon

On June 1 the class of 2009 was welcomed into the Alumni Association with a luncheon at the Proximity Hotel. The keynote speaker was Danny Wright ’89, an engaged alumnus since he graduated. He challenged our newest alumni to stay connected with the school and with each other.

Driving Mrs. Davis: Richmond

On May 6, a few alumni gathered with Kathy Davis and Marilyn Jones, long time English teacher, in Richmond. Those who attended were: Sarah Cone Merriman ’79, Maggi Tinsley ’78, Charles Tinsley ’81, Emily Burbine Rose ’97, Marie Carpenter Barlow ’96 and their families.

Save the Date for Next Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, October 8, 2009</td>
<td>Wine Tasting</td>
</tr>
<tr>
<td>Saturday, October 17, 2009</td>
<td>Green &amp; Gold Day Carnival, Kick off our 40th anniversary!</td>
</tr>
<tr>
<td>Thanksgiving Weekend</td>
<td>Class of 2004 5-year Reunion</td>
</tr>
<tr>
<td>January 1, 2010</td>
<td>Little Four Tournament with Hospitality Room</td>
</tr>
<tr>
<td>January 22, 2010</td>
<td>Homecoming: Friday</td>
</tr>
<tr>
<td>April 23-24, 2010</td>
<td>Reunion Weekend, Friday, April 23: Cocktail party for all classes</td>
</tr>
<tr>
<td></td>
<td>Saturday, April 24: Bengal Dash Race – 1K and 5K races</td>
</tr>
</tbody>
</table>
**CLASS NOTES**

1980  **Helen Brooks** received her Doctorate of Nursing Practice (DNP) degree in acute and critical care from the University of Tennessee at Memphis in May.

1990  **Chris Streck** is a pediatric surgeon at the Medical University of South Carolina. He and his family live in Mount Pleasant, S.C. Their neighbors include **John White ’91 and Alice Tennille Givens ’90**.

1993  **Torri Still** is a clinical social worker in the obstetric and pediatric units in Seattle.

1994  **Leslie Hummel** has been appointed to serve as the Senior Policy Advisor for the U.S. Department of Energy’s Office of Policy & International Affairs.

1997  **Colin Crossman** and his wife, Deanna, have opened a historic Bed & Breakfast, The King’s Daughters Inn, in Durham, N.C.  

**Justin Gainey** has joined the men’s basketball staff at Elon University. Matt Metheny, Elon’s head basketball coach, says, “Justin brings invaluable experience both as a player and a coach in this area. His number one quality, however, is that he is a person of high character who will represent Elon with an incredible degree of integrity.”

1998  **Brooke Stan Laurie** and her husband, Pete, will be moving to Austin, Texas at the end of June where she will continue working as an attorney for the IRS.

1999  **Alex Sigmon** will go to Iraq this summer as an Army detective. Alex is a First Lieutenant in the 1-130th,

2001  **Garson Rice** is serving in the army in Baghdad as a Private 1st Class.

2005  **George Sondecker** graduated third in a class of 1,046, from the United States Air Force Academy on May 27. He received a Bachelor of Science in Mechanical Engineering and a commission as a Second Lieutenant in the United States Air Force. He also received a full research scholarship assistantship from the Aeronautics and Astronautics Department Masters Program at Massachusetts Institute of Technology.

2006  **Baker Shogry** was elected vice-president of the Student Government Association at Davidson College for the 2009-2010 school year. During his time at Davidson, Baker has also been active on campus as pledge class president and rush chair for the Sigma Alpha Epsilon fraternity, as co-founder of the aviation club, and competing in club-level sports.

2007  **Johnny Thomas**, a member of the North Carolina State basketball team, was named to the 2009 All-ACC Academic Men’s Basketball Team. To be eligible for consideration, a student-athlete must have earned a 3.00 grade point average for the previous semester and maintained a 3.00 cumulative average during the academic career.

2008  **Lynn Clark** was elected to the North Carolina State University Senate, representing the Department of Business Management.

**Chip Wintringham**, playing at No. 2 singles for Emory & Henry College, was named to the first-team All-ODAC

**WEDDINGS**

1995  **Mandy Chapman** and David Bertin were married April 25, 2009 in Beaufort, N.C. Groomsmen included **John Chapman ’03**.  Mandy and David live in Vienna, Va.

1999  **Emily Hicks** and Stephen Maggart were married May 20, 2009 in Greensboro. The matron of honor was Kristen O’Neil Kristof and the bridesmaids included **Bettie Parsons Barger, Marianne Huger** and **Katie Long Stevenson**.  **Wesley Crowe Stanley** was a greeter. Emily and Stephen live in Nashville.

2001  **Anna Osborne** and Laurence Long were married May 16, 2009 in Charleston, S.C. She was attended by **Caroline McNeil Smith** as her matron of honor. They will reside in Boston.
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BY ELIZABETH SHOEMAKER ’00

Nine years after graduating, I continue to use the math knowledge I learned at GDS in my career in the supply chain and logistics industry. I currently work as an Industrial Engineer at New Breed, a third-party logistics company based in High Point. We work with clients like Boeing, Verizon Wireless, Hallmark and Sony to help them develop, implement and manage efficient supply chains.

As a part of my job I work with potential clients to design distribution center operations to store, package and ship their goods to stores and customers around the country. I use analytical math skills on a daily basis as I analyze customer data, design layouts, and determine all the costs involved in building and operating a distribution center. The strong base of knowledge and the skill sets that I learned in my GDS math classes allow me to succeed in my profession.

The math curriculum at GDS is a challenging program that prepares students for college, careers and life. The program helps students develop critical thinking and problem solving skills. At GDS, students learn to apply their knowledge to different functions and scenarios. The math interest, knowledge, and preparation that I received at GDS not only helped me choose a direction in college, but also helped me succeed while I was there.

Middle School math really started my interest in my math classes. In 8th grade, Mrs. Love was so enthusiastic and excited about what she was teaching that her students couldn’t help but enjoy and be interested in the class. My interest and love of math continued into the Upper School where the math teachers...
helped to encourage and support my interest in the subject. Both the teachers and the curriculum helped me develop a sense of confidence in what I was learning. In our BC Calculus class, Mrs. Morris helped expand our comprehension by teaching us the why’s and how’s and expanding our analytical thinking skills. I was able to leave GDS with the feeling that I had a very solid and thorough understanding of math that I could build on.

After graduating from GDS, I went to Georgia Tech and majored in industrial engineering. The organized and analytical thinking skills that I developed at GDS made engineering a great choice for me in college. Engineering, especially industrial engineering, is primarily logic and a way of thinking. I learned these exact same skills in all of my GDS math classes in the form of critical thinking and problem solving.

The math teachers at GDS are dedicated and enthusiastic about what they teach. They care about each and every one of their students and are supportive and encouraging. The teachers are committed to making sure every student understands the material, and teaching to many different learning styles. From Mrs. Love’s energy and singing of the quadratic formula, to Mrs. Cornet’s superior organization, and Mrs. Morris’s preparation, caring, and determination for each of her students to succeed, each of the teachers in the GDS math department help develop their students’ potential and give them the best preparation possible for education and life after GDS.
Some would say my “career” in drama began at birth, or at least shortly thereafter. My Mom would tell you I enjoyed, and maybe sometimes even demanded, the spotlight at a very early age. However, the truth is my interest in drama began in the 6th grade at Greensboro Day School.

My Spanish teacher at the time convinced me to try out for the Middle School production of *Peter Pan*. In an effort to dampen my fears, I convinced one of my best friends, Julian Middleton, to try out with me. As a true testament to our friendship, Julian had zero interest in being in this play, but supported me nonetheless. Unfortunately, (or maybe fortunately in his opinion) he was subsequently cut after a pretty terrible rendition of *Cheeseburger in Paradise*. Yet it was his support that gave me the confidence to step into the unknown and explore the new world of the theatre. I was subsequently cast as one of Peter Pan’s Lost Boys. This production opened my eyes to the magic of the stage, and opened the doors to a theatrical career at Greensboro Day School that would ultimately include over 14 musicals, comedies and drama productions through the end of high school.

I was fortunate to take a variety of drama classes while at GDS and UNC-Chapel Hill, and vividly remember learning about the premise of suspension of disbelief – in exchange for the value of entertainment, the audience agrees to follow the cast into a magical journey of fiction. It allows, if only for a moment, all of us to step into Peter Pan’s world, or some other distant Never Never Land.

This concept, most likely subconsciously, was part of the allure of the stage for me. My ability to convince audiences that I was not Durant Bell, but rather any number of characters, provided a unique challenge and satisfaction for me (and hopefully the audience as well).

Beyond this, however, lie a number of intangibles resulting from my time on stage. Theatre provided a broadened perspective to think about the world in which we live. As Shakespeare so cleverly put it in *As you Like It*,

“All the world’s a stage,
And all the men and women merely players:
They have their exits and their entrances;
And one man in his time plays many parts”

The dramatic arts created unique opportunities to learn and grow with fellow students and cast members in the realms of history, English, poetry, philosophy and art, and gave us all a different lens from which to interpret our “role” in this world. Working on stage provides a certain comfort, not only in front of an audience, but later in life before large crowds, company functions, board meetings and that inevitable public speaking venue or presentation.

My dramatic experience at GDS also gave me the opportunity to meet, perform, and learn from a variety of people. I had the good fortune to work with many wonderful directors, including Beth Dunbar and Ruthie Tutterow. Linda Sloan, a truly remarkable mentor, teacher and friend, also had a profound effect on my life and its direction. She taught me the value of not just speaking my lines and acting the part, but understanding them to deliver a more effective and powerful performance. This is something we can all learn from as we take a moment to slow down to experience and appreciate our surroundings.

Next time the curtain goes up, I would invite all of us to step into the magic of our surroundings and forget about reality for a while. I would also encourage any student at GDS to consider exploring the theatre, as a member of the audience, crew or cast. Just don’t choose *Cheeseburger in Paradise* as your audition song.
KICK OFF OUR 40TH ANNIVERSARY CELEBRATION WITH FOOD, FUN AND GAMES!

October 17, 2009

Visit www.greensboroday.org for more anniversary events!
Greensboro Day School is making it even easier for interested parents to learn more about opportunities available for their child in our classrooms. GDS’ Office of Admission & Financial Aid offers informal campus tours on select Wednesdays beginning at 9 a.m. – no appointment necessary. JUST WALK IN!

Admission office staff and parent volunteers will be on hand to answer questions and conduct campus tours. Word of mouth is the best advertising tool we have! So, tell a friend to pop-in for a visit on one of the following Wednesdays:

- October 7
- October 21
- November 4
- November 18
- December 2
- December 16

Don’t worry if Wednesdays aren’t convenient for your friend. Ask them to call the Office of Admission & Financial Aid to schedule a personal tour. Visit www.greensboroday.org/visit for more information.

Tell a Friend About WALK-IN WEDNESDAYS!