INTRODUCING:
Our Campus Master Plan
It was late September, 1976, and a large, silver semi-trailer half-filled with newspaper awkwardly sat in the quad in front of the Bush School in Seattle, Washington. As each car pulled up to deposit its morning load of carpooled students, trunks flew open and armloads of papers, saved all summer for just this occasion, were purposefully scooped up and hauled toward the trailer. With each delivery to the arms of waiting teacher, student and parent volunteers, a growing impression of success filled the air. In one short week, we accumulated enough paper to fill the semi and pack it off to the recycling plant. We were making a difference, and it felt really good.

This issue of GDS Magazine reminds me of the energy and earnest thought that we gave to the environment in my early years of teaching. I don’t know exactly what happened to our focus on improving the environment over the past 30 years. As a nation, our cars have grown more thirsty, our desire to recycle has diminished and our homes have grown larger and less energy efficient.

I’m glad that we have returned to a national focus on sustainable practices, and I’m incredibly pleased that our school is actively engaged in looking for ways to reduce our negative impact on the environment. I hope that we are all learning that there is no “away” when we say, “just throw it away.” Vast amounts of plastics and non-biodegradable products fill our landfills and will not decompose for hundreds of years. Our oceans are filled with harmful lead and chemicals infecting the fish we eat. Over-fishing has dramatically reduced once plentiful fishing grounds. The once vast forests that covered our planet are shrinking each day, and we are suffering from increasing pollution.

The articles you find inside are informative and relevant to our students and the planet that they will inherit. Hopefully, a little of what you learn in these pages will impact you at home. It is time to act, and we are. I hope that you will join us.

As we neared press time on this issue, we were sad to learn of the death of one of Greensboro Day School’s greatest friends, founding Board of Trustees Chair Charles A. McLendon. We decided to delay publication a few more days to include an appropriate tribute to him. I had the pleasure of getting to know him in my first 18 months here at GDS. The school community, his vast network of friends and family, and I, will miss him.

Mark C. Hale
Head of School
On the cover: Anna Bearse ’13 created the winning logo design to represent the school’s collective sustainability efforts.

Greensboro Day School Mission Statement
Greensboro Day School is a coeducational, college preparatory, nonsectarian independent school for students of average to superior ability in grades TK-12. Its mission is to provide a challenging academic program in an atmosphere of mutual trust and respect, enhanced by caring, imaginative teachers and supportive parents, alumni and friends of the school; to develop individual potential by promoting involvement in a broad range of academic and nonacademic activities, in a nurturing environment characterized by close interaction between students, teachers, and a supporting staff; to provide programs which stimulate curiosity, promote lifelong learning, emphasize process as well as content, and which value the importance of honor, personal integrity, responsible citizenship, and a respect for individual differences; and to cultivate an appreciation for the broad ethnic, cultural, racial, and religious diversity of our school, community, nation and world.

- adopted by the Board of Trustees, April, 1993

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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DEPARTMENTS

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Around Campus 13
Sometimes just one person can make a world of difference. That was the case when Antonio Jackson, a GDS junior and a regular volunteer at Greensboro Urban Ministry, noticed a shortage of food in the organization’s pantry.

“I went to get bread from the back, and I saw there wasn’t even a lot of food in there. So I knew something needed to be done,” said Jackson.

Jackson approached Josh Shoemaker, director of service learning, and asked him to help him motivate not just his classmates, but the entire school community. The result was a service learning project entitled “10,000 ways to say ‘thank you’ to Greensboro.” The goal was to raise 10,000 cans of food to coincide with Greensboro’s bicentennial celebration.

The project got off to a great start when the school received a $5,000 grant to purchase cans of food from a grocery retailer at a reduced rate. The next step: the school community needed to donate the rest of the cans. During the week of Feb. 11-15, Antonio challenged the school to collect 5,000 cans of food to equal a total of 10,000+ cans of food for Urban Ministries. The tally: a whopping 8,620 pounds of food was donated – that translates to a little over 8,000 cans of food. Along with the purchased cans, the results meant well over 10,000 cans were collected, and the donation marked the largest ever food donation by a single school to Urban Ministry.

Excerpts of this article appeared on www.digtriad.com

GDS students sorted over 8,000 pounds of food donated in one week.

Cans of food were purchased from Lowe’s Food through a grant.
59 inducted into NHS

Fifty-nine Greensboro Day School juniors and seniors were inducted into the National Honor Society on November 15. All of the inductees have an unweighted academic average of at least 87.

Among them are Student Council representatives, captains of athletic teams and officers of school and community clubs, Boys and Girls Scouts, youth group leaders and church acolytes, mission trip members and drama set designers, tutors and High IQ teammates, Admissions Ambassadors and Model UN members, Operation Smile and Walk-for-the-Cure volunteers, stage managers and scorekeepers, hurricane relief workers and election day volunteers, Youth Leadership Greensboro and Moot Court participants, and soup kitchen servers and teaching candidate evaluators.

The 59 inductees are:


Bengal Dash scheduled for April

The GDS Alumni and Parents’ Association’s will co-host the 1st annual Bengal Dash on April 26. Part of the proceeds from the race will benefit Habitat for Humanity.

The Bengal Dash will feature both a 1K family fun run and a certified 5k run for more proficient runners. The 1K begins at 8:30 a.m. on the GDS lacrosse field. The 5K will start at 9:00 a.m. on Lawndale Drive in front of the school and proceed to Lake Brandt Road. Runners will continue through Brandt Trace Farms before circling back to the GDS track.

Awards will be given to the overall winners of the 1K (male and female), and all 1K participants will receive a medal. For the 5K, awards will go to the overall winners (M/F), the overall masters winners (M/F) and top finishers in all age brackets (M/F age under 12 - 60+).

Entry fees are $15 (1K) and $20 (5K) and include cotton shirts, refreshments and race-day entertainment (moonbounces, music, arts, crafts, Bengal Town).

REGISTER TODAY!
Go to www.offnrunningsports.com or pick up an application brochure at Greensboro Day School, Habitat for Humanity, Greater Greensboro office or at Off’n Running, 2014 Pisgah Church Road.

18 chosen for Youth Leadership

Eighteen GDS students will be participating in this year’s Youth Leadership Greensboro program. Connor Crews ’09, Spencer Kuzmier ’08, Caroline Perkins ’08 and Mary Parke McEachran ’09 have been elected to the Board; and Katherine Bernstein ’10, Lynn Clark ’08, Lilly Cohen ’10, Alexandra Fortune ’10, Alex Gittin ’10, Clint Greene ’09, Emily Lewis ’08, Carmi Medoff ’10, Emma Park ’10, Virginia Perkins ’10, Reid Soles ’09, Caroline Strong ’10, Michael Tuck ’10 and Jayme Wainer ’10 have been selected into the regular five-month training program.
GDS alumnus comes home

On Wednesday, October 24, Greensboro Day School welcomed back alumnus Thomas Roberts ’89 as part of the school’s Alumni Speaker Series. As a student, Roberts was a stand-out student-athlete and the recipient of the school’s Founders’ Award. As an alumnus, he is an accomplished author of two books: How to BE a Great Student and How to RAISE a Great Student. During his return to campus, Roberts worked with students, faculty and parents from both Greensboro Day School and Jesse Wharton Elementary. For more about the Alumni Speaker Series, see page 25.

STAMP out bullying

In January, the Greensboro Day School Lower School was involved in a “bullying blitz” led by school counselors Robin Schenck, Ph.D., Virginia Knox ’93, M.Ed., and Michelle Bostian, M.S.W. Much of the focus was on teaching students in grades 3-5 how to prevent bullying and promote responsible and respectful behavior. The school’s guidance counselors have completed sessions on bullying with 5th graders and urged them to create presentations to educate 3rd and 4th graders.

Fifth graders also pledged to STAMP out bullying - Stay away from bullies, Tell someone, Avoid bad situations, Make friends, Project confidence. Soon 3rd and 4th graders will do the same.

National statistics report that 15-20% of school-age children report being bullied. The Greensboro Day School bullying program is part of the school’s best-practices guidance curriculum.

Music News

Greensboro Day School junior Connor Crews and sophomore Frances Dougherty were selected through auditions for the Western Region Honors Orchestra for their excellence on the cello.

Dougherty was also chosen to represent Greensboro Day School as a member of the North Carolina Honors Orchestra in November. The orchestra performed a concert at the Steven’s Center in Winston-Salem as part of the North Carolina Music Educators Conference. This is the highest honor a student can attain in the North Carolina All State program. In February, she performed Tchaikovsky’s Symphony No. 5 with the Greensboro Symphony.

14 attend ADHD workshop

Fourteen members of Greensboro Day School’s Student Support Services staff participated in a professional development workshop with Dr. Arthur Anastopoulus on the topic of Attention Deficit and Hyperactivity Disorder. Dr. Anastopoulus is a faculty member at UNC-Greensboro and nationally recognized on the topic.

Mission to Mexico

Ninth graders Patrick Fontaine, William Montgomery and Patrick Stovall spent their Martin Luther King, Jr. weekend with the Proyecto Abrigo mission in Juarez, Mexico. They were a part of a 32-member mission team from West Market Street United Methodist Church in Greensboro who built three cinderblock houses for impoverished families living in the Colonia of Tierra Nueva outside of Juarez, Mexico. The teams work with local maestros and build these homes without benefit of construction equipment or running water. These cinderblock houses replace cardboard shelters that many families in this area call home.

Freshmen perform well on PLAN

This year’s freshmen had strong results on their PLAN tests. They scored in the 74th percentile in English; 80th percentile in math; 77th percentile in reading; 75th percentile in science; and 78th percentile in composition. Percentiles are normed against high school sophomores. The PLAN test is a practice test for the ACT and is typically administered in the fall of the sophomore year of high school.
Girls on the Run

Participants in the Greensboro Day School after-school Girls on the Run program completed their 10-week course on November 14. Girls on the Run is an international program designed to teach 2nd through 5th grade girls about healthy lifestyles, self-esteem, and teamwork. The group enjoyed their final class/training session with parents and special friends in the mini-gym for special awards. This Girls On the Run group ran their 5K (3 mile run) on December 1. The after-school class is open to both GDS and non-GDS students.

Mayor Johnson speaks at GDS

Mayor Yvonne Johnson was the keynote speaker at Greensboro Day School’s Martin Luther King, Jr. Celebration in January. Mayor Johnson addressed Middle and Upper School students, faculty and staff about how Dr. King’s work influenced her life. She noted that the majority of change that has taken place in this country is student-led. She also said that it is now time for our students to take a stand for the injustice they see and make a difference in their community.

Faculty, Staff participate in diversity workshop

On Friday, February 15, GDS faculty and staff met for a half-day diversity workshop led by Mary Kendrick. The workshop included an exploration of the expectations based on the lens through which they see situations. Individual exercises, challenging diversity activities, and group work was focused on in the workshop. A viewing and discussion of the film “Blue Eyes” was the highlight of the afternoon.

Kendrick has over 25 years of experience in working with corporate and community organizations to create cultures that are inclusive and value diversity. The half-day workshop marks the school’s continuing effort to move forward with diversity initiatives.

Candy for surgery

The GDS Operation Smile club sold 2,613 candygrams for Valentine’s Day. Their efforts will finance ten surgeries for the international Operation Smile organization. Operation Smile is a not-for-profit medical service organization that provides cleft lip and palate repair surgeries to children worldwide.

Junior chosen for research project

Junior Patrick Nolan was accepted as a research assistant by Dr. Olav Rueppell, a professor of biology at UNC Greensboro. Nolan will help Dr. Rueppell for the next year as he studies behavioral genetics in honeybees.

Quiz Bowl team ranks 7th

The Greensboro Day School Quiz Bowl team consisting of seniors Ben Altheimer (captain), George Bridges, Jonathan McClure, and Will Pugh competed in Chapel Hill on October 27 at the annual and highly competitive Tar Heel Cup. Out of a field of 25 teams, the Bengals placed 7th.
Students who maintain an average of 90 with no grade below 70 are recognized on the Greensboro Day School Head’s List. The following Upper School students earned placement on the GDS Head’s List during the first semester of the 2007 academic year.

9th Grade
Katherine Andersen
Matthew Aronson
Marjorie Bearse
Kathryn Brassfield
Graham Breitenstein
Kathleen Davidson
Jennifer Delman
Shaun Deveshwar
Anna Dorsett
Patrick Fontaine
Niklas Gahm
Alexandra Glenn
Charles Graham
John Graves
Benjamin Howard
Ian Jackson
Margaux Ketner
Jamal Lewis
Kristopher Li
Andrew Magod
Steffani McLean
Diana Nguyen
Beren Patel
Brittany Porter
Katelyn Powers
Nicoe Powers
Alexander Procton
Jacob Pulitzer
John Sanders
Sophia Schermerhorn
Lucy Smith
Joseph Smith
Kristen Stevenson
Lauren Swords
Dianne Uwayo
Bennett Vass
Nathan Vercaemert
Jennifer Wintringham
Ashley Woods
Megan Wright
Lane Zuraw

10th Grade
Kelsey Ammondson
Stanley Ammondson
Kyle Arnold
Katherine Bernstein
Kathryn Carroll
Kelly Carty
Mary Cohen
Elijah Cone
William Copeland
Frances Dougherty
Andrew Edwards
Thomas Flannery
Katherine Flynt
Alexandra Fortune
Lauren Freedman
Alexander Gittin
Matthias Hertl
Benjamin Holcombe
Richard Holland
Abigail James
Jennifer Kaplan
Stephanie Krantz
Matthew Kusiak
Katherine Lloyd
Steven Love
Anne Lucas
Catherine McDonald
Meredith McGee
Carmi Medoff
William Morris
Trevor Newman
Elizabeth Niegelsky
James Nussbaum
Megan Oleynik
Emma Park
Kayla Peay
Virginia Perkins
Austin Pittman
Jordan Rogers
Jenna Schleien
Katie Schneider
Emily Siar
Kathryn Stark
Caroline Strong
Grace Tewkesbury
Michael Tuck
Joshua Van der Linden
Carys Wheeler
Patrick Wrenn

11th Grade
Gabrielle Basile
Elizabet Brassfield
Claire Brennan
Caitlin Burroughs
Elizabeth Buxton
Ryan Carty
Jun-Ho Cha
Matthew Cox
Connor Crews
Philip Deutsch
Taylor Dickinson
Daniel Fox
Roger Gant
Clinton Greene
Elizabeth Hartnett
Antonio Jackson

12th Grade
Rosalind Allen
Benjamin Altheimer
Brian Au
George Bridges
Emily Carroll
Katherine Cohen
Garrett Cook
Samantha Cranford
Carey Duda
John Gerhardt
Julianne Howard
John Kuzmier
Kara Li
Keely MacDonald
Anne McCarty
Jonathan McClure
James Morris
Olivia Newman
Robert Niegelsky
David Parker
Sarah Peck
Pamela Plant
William Pugh
Ann Sessoms
William Seymour
Seth Shannin
Virginia Shogry
Nicholas Sipes
John Strader
David Wintringham
Jerry Woodall
Lucy Zuraw

Nicholas Johnson
Mario Kolev
Mariah Leath
Emily Lucas
Andrea MacDonald
Mary Parke McEachran
Cameron Milani
Ashlyn Needham
Patrick Nolan
Caroline Pinto
Alexander Robinson
Daniel Russell
Katherine South
Benjamin Stevenson
Ashley Stout
Nathan Tilley
Megan Turner
Pauline Weissman
Benfeard Williams
Weijie Zhang
Jerrold Zuraw

Head’s List, Fall 2007
Students who earn an average of 85 and no grade below 70 qualify for the Greensboro Day School Honor Roll. The following Upper School students earned placement on the GDS Honor Roll during the first semester of the 2007 academic year:

### 9th Grade
- John Allen
- Alec Bankhead
- Jabari Bradford
- Christopher Clark
- Marcus Duda
- Ana Flanagan
- Peter Han
- Aubrey Hood
- Charles Keeley
- Aleksandar Korda
- Simran Mann
- Myles Mansfield
- Olivia Matthews
- Sarah Mincher
- Thomas Mincher
- Joshua Mintz
- William Montgomery
- Samuel Nichols
- Elizabeth Obermeyer
- John Perry
- Benjamin Robertson
- Alexandra Rotenstreich
- Charles Russell
- Patrick Stovall
- Morgan Vance
- Mary Weatherly
- Kendall Weavil
- Gun Yoo

### 10th Grade
- Katherine Ball
- Caroline Brown
- Blaine Browning
- Alexandra Bruno
- Sarah Cassell
- Candace DeSantes
- Amelia Dosser
- Maxwell Farrior
- Michael Hayes
- Patrick Howell
- Brantlee Jobe
- Arielle Lawrence
- Carmen Lawrence
- Andyleon Nguyen
- Christian Pulliam
- Grant Rankin
- Patrick Redmond
- Baxter Sapp
- Laurence Schiffman
- Matthew Stewart
- Elizabeth van Noppen
- Jayme Wainer
- Lucas Weavil
- Sarah Willis
- Taylore Woods
- Patrick Howell
- Derek Ridge
- Emily Riedlinger
- Patrick Robinson
- Kristin Rush
- David Sanders
- Meredith Schuster
- Timothy Von Thaer
- Emily Wright

### 11th Grade
- James Adkins
- Marjorie Ballantyne
- Madison Barefoot
- Edwin Brown
- Meredith Browne
- Wallace Browning
- John Bunch
- Ryan Campbell
- Bailey Coffey
- James Dick
- Luke Favruzzo
- Patrick Flannery
- Taylor Floss
- Eugene Guhne
- Patrick Hale
- Catherine Haley
- Mitchell Henley
- Bailey Jennings
- Robert Kelly
- Won Bin Kim
- Andrew Konen
- Katharine Kritzer
- John Lewis
- Henry Lin
- Lisette Meier-Naust
- Emily Mosh
- Mary Nussbaum
- Caroline Parham
- Claibourne Poindexter
- Elizabeth Pugh
- Allen Putnam
- Derek Ridge
- Emily Riedlinger
- Patrick Robinson
- Kristin Rush
- David Sanders
- Meredith Schuster
- Timothy Von Thaer
- Emily Wright

### 12th Grade
- Jennifer Aronson
- Alexander Beaver
- Frank Brown
- Bertram Buxton
- Lynn Clark
- Lauren Cohen
- James Donaldson
- Joseph Gorga
- Elizabeth Groce
- Lauren Hickman
- Sarah Holt
- Leslie Johnson
- Robert Johnson
- David Kaufman-Moore
- Gulnaar Kaur
- Julianna King
- Emily Lewis
- Emily McDaid
- Michael Melhem
- Anja Milicevic
- Tyler Mohr
- Charles Murray
- Tristan Nagy
- Ian Pasquini
- Caroline Perkins
- Charles Pierce
- Benjamin Riedlinger
- Kaitlin Smith
- Ryan Sudnik
- Edward Tewkesbury
- Marian van Noppen
- Lauren Weatherly
- Shana Wilson
Undefeated boys’ swim team wins states

The boys’ swim team capped their first-ever undefeated season with their 10th consecutive PACIS championship and the state championship. In the PACIS meet, Joseph Riley ’12, Brian Kaylor ’08, James Morris ’08, Hunter Strader ’08, Nicholas Johnson ’09, and Patrick Flannery ’09 were all-conference and Kaylor set a new meet record for the 100 backstroke. Additionally, all three of the team’s relays set new meet records.

In the state meet, GDS was the only team to have at least two swimmers in every top 16 ranking. Bengal swimmers who qualified in the top 16 are Jonathan Rogers ’13, Nathan Vercaemert ’11, Billy Allen ’11, Tyler Mohr ’08, James Morris, William Morris ’10, Riley, Kaylor, Johnson, Flannery, and Strader. In order to earn all-state status a swimmer must place in the top three. This year, the Bengals touted six all-state swimmers – Kaylor, Johnson, Riley, Flannery, James Morris, and Strader. All of the team’s relays qualified for all-state, including a 1st place in the 200 free relay. In the individual races, Kaylor won the 100 fly and Johnson was 2nd in the 100 fly.

Wrestling tackles youth and wins

This was the most ambitious season in GDS wrestling history, with the team wrestling in 35 dual meets and the state tournament. The team was a mix of first-year wrestlers (including two 7th graders) all the way to two highly experienced seniors. Some of the newer wrestlers who made terrific contributions to the team this season included: Marshall Stewart – a 7th grader who won 16 matches in the 103-lb. weight class; Blake Barefoot – another 7th grader who won some exciting matches at 135 and 140 pounds; Max Farrior – a 10th grader who wrestled at 130 pounds; Ian Jackson – a 9th grader competing at 135 and 140 pounds; Sam Nichols – a 9th grader at 135 and 140 pounds; Jauric Flowers – a 10th grader at 152 pounds; Blaine Browning – a 10th grader who won 10 matches at 160 pounds; and Bjorn Lindquist – a 9th grader at 171 and 189 pounds. Junior Brad Browning provided some mid-range experience at 145 pounds, while wrestling some of the toughest opponents the Bengals saw all year.

The mainstays on the team were seniors Ben Riedlinger (215-lb. weight class) and Marty Buxton (189-lb. weight class). Riedlinger, who was in his fourth year of wrestling, and Buxton, who has been on the team since the 7th grade, compiled a combined 70-7 record this year and were both all-conference and all-state. They both set the season record for pins (26), and Buxton set additional records for season wins (37), career pins (75) and career wins (112). While the Bengals are losing the two most successful wrestlers in GDS history, the team will be returning ten wrestlers who saw varsity action this year, which is encouraging for the future of the program.

– Terry Buxton, assistant head coach
Girls’ basketball conquers challenges

The girls’ varsity basketball team finished the 2007 – 2008 season proud of the hard work and effort they invested into the season. With determination and discipline, the girls were able to lay a solid foundation for the future. Having all 12 of the current players returning next year will provide the necessary continuity needed as the team looks forward to improving the girls program. With rising seniors Kristin Rush, Aaron Pugh, Reid Soles, Caitlin Burroughs, and Emily Wright leading the way alongside a core group of dedicated teammates, the next season promises to be very exciting.

Rush led the Bengal’s in scoring (11 ppg) and rebounding (10 rpg). Soles demonstrated the ability to positively impact practices and games with her consistent hard work and positive attitude. Thanks to the girls’ decision to form a cohesive unit, they were able to meet all the challenges of a demanding season.

-Josh Shoemaker, head coach

Woodall signs with Virginia

Senior Bruce Woodall signed his letter of intent to play golf at the University of Virginia. This athletic offer has a total potential for nearly $160,000 in scholarship money.

Woodall was heavily recruited to play golf by Wake Forest, UNCG, Virginia and others. He was also in the sights of many colleges, including Davidson, for his abilities on the basketball court.

Last golf season, Woodall was both all-conference and all-state, and has been named team MVP three years in a row. He carries a handicap of -0.2, a “scratch golfer,” and is currently ranked 7th in the state of NC for junior golfers and 58th nationally among high school age junior golfers graduating in 2008.

John Carty receives Teague Award

John Carty is this year’s recipient of the O.B. Teague Handshake Award. Carty is a Lower and Middle School physical education teacher, the varsity golf coach and the JV boys’ basketball coach. The award is given annually to a member of the faculty who goes above the call of duty to support Bengal athletics.

Carty receives Teague Award

Junior Reid Soles is flanked by Alumni director Kathy Davis and retired teacher Sue Richmond. Davis and Richmond started the girls’ basketball program at GDS. Each year, a member of the girls’ varsity team is honored with the Davis-Richmond Award for hard work, positive attitude and dedication to the program.
Bengals capture 3rd Little Four in a row

The boys varsity basketball team had another exceptional season with a 30-4 record, including an undefeated conference run. Their conference win marked the team's third in a row, and the 20th overall for coach Freddy Johnson. The Bengals narrowly missed the state title with a loss to Christ School in the championship game.

In December, top-seeded GDS defeated Dudley, 51-46, for the third straight year to capture their 5th Little Four title in the past eight years. Junior Javan Mitchell led the team in scoring (15) against Dudley and was named the tournament MVP. Mitchell and fellow teammates Bruce Woodall '08 and Jay Lewis '09 were named to the all-tournament team.

Coach Freddy Johnson passed Mac Morris and David Price for total Little Four titles with eight and also moved GDS into second in all-time titles behind Dudley.

Senior Bruce Woodall was named the PACIS player of the year, and Johnson was named the conference’s coach of the year. Juniors Javan Mitchell and Jay Lewis received all-conference honors. Woodall was also honored with a McDonald’s High School All-American nomination.

One for the record books

This season, varsity basketball coach Freddy Johnson reached a prestigious milestone in his career – 700 victories. To celebrate this achievement, alumni, parents, boosters, and former coaches paid tribute to Johnson in February. Several alumni spoke about the early days with Johnson, and the school presented him with a framed jacket to commemorate the event.

Johnson is in an elite class of basketball coaches. Although the North Carolina High School Athletic Association only tracks public schools, only Harvey Reid (818 wins) stands ahead of Coach Johnson in the win department. In just over three years, Johnson could become the most winning high school coach in North Carolina.

“Coach”, as many of his former players including this one like to call him, has enjoyed remarkable success - winning over 700 games in a career that is still going strong. More important, though, than the number of wins, is the impact that Coach has had on player’s lives long after their time at GDS has passed.

Sacrifice, discipline, goal setting, and a work ethic are just a few of the many lessons learned each winter inside that 98 by 50 rectangle presided over by Coach for the last 30 seasons.

Congratulations coach from one of your first players who gave you your first of 700 wins.

- J. Franklin Hatchett, Jr., M.D. ’79

Johnson is surrounded by his former players. (l-r) Max Perkins ‘00, Adam Preyer ’84, Kevin McCoy ’93, Freddy Johnson, Franklin Hatchett ’79, and Rennie Faulkner ’81.
The Bengals won their 8th Little Four title.

Rodgers and Hammerstein's

the King and I
BENGAL GAMES
Every hour of every day, the Annual Fund makes a difference at GDS.

Our students benefit from our **unparalleled curriculum** that successfully combines rigorous academic pursuits with the arts and athletics. Our Annual Fund dollars not only contribute to a **vital endowment fund** but also help support the daily operating expenses at GDS. From an early morning adventure in the butterfly garden, to a late night study session on our Web site, your support of the Annual Fund offers our students **boundless opportunities** to excel in and out of the classroom every hour of every day.

*To support this year’s Annual Fund First campaign, visit www.greensboroday.org and click on Supporting GDS, or email annualfund@greensboroday.org.*
**Sustainability** in 2008 is sexy and chic. With people such as Leonardo DiCaprio, Sienna Miller, Brad Pitt, Scarlett Johansson, and Orlando Bloom regularly speaking for sustainable causes, is there any doubt that sustainability has great legs in pop culture? So why is Greensboro Day School committing to sustainability when caution might dictate that sustainability will run its course and fade away as this year’s celebrity infatuation?

The answer is simple. At Greensboro Day School, we have a tradition of looking to the future and acting to prepare our students for success in the world they will inhabit. Our decision to formally focus on sustainability represents the latest example of a forward-thinking commitment to our students.

Regardless of Hollywood’s sustained attention, the world our graduates enter will continue to be increasingly focused on issues that are framed in the context of sustainability. For example, when our students enter college – next year and beyond – college campuses will be buzzing sustainability. Michael McAdams ’07 and Megan Leong ’07 report from Duke and UNC-Chapel Hill, respectively, that they were met by water shortages and restrictions when they matriculated last fall that led their institutions to ask students to limit showers to four minutes.

Other campuses across the country sponsor dorm vs. dorm competitions to limit energy consumption, and recycling programs are becoming de rigueur. Student service organizations and entrepreneurship opportunities increasingly focus on sustainability. Maggie Salinger ’06, for instance, was part of a team at UNC-Chapel Hill that won over $20,000 in grants to establish a start-up manufacturing plant in Uganda to produce a simple machine that shells peanuts mechanically, rather than by hand. Turned over to local Ugandan partners, the plant and machine provide a sustainable local industry while improving the ability of the local population to expand its food production.

While Maggie’s experience represents sustainable action in a microcosm, university presidents and administrators across the country see the promise of a sustainability focus in macro terms. Agreeing with culture watchers and forecasters who see great promise in sustainable industry and invention in the 21st century, college curricula and programs are changing to meet a growing demand. Arizona State University, as just one example, will open a new School of Sustainability to undergraduates in 2008. Grounded in real world application, ASU’s School of Sustainability includes professors from 25 academic departments and is linked to a new business park that is recruiting businesses to provide internships and ultimately jobs for the school’s graduates.
Given the current and future focus of the college and entrepreneurial marketplace, it is clear our graduates will need to navigate a world focused on sustainability to be current, relevant, and employable. So, here at GDS, we’re now securely committed to providing our students a sustainable advantage.

In many ways, however, an interest in sustainability at GDS is nothing new. As evidence, simply read the articles in this issue written by GDS alumni. Emily Crowe Pack ’01, Hart Webb ’00, and Leslie Hummel ’93 represent others among their peers who have gone on to pursue their passions and their careers in sustainable ventures. As some of these writers point out, faculty at GDS, such as Dr. Val Vickers and Sybil Davis, championed environmental and social awareness and action in their classes for many years. And many current teachers continue to make issues of sustainability central tenets of their teaching.

Examples of excellent teaching placed in a sustainable context persist across campus. As one walks the halls of the Lower School, water, flower, and texture gardens are visible and accessible every day. When our 4th grade studies recycling and inspires the entire Lower School to run an efficient recycling program, Rose Marie Cook, Lynn Noecker, and Susan Kunar integrate their respective disciplines of science, art, and music to provide a multi-dimensional view of reusing objects and recycling. Fifth grade teacher Carl Fenske inspires students to ride their bikes to school by his example. Thanks to Mr. Fenske’s suggestion, new bike racks near the Lower and Middle Schools await riders this spring. And when he wants to teach about biodiesel fuel, he simply walks his students to his own converted biodiesel friendly Mercedes.

In the Middle School, Clarissa Marshall clearly enjoys digging in the dirt with her students as they continue to breathe life into the garden. Her 7th grade science students’ recent projects include planning and building models for a new green middle school building. Ideas included use of windows, courtyards, rainwater harvesting systems, and revolving solar paneled domes to better track the sun’s path. Science teacher Craig Head takes the entire 6th grade to his farm in Rockingham County several times each year to allow students to identify with the landscape and to observe the passing of the seasons in a rural setting. Laurel Matsudaira adds to the 6th grade curriculum with thoughtful and well-rounded social studies units, such as her geography unit that explores the interconnectedness of people and societies to cataclysmic geographic events. Plus, Cheryl Love is using real data about our local and regional environment to teach statistics in her math classes.

In the Upper School, Frank Bowman continues to guide Envirothon teams through the annual competition designed to test knowledge of nature’s ecosystems. Margaret Farrell Brown ’97 has instituted a new Marine Science course that includes field trips to the coast to allow hands-on research. And class activities’ week still focuses on the ecosystems and history of the outer banks (9th grade), community service (10th grade), and the mountain wilderness of Pisgah National Forest (11th grade).
how best to integrate concepts of sustainability more fully into our academic program and daily operations. One group, for instance, is focused on developing a set of guiding principles, another is designing an expanded school garden, a third group is planning a composting program, and other collaborators are pursuing a wide list of projects.

On the operations side of the equation, the facilities and maintenance staff have made many changes in the way it operates. Brano Milicevic, director of operations, and his crew replaced many of the cleaning products used on campus with Green Seal approved products. They continue to adjust control of the heating and air conditioning system with computer controlled timing to heat and cool buildings, even parts of buildings, only when the facilities are occupied. They are experimenting with lighting fixtures, light sensors, and motion sensors to more efficiently light the interior and exterior of our campus buildings. They are also busy with caulk guns sealing air leaks around classroom windows. Stacy Calfo, director of marketing, and her team are introducing recycled and environmentally friendly products to the Bengal Bookstore and moving toward more environmentally sensitive choices in terms of paper stock and production of GDS publications. And with raised awareness, many more teachers and staff are doing their part to emphasize proper recycling, to turn off lights, and to power down computers and other electronics.

The list of dreams, projects, classroom experiences, and small daily life examples that all help move our students toward their sustainable future expands beyond the scope of this article and beyond the few people mentioned in it. All of us at GDS are energized by the recent steps we made toward a more formal focus on sustainability since these steps serve as an extension of who we are, rather than as a radical departure or as the chasing of a fad. And while we know that we can do more, we can confidently assert that we've been focused on a sustainable future for a long time. Now that the world is catching up to us, we're excited about our future. We'll certainly do our part to make sure that sustainability remains hip, cool, and fundamental.

Gareth Griffith is the director of sustainability and an Upper School English teacher at GDS.

What can you do?

By Margaret Farrell Brown ’97

Sustainability: “to support, hold, or bear up…” or “to provide for…” (www.dictionary.com)

How does this translate into everyday living? There are many opportunities for teachers, staff, students and parents at GDS to support our surroundings, our students, colleagues and ourselves. Take a look at this “Top Ten List for Sustainability” to see how you can help!

1. **Self educate!** We certainly cannot begin to teach others about what it means to be sustainable if we do not understand it ourselves.

2. **Turn down the thermostat** three degrees in the winter and up three degrees in the summer, and set your water heater to 130° F. These simple actions can have enormous positive consequences, preventing the emission of more than 1,100 pounds of carbon dioxide over the course of the year, while cutting your energy bill by more than 10 percent.

3. **Turn off lights** in an empty room or just take advantage of the natural light. Replace your incandescent light bulbs with compact fluorescent lights (CFLs). Those marked as CFLs last 10 times longer and use 66 percent less energy than incandescent bulbs while delivering the same light levels.

4. **Unplug!** This is an easy one to do, but sometimes hard to remember. We simply need to unplug the electronics we are not using and bingo – we are helping the environment (and our electric bill).

5. **Use water fountains and sinks.** Somehow we all seem to have this idea that bottled water is so much better for us – wrong! In fact, frequently we are missing out on several minerals by NOT drinking tap water! Buy a reusable water bottle and keep refilling it.

6. **Cut your paper use.** At Greensboro Day School we can reduce the amount of paper we use by encouraging our students to take quizzes online or by emailing assignments and handouts to students. As parents, think before you print… do you need another piece of paper lying around, or could you save the information on your computer instead?

7. **Recycle.** Plain and simple – we need to do it. “Is ______ recyclable?” Become an informed citizen (www.greensboro-nc.gov) and help our students (and your neighbors) by setting an example!

8. **Bring your lunch** to school/work and make it waste-free. There are a variety of reusable containers out there.

9. **Walk, bike and carpool** to school/work. You don’t have to give up your car for a healthier planet, just expand your transportation options. Carpooling saves energy and cuts on additional pollution.

10. **Inflate your car tires.** When walking or biking isn’t feasible, pumping up your car tires can improve your gas mileage by about 3.3 percent – a savings of about seven cents per gallon.

Anna Bearse ’13 created the winning logo design to represent the school’s collective sustainability efforts.

Margaret Farrell Brown ’97 is an Upper School science teacher at Greensboro Day School and a graduate of GDS.
A master plan is a vision of the future. It is a living document based on today’s issues that allows for flexibility and change with time. It is a collection of ideas to enhance the quality of education and the quality of life for the students and faculty at Greensboro Day School. This master plan will provide an orderly framework for future growth.
Letter from the Chairman

The new campus master plan is really two plans in one: a map of possible near-term changes and additions to our campus, and also a vision of what Greensboro Day School might look like a generation from now. Whether you are new to GDS or can remember the first building going up along a two-lane country road, it is an exciting document, and one that reflects the optimism and energy of our school.

Among the key features of the plan are a new middle school building, a dining hall and athletics complex, and a new “front-door” to the campus from Lake Brandt Road. The middle school would replace the current building, one of the oldest structures on campus, which is no longer suitable to our program needs and cannot be renovated in a useful fashion. The dining hall would accommodate many more students than our cramped cafeteria, and provide a more welcoming and versatile gathering place. The new entrance would provide better access to the school, along with enhanced security and convenience, as traffic patterns in our neighborhood change with the completion of Greensboro’s urban loop. Looking further into the future, the plan shows a school stretching across almost 100 acres on both sides of Lake Brandt Road, including property recently purchased, with ample green space and a variety of new fields and facilities.

This plan, commissioned by the board of trustees, is the result of more than a year of hard work by a team led by trustee Jim Bryan, who chairs the board’s buildings and grounds committee. The Charlotte-based architectural firm WGM Design delivered six drafts of the plan in April of 2007, then came back with a final version based on feedback from the school community in September of last year. In October, the board of trustees approved the new plan. Greensboro Day School will be a different and better place in many ways by the time we complete this new plan.

Edward Cone ’80
Chairman
Greensboro Day School Board of Trustees

In October 2007, the Board of Trustees approved a bold new campus master plan to guide our development. This effort has established a 25-year long range physical plan that will direct the orderly growth of the campus. Factors that shaped the plan include:

- Academic program needs
- Campus security
- Basic plant operation
- Size of school study
- Environmental sustainability policy
- Future traffic patterns in anticipation of the completion of the urban loop

Recognizing that facilities built for a smaller student body are inadequate for nearly 1,000 students, parents, board members, alumni and faculty comprised the group that developed the campus master plan. The plan has been shared extensively throughout the GDS community. At the heart of the plan is the decision to keep all TK-12 facilities clustered on a central campus, rather than distributing new construction across land owned by the school. This "urban" layout of buildings enables us to maintain more of the campus in its natural state, providing natural learning areas for our students and a buffer from the surrounding suburban sprawl. As the plan is implemented, the entire campus will be transformed into a vibrant learning facility with environmental sustainability reflected in all of its facilities and operations. Our vision is an environmentally green educational oasis, with a new main entrance on Lake Brandt Road. This new entrance allows us to put a more attractive and welcoming face on Greensboro Day School’s campus while providing better security and safety and planning ahead for increased and changing patterns of traffic around the campus.

This master plan will act as a “road map” for the future. In this regard, Greensboro Day School will be able to refer to the road map in future years to understand how the process started, where the school stands in that process and what is left to complete in the future.
<table>
<thead>
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<th>BUILDING</th>
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<td>Tennis Courts</td>
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<td>New Sports Field Complex</td>
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<td>Future US, MS &amp; LS Expansions</td>
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<td>Future Gym Expansion</td>
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<td>Purchase Additional Properties</td>
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All costs shown are for budget purposes only and in 2007 dollars.

For more information about Greensboro Day School’s Campus Master Plan, please contact:

Anne Hurd, Director of Advancement
(336) 288-8590, ext. 235
AnneHurd@greensboroday.org
Building for the Future

Endowment Funds Provide Long-term Financial Security

The man whose vision helped establish Greensboro Day School looked ahead to future needs. Founding Board of Trustees Chairman Charles A. McLendon was a firm believer in building endowment. McLendon liked to point to the analogy of the three-legged stool: A school must have two legs — faculty and students — in order to perform its basic purpose, but it needs the third leg, endowment, in order to prosper. “A school cannot survive without sizeable endowment,” McLendon said.

An endowment is a fund of money, the principal of which is held in perpetuity and invested, and from which an organization may use only the return on investment. That is the formal definition. In the simplest terms, endowment is the school’s savings account that provides a source of income in addition to student tuition and fees, and annual funds.

According to Managing Director William Jarvis at the Commonfund Institute in Connecticut, endowments originated in the Middle Ages when landowners bequeathed land to the church, which leased it to tenant farmers. The income produced from the land paid to build and maintain churches, schools, and hospitals. In this country, many private colleges were similarly founded as religious establishments and built endowments from charitable gifts from alumni. Endowment incomes from institutions with the largest endowments — Harvard and Yale among them — provide about one-third of their operating budgets. Compare that to the two percent of the budget realized by smaller institutions such as GDS with endowments of under $10 million and it is obvious why they are much more dependent upon tuition, fees and annual giving to balance their budgets.

In 2002, when Greensboro Day School made endowment-building a priority, endowment funds totaled $2.5 million. As of June 30, 2007, donor-restricted and board-designated endowment funds totaled over $8 million. It is expected that GDS will realize some $320,000 from investment earnings being brought into the operating budget in 2007-2008, based upon a 4.75% spending policy (moving to 4.5% next year and moving forward). Consistent with other schools of similar-size endowments, this very important source of funding provides 2 percent of the operating budget.

Greensboro Day School’s endowment adds to the stability and financial maturity of the school. Donors to permanent endowment funds show their belief that an investment in the school will continue to make a difference beyond their own lifetime. “Endowment,” wrote Yale economist and Nobel laureate James Tobin, “guards the future against the claims of the present, and helps ensure that students years from now will enjoy the same level of benefits from the endowment as those enrolled now.”

Types of Endowment:

There are many types of endowment and GDS benefits from many of them.

**Unrestricted Endowment** — A gift that allows the institution the flexibility to use the return on investment as best serves the immediate needs of the institution.

**Quasi-endowment** — A fund from which the organization may take either the annual return or some portion of the principal for school use as needed.

**Restricted Endowment** — The donor chooses to fund a specific program, faculty/staff position, or a recurring need. The income from a fund like this, frees other funds for revenue to be used toward other operating costs. Some possibilities for restricted endowments include: programs, financial aid scholarships, merit aid scholarships, endowment for a faculty or staff chair that underwrites salary, a facility endowment that underwrites operating expenses such as utilities, buildings and grounds endowment that underwrites property maintenance, professional development endowments that underwrite the cost of faculty/staff education, technology or library endowments for equipment, software or books.

**Gifts to Endowment:**

Gifts to endowment may be in the form of cash, securities, property or other tangible items to be sold with the money placed in a permanent fund. Planned gifts such as charitable remainder trusts, life insurance and bequests in Wills, are often considered the most efficient and effective way to add money for endowment. It is important to understand that planned giving is not endowment any more than endowment is planned giving; the former is a type of fund, and the latter is a fundraising vehicle.

**We fund the GDS Endowment in several ways:**

**General Endowments** - There are large funds designated for specific purposes as mentioned above, to which anyone can make a gift of any size. These large funds designated for specific needs are attractive to donors of smaller amounts who have a special interest. For example, a donor intending to make a gift of less than $25,000, may want to restrict the funds to a general financial aid scholarship endowment. Memorial gifts are frequently designated for existing endowments such as these.

**Named Endowments** — Donors interested in making a major gift (payable over a period of five years) may create a separate fund with a formal Gift Agreement and determine the name of the fund. Schools typically have policies regarding minimum requirements to establish a separately-tracked fund, ranging from $25,000 to $500,000 or more, depending on the purpose of the fund.

**Percentage of Annual Fund** — Each year, a percentage of every Annual Fund First campaign is designated for endowment. This year, 9 percent of the total will be transferred to the permanent endowment to support operations in the future, just as annual funds support current operations. Next year, the goal of setting aside 10 percent of the annual fund will be reached and maintained at that level moving forward.

As Charlie McLendon once said, “Whichever route you take, the point is we have to increase endowment. One easy way is to set up a program like Jean Brooks Endowment for (faculty) Sabbatical Leave,” he said. “Another is to say ‘I want my money to go to financial aid, or faculty improvement…with enough avenues, everyone has a choice.”

“A bequest is a very painless way for everyone to be involved in planned giving,” McLendon emphasized often, “and a planned gift is a painless way to everyone to participate in building the endowment.”

Greensboro Day School Endowment Funds

Greensboro Day School’s total endowment, which includes undesignated and designated funds, totaled $7.8 million as of June 30, 2007. The following summaries include rounded up fund values as of June 30, 2007.

General GDS Endowment Funds

Undesignated Endowment Fund – the income from which is applied to the school’s operating expenses including faculty salaries and professional development, student financial assistance, building and campus maintenance, utilities, student co-curricular programs (such as athletics and drama). This important endowment helps to reduce the need to raise tuition to cover operating expenses normally supported by tuition, fees and annual fund. A portion of the annual fund is transferred to this fund each year.

Milestone’s General Endowment – a second undesignated fund.

Quasi-Endowment – either the annual return or some portion of the principal may be used as needed (usually for an unexpected large expense.)

Scholarship Endowment – the income from this fund is used to provide student financial assistance.

Faculty Salary Endowment – income from this fund supports faculty salaries.

Headmaster’s Discretionary Endowment

Media Center Endowment

Named Endowments

The following are named endowments funds with values of $25,000 or more as of June 30, 2007. There are a number of older funds, or initiated but not fully funded endowments, not listed below.

Alumni Silver Anniversary Endowment – Earnings from this endowment support need-based financial aid, funded by the Alumni Association during the 25th anniversary of Greensboro Day School.

The Avera Family Endowment – Supports the operating expenses for the Student Support Services program for academic support and counseling as needed for students enrolled in Greensboro Day School.

Kimberly S. Bates ’84 Memorial Scholarship Endowment – Earnings support the award for tuition of a rising senior in memory of Kimberly Susan Bates ’84.

Dora and Bruce Brodie Endowment – Supports diversity activities such as faculty travel to the NAIS People of Color Conference and support of our Coordinators of Diversity.

The Brooks Endowment for Sabbatical Leave – Funds support a summer sabbatical opportunity for one faculty member each year.

Upper School math teacher Trish Morris was the 2007 recipient of the Brooks Endowment for Sabbatical Leave. Trish is pictured with her son, Mike Megliola ’00, during her sabbatical in Greece.

Sue W. Cole Women’s Sports Endowment – Supports activities in the women’s sports programs at Greensboro Day School.

The Dillard Athletic Center Endowment – Established to support the operating expenses of the Dillard Athletic Center.

Dr. Donald L. Davis III and Elizabeth T. “Kee” Davis Community Service Endowment – Supports expenses related to TK – 12 community service activities at Greensboro Day School.

The D. Ralph Davison, Jr. Scholarship Endowment – Supports new students who, in addition to qualifying for financial aid, will make an extraordinary contribution to the life of the Greensboro Day School community.

Lenwood Edwards Endowment Award – Awarded to students of color whose personal achievement and values exemplify the Greensboro Day School motto of Friendship, Scholarship and Sportsmanship.

Edward E. Ford Foundation Endowment – Supports:
1. 1987 – Upper School faculty salaries
2. 1994 – Internships and professional development for faculty of color
3. 1997 – Technology and professional development for teachers
4. 2000 – Financial aid to assist with the purchase of laptops
5. 2004 - Financial aid to better meet the need of our students.

James P. Hendrix, Jr. Teaching Award – Supports the annual award for excellence in teaching given to a Day School faculty member in honor of our former headmaster who served GDS from 1977-1986.

Katie Cohen ’08 (left) received the 2007 Kimberly S. Bates ’84 Memorial Scholarship Endowment, and Shira Solomon ’07 received the award in 2006. They are pictured with Louis Bates (left) and his son, Tony ’82.
The Kirby Scholars Endowment – Only open to rising ninth graders, this annual award is awarded to an individual who, in the judgment of the Admission Committee, exhibits extraordinary academic achievement and potential and also embodies the values contained in the school’s motto: Friendship, Scholarship and Sportsmanship.


The Long Endowment – Supports the general needs of Greensboro Day School.

Charles A. McLendon Parent and Faculty Education Endowment – Supports a speaker visit for faculty development and/or parent education. Fund named for the founding Chairman of the Board of Trustees.

Neptune Endowment – Provides supplemental revenue to support the school’s annual operating expenses.

Parents’ Association Improvement of Instruction Endowment – Supports yearly professional development activities for the faculty through its annual retreat.

Parents’ Association Teacher Enrichment Endowment Fund – Proceeds support teacher grants primarily for summer travel and study opportunities. Endowment increased annually through a gift from the Parents’ Association’s spring fund-raiser.

The Scott W. Patterson ’08 Memorial Endowment Fund for Faculty Program Enhancement – The Fund was established in 2005 with gifts in memory of Scott Patterson, who would have graduated with the class of 2008. Scott’s parents, Chris and Tina Patterson, have requested that the funds contributed to memorialize their lost son be used for professional development purposes within the Greensboro Day School faculty. Tina, an educator by training and profession, will collaborate with advancement staff of Greensboro Day School to establish priorities for grants from the fund, and to administer the endowment.

Lanty Smith Endowment for Math and Science Equipment – Proceeds support an annual acquisition by either the math or science department.

Brad Starr ’87 Memorial Endowments – Proceeds support various summer athletic scholarships in memory of Brad Starr ’87.

Oscar B. and Moosie S. Teague Foundation Prize – Awarded to students pursuing further study of Latin through summer travel.

Worth Family Endowment – Supports the arts programs at Greensboro Day School.

Shana Wilson ’08, left, and Kathryn Henderson ’08, pictured here with Lenwood Edwards, were the recipients of the 2007 Lenwood Edwards Endowment Award.

The Avera Family Endowment Fund For Student Support Services – Initiated in 1998, the William and Ingrid Avera family formally established in November 2007, this permanent endowment fund, the income from which will provide academic support and counseling as needed for students enrolled at Greensboro Day School.

The Neptune Endowment Fund – Established in 2003, this fund was established to provide supplemental revenue to support the school’s annual operating expenses. The donors wish to remain anonymous.

The Scott W. Patterson Memorial Endowment Fund For Faculty Program Enhancement – The Fund was established in 2005 with gifts in memory of Scott Patterson, who would have graduated with the class of 2008. Scott’s parents, Chris and Tina Patterson, have requested that the funds contributed to memorialize their lost son be used for professional development purposes within the Greensboro Day School faculty. Tina, an educator by training and profession, will collaborate with advancement staff of Greensboro Day School to establish priorities for grants from the fund, and to administer the endowment.

The Armstrong Endowment – This fund was initiated in December 2007, with an initial gift from the Armstrong Family Foundation with the intention of fully funding the endowment within five years. The naming and purpose of the endowment will be determined by Tom and Karen Armstrong at a later time. The Armstrongs have two children at GDS; Michael and William, both in sixth grade.

The Robert D. Satterfield, Jr. Endowment

Alumni, parents and former parents, students, faculty and friends of Bob Satterfield honored one of the school’s first teachers upon his retirement last spring. The successful effort to establish a permanent endowment in his honor was led by Jane Gorrell ’79, Mary Copeland ’79, Kevin McCoy ’93, Beth Monroe ’89 Tisdale, Catherine Houston ’86 Snarr, and Will Griswold ’81, and Pete Tannenbaum ’80. Over $76,300 has been committed to date, representing 146 families and 220 donors. Originally, the income from the fund was to provide need-based financial aid to GDS students who are children of alumni. Those who initiated the fund agreed recently to expand those who may benefit from the Satterfield Endowment to include children of faculty as well. As Bob retired last spring, he said, “For the last 37 years, Greensboro Day School has been a wonderful part of my life – mainly because of the students that I’ve taught. Realizing that this endowment will ensure that their children also will be able to receive a GDS education truly warms my heart.”
Support

to maintain (a person, family, establishment, institution, etc.) by supplying with things necessary to existence

Service

an act of helpful activity; help; aid

In 2003, the education committee of the board of trustees established a task force to study how well students who need academic support beyond the classroom were served by the GDS program. The results of this task force indicated that while faculty were able to meet the needs of students with learning difficulties, a primary area for improvement would be for various strategies and techniques used throughout the program to be synthesized.

In the spring of 2004, Student Support Services was launched as a comprehensive and coordinated TK-12 department. The Student Support Services department would include existing programs in guidance, learning resources, and English-as-a-Second Language, enrichment and professional development. The vision was for the department to work collaboratively with existing GDS programs to enhance the experience of all students, families, and faculty.

According to the program’s director, Robin Schenck, Ph.D., “The Student Support Services program is designed to provide support to all children who are admitted to Greensboro Day School. Although traditionally families have thought of support as solely focused on the student with learning challenges, the Student Support Services vision wants families to recognize that almost all students need support – some for learning difficulties, some for advancement, some for life’s bumps, and everything in between. Additionally, we want to provide opportunities for faculty and families to grow and learn as well.”

Gifts to create and support the Student Support Services department were earmarked for development in the areas of leadership, program structure, cross-divisional collaboration, and increased coordination between learning resources, guidance, and other support programs. The department was not intended to grow until endowment dollars were established. However, the needs of students and the demand for services have exceeded expectations.

As we approach the fourth year of this department, we have seen staffing reorganization and growth in the areas of guidance, learning resources, and tutoring. The Director of Student Support Services position has increased to full-time. A full-time assistant has been added to assist with departmental and tutoring coordination. The counseling department has grown to provide a significantly higher level of service for our students. This is particularly important in a program that emphasizes guidance education, prevention, and parent programs.

In describing Student Support Services, parent Blanca Cobb says, “Not only does GDS focus on the educational development of its students, but its parents as well. Parents are afforded opportunities to learn about the academic, social-emotional and physical development of children, the social challenges of childhood as well as the educational curriculum taught at GDS. I feel that there is a depth of education at Greensboro Day School in which all children can excel.”

Under the Student Support Services umbrella, the learning resource program has also grown. In the Lower School, the learning resource staff positions now include two full-time reading and learning specialists. Both professionals work directly with students, parents, and teachers, increasing service at all levels. In the Middle School, the learning resource staff has grown to almost two full-time positions. This staffing increase has allowed more study skills classes to be offered, and has allowed the learning resource specialists to expand their services to include consultation with students who are not in the study skills classes.

In addition to staffing growth, the department has seen changes and growth in facilities. To serve the Lower School, two resource classrooms now provide space for two simultaneous resource classes. In the Middle School, the study skills class has moved out of the temporary building and into a dedicated space adjacent to the Bengal Den that also houses the guidance counselors and the learning resource offices. In the Upper School, a Student Support Services suite was created to group the guidance counselor offices, learning resource, tutoring rooms, the Writing Center, and quiet space for students to work.

Learning resource specialist Jen Shoemaker ’93 provides one-on-one assistance to Upper School students.
The Student Support Services department is also helping faculty to meet the needs of all students. Faculty members are increasing their knowledge of strategies to help students with a range of learning needs. They are excited about pursuing professional development opportunities, such as Schools Attuned (<www.allkindsofminds.>org) and workshops on differentiated instruction. Lower School director Diane Borgmann explains, “We practice differentiated instruction, which is the implementation of varied approaches to instruction in response to a wide variety of student needs, abilities, and interests. As a Lower School faculty, we spend a significant amount of time in professional study and discussion to best meet the needs of our students.”

The 5th and 6th grade teams, under the leadership of Student Support Services faculty, added opportunities to ease the transition for students entering the Middle School. “The 5th and 6th grade teaching teams have increased and improved their communication, cross-grade activities, and parent education offerings related to the transition to Middle School,” explains Middle School director Ed Dickinson. “Our formal and informal organization and approach to supporting students’ readiness for Middle School has been enhanced by the efforts of the faculty in the Student Support Services areas.”

The Lower School learning and reading specialists are working collaboratively with classroom teachers to offer more in-class service with students as well as opportunities for enrichment. Options for students who need individualized instruction also increased. Currently, 25 tutors and three speech/language therapists offer services on our campus. “On any given day, the reading specialists may provide support to struggling students, enrichment to advanced learners and participate in a rotation of literacy stations in the classroom,” says Kindergarten teacher Kelly Sipe. “Their participation in our rooms allows for us to truly reach and teach each individual child.”

Despite this tremendous growth of the program, the needs for classroom space, office space, meeting space, and tutoring space continue to exist. Additional learning resource specialists and counseling professionals need to be added to meet the needs of students and to expand offerings. Staffing is needed to further enhance the collaboration between divisions and to support new students and families as they transition to GDS. English-as-a-Second Language offerings need to be evaluated and expanded. Finally, faculty professional development for teaching students with learning differences and social-emotional needs should be further enhanced if GDS faculty is to remain abreast of current knowledge.

“Our families find our approach to student support comprehensive and convenient,” says Schenck. “The Student Support Services Department reflects our commitment to respond to the different learning styles and personal needs of individual students as we strive to produce healthy and productive learners.”

If you would like support the Student Support Services program, please contact Anne Hurd, director of advancement, at 336-288-8590 or annehurd@greensboroday.org.
GDS Launches Alumni Speaker Series

GDS announced plans for an Alumni Speaker Series to highlight outstanding alumni and their contributions to the community. The inaugural speaker was Thomas Roberts ’89, who spoke on October 24. Thomas was on campus on October 24 and 25, working with students, faculty and parents. In addition, he spoke to the community in the Bell Studio Theatre. For more about Roberts’ accomplishments, see page 5. If you have ideas or suggestions for future alumni speakers, please contact the Alumni Office.

Class of 2002 Reunion

During the Thanksgiving weekend, the class of 2002 met at Café Europa for their 5th reunion organized by classmate Betsy Huffine. Math teacher Trish Morris, Kathy Davis and economics teacher Ben Zuraw dropped by for conversation. During the evening, Betsy reminded everyone that their classmate, James Megliola, is currently serving the US Army in Iraq.

Homecoming

On December 7, homecoming basketball games and the crowning of the queen took place in Dillard Gym. Many alumni and their families dropped by to enjoy dinner with friends in the Alumni Hospitality Room.

Remembering the Early Days

On January 19, over 50 Davis/Richmond recipients, members of the first girls’ basketball teams, and early members of the GDS faculty gathered on campus for basketball games and dinner. Back in the 70’s, Susan Richmond Harden and Kathy Bland Davis coached the GDS girls’ basketball team. Ten years ago, the Davis/Richmond Award was established to honor a girls’ basketball player with a terrific spirit. Sally Gorrell Kuratnick ’75 spoke of those first basketball days.
Driving Mrs. Davis...

To the Big Apple:

On October 22, Mrs. Davis and friends journeyed to the Big Apple for an alumni gathering at Linda and Tom Sloan’s New York City apartment. Alumni from all over the tri-state area took the time to travel to the City and visit with old friends and teachers. Alumni Director Kathy Davis was joined by math teacher Trish Morris, former drama teacher Linda Sloan and English teacher Jane Gutsell.

To Charlotte:

On January 26, math teacher Cindy Stan and English teacher Tricia Fish joined Kathy Davis at Charlotte Country Day for Bengal basketball games. CCD graciously made available a hospitality room in their gym. Many GDS alumni in the Charlotte area came by to cheer on the Bengals to victory, have a bite to eat and greet friends. Most of the alumni brought their children and everyone beamed when they shook their green and gold pom-poms.

To Nashville:

On January 28, Susan Carrison Isaacs ’94 and her husband, Mark, hosted a dinner for GDS alumni and their families living in the Nashville area. It was an intimate gathering joined by Kathy Davis and several members of the advancement office.

Are you interested in Mrs. Davis driving to your hometown? Email alumni@greensboroday.org and we’ll schedule a time!
updates

1980 Dr. Carolyn Kates Brown has moved to Jackson, Miss., and is teaching in the English department at Millsaps College. This past October she ran in the Nike Women’s Marathon for the Mississippi Chapter of the Leukemia and Lymphoma Association. She raised over $6,000.

1987 After graduating from Carolina, Mick Charles settled in Chapel Hill where he has been working in the computer software business for the past 15 years. He has been married for almost 16 years and has four beautiful children.

MY FIGHT

One of my favorite facts about solar energy is that the earth receives more energy from the sun in just one hour than the human population of the world uses in an entire year. The first time I heard this fact, I was sitting in a thatch hut on a remote island off the coast of Tanzania as part of a Coastal Ecology study abroad program. Our South African teacher, Jean, had just given a long and depressing lecture about the inevitable fate of our planet, unless we, young privileged students, enact significant change. Jean’s lecture was the culmination of a two-week intensive exploration of the ecology of coral reefs in the Indian Ocean.

Coral reefs cover less than 1% of the earth’s surface, but they are home to over 25% of all marine fish species. In Jean’s course, I learned that these delicate and rich ecosystems are being destroyed by coral bleaching, a direct result of global climate change. Coral reefs are just one of the many reasons why I work in the renewable energy field.

Eight years after graduating from GDS, I am living in Berkeley, California, and working as a system designer for a company called Borrego Solar Systems. At Borrego, I design solar electric systems to be installed on houses and commercial buildings. The solar systems that I design will produce part or all of the electricity that is used within the house or building. I enjoy the work that I do and the impact that it has on the health of our planet.

Solar energy is one way for us to reduce our “ecological footprint,” an idea that was also introduced to me by Jean in Tanzania. Ecological footprint is a means for us to measure the impact of our daily life on the earth. It compares human consumption of natural resources to the earth’s ability to regenerate those resources.

Generating electricity from the sun’s energy reduces our ecological footprint by decreasing consumption of fossil fuels and therefore decreasing pollution and greenhouse gases.
In one of her first projects in Borrego, Hart designed roof-integrated solar panels.

As Americans, it is important for us to decrease our ecological footprint, because we each use more than our fair share of the earth’s resources.

gas emission. For example, installing a 2.5kw solar system, about fourteen 3’ x 5’ solar panels, on the roof of a house is equivalent to planting one acre of trees, in terms of the reduction of carbon dioxide in the earth’s atmosphere.

As Americans, it is important for us to decrease our ecological footprint, because we each use more than our fair share of the earth’s resources. If every person in the world used as many resources as the average American, the earth could not sustain human life. We have the knowledge and technology to reduce our detrimental impact on our environment, and one of the first, and most significant, steps is to replace fossil fuels with renewable energy sources.

I am happy to hear that GDS, the school that cultivated my love for learning and gave me the strong academic foundation that has allowed me to study coral reefs in Tanzania and design solar systems in California, is joining in the fight for a sustainable world.

1995 David Teague was the editor of the documentary, *Freeheld*, which won an Oscar for best short documentary.

2005 Robert Johnson is the starting point guard for the UNC JV basketball team. He was quoted recently in an article, which can be found at http://sports.espn.go.com/ncb/columns/story?columnist=oneil_dana&id=3231442.

“As Americans, it is important for us to decrease our ecological footprint, because we each use more than our fair share of the earth’s resources.”
weddings

1994 Elizabeth Arbuckle and Peter Bach-y-Rita were married on January 5, 2008 in Greensboro. Maid of honor was Ada Adele Arbuckle ’00 and bridesmaids included McNair Livingston Bailey. Program attendants and greeters at the service were Susan Garrison Issacs and Boyd Anthony Long. Leslie Anne Hummel was a reader. Groomsmen included Mathew Arbuckle ’98. The couple live in San Francisco.


1997 Katie Macpherson and Shane Wray were married on September 15, 2007 at the Biltmore House in Asheville, N.C. Groomsmen were Mark Macpherson ’98 and Nicholas Macpherson ’01. Katie and Shane live in Ft. Lauderdale, Fla.

Jack Hall and Brooke Hawthorne were married on October 27, 2007 in Charlotte. Groomsmen included Mathew Arbuckle ’98, Chris Craven and Allen Oakley. The couple live in Atlanta.

Margaret Farrell and Scott Brown were married on June 9, 2007 in Greensboro. Matron of honor was Grier Booker Richards. Margaret and Scott live in Greensboro, and Margaret teaches at Greensboro Day School.

Reaching for the Far Horizon
By Leslie Hummel ’94

How many times have you driven out to GDS? As a student, I made that trip more than 2,000 times. These days I make my morning commute by bicycle to the United States Congress, where I work on urgently needed federal climate policy. Three lessons I learned at GDS help make the connection, and as I understand the school is making a larger commitment to sustainability, I am happy to reflect on insights from my journey from Lawndale Drive to Capitol Hill.

Stay curious

I learned at GDS that curiosity is the framework of an open mind. Where does a car’s fuel come from – and where does its exhaust go? How do we turn coal into electricity, and electricity into light? How does a refrigerator or a microwave work? Today, most people in Greensboro can hardly imagine living without these amenities, and yet few can actually explain them.

Investigate

What is happening to the world’s forests, fisheries, and fossil fuels? What trends are we seeing for floods, droughts, fires, and storms? The bottom line on every front is clear: Our 20th century experiences of affluence are crippling Earth’s life support systems. Young people especially deserve to know what is going on – what we know about these problems, their sources, and their solutions.

Take personal responsibility

GDS teaches a strong ethic of personal responsibility and stewardship. Yet when we actually measure our contribution to greenhouse gas emissions or trash production, most of us realize we have a long way to go. I also learned at GDS that every challenge presents an opportunity. We can seek innovation not only in the way the school does business, but perhaps more importantly, in the business of the school itself. What might we learn on a path toward sustainability?

I recall our third grade class visited the local landfill, and our fifth grade class celebrated the opening of an outdoor classroom. Val Vickers taught us about the web of life and the ways we affect it. Then Carl Fenske taught us about earth science, including the enormous heat engines that drive the weather. Through population biology with Frank Bowman,
we learned about limits to Earth’s capacity to sustain levels of consumption that are changing the chemistry of the atmosphere and destabilizing every major type of ecosystem.

That year, when members of today’s graduating class were toddlers, we first began to recycle at GDS. With the help of our beloved Roger Moore and Heather Maddox’s mother, we managed to start diverting aluminum cans from the landfill. Now it is clear that the calls to action for sustainability are much louder, and the scale of our responses must be much larger. The good news is we also have many more options to pursue!

In 2020, GDS will be celebrating its 50th anniversary, and today’s first graders will just be heading to college... As parents, teachers, students and alumni stepping up to meet the standing challenge, what can we do now about what we will be able to say for ourselves then?

After graduating from GDS in 1994, Leslie Hummel ’94 pursued energy engineering degrees at Stanford University and subsequent work in the Silicon Valley. Presently, the world’s largest science organization, AAAS, sponsors Leslie as one of its two Congressional Science Fellows. Leslie has been recognized by the national Environmental Leadership Program as a “visionary, action-oriented emerging leader.”
births


**1990** Chris Streck and Maria Streck. Son: Grant Collins Streck, November 30, 2007. Grant joins big sister Allie and big brother Christian. They live in Memphis, Tenn.


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**Sustainability – in a Nutshell**

By Emily Crowe Pack ‘01

Sustainability, if not something we talk about consciously every day, is essentially what I do and work towards in the Ashley River Region in South Carolina. From helping developers incorporate green elements in their designs, to protesting permits that allow too much development along the river, the end goal of my job is to preserve the historic and environmental integrity of a very special and valuable place that has been under assault from development and sprawl.

But what does sustainability really mean in the broadest and truest sense of the word? From “organic” to “eco” to “green,” sustainability has unfortunately become one in a long list of buzzwords. Author, activist, and writer Bill McKibben perhaps put it best when he said of the term, “No one quite knows what it means. But we know, instinctively, what it doesn’t mean. It doesn’t mean fast, it doesn’t mean cheap, and it doesn’t mean easy. Those are the hallmarks of our economy at the moment, the things we hold up as our highest goals - but we’d cringe if someone used those words to describe a child of ours.”

In light of this, sustainability seems to call for a slowing down and assessing of our current state of affairs and the manner in which we are growing and expanding. Instead of asking, “Is it sustainable” perhaps we should be asking, “Is it durable? Is it long-lasting, and does it let us envision a plausible future for our children?” These questions apply across the board as our country envisions its future. They apply to the built and natural environment, our economy, our agricultural systems, our families, and our children’s education.

Across from the plantation where I work, a new Middle School has been proposed. We immediately sensed it as a threat, since we own all of the wetlands and marsh surrounding the school site. As talks proceeded, we realized that instead of a threat, this new school could become an amazing opportunity to teach and mentor a group of urban and inner-city children who weren’t exposed on a regular basis to the natural environment. We were included in the construction meetings to ensure that runoff from the school didn’t adversely affect our wetlands, and now envision learning laboratories on the

1996 See 1995


1998 See 1997


marsh and the river where the children can monitor the water quality of the river, and learn about the three different ecosystems that are encompassed by the river. In short, we slowed down. We reassessed a perceived threat, and found ways to turn this new school into a wonderful opportunity to help teach the next generation about the environment and our impact on it.

The lesson learned then, is that being sustainable, being green, being durable, whichever way in which you describe it, is not a thing that is at odds with progress or with the future. The mission statement of The Land Institute, a non-profit that works towards solutions to make our agricultural system ecologically stable, sums this thought up succinctly: “when people, land and community are as one, all three members prosper. When they relate not as members, but as competing interests, all three are exploited.” It seems then, that Greensboro Day School and its new master plan for the campus has this adage in mind.

“Instead of asking, ‘Is it sustainable?’ perhaps we should be asking, ‘Is it durable? Is it long-lasting?’”

Emily Crowe Pack ’01 graduated from the University of the South and now lives in Charleston, SC working as the Ashley River Regional Coordinator for the National Trust for Historic Preservation and Drayton Hall National Historic Site.
Remembering Charles Aycock McLendon

“We looked out over the land and thought, my goodness, this is a lot of land! Little did I know how quickly we would outgrow it. There was nothing else out there, then. I remember a particular tree across the street, a little ravine. It was our proud campus.”

Founding Board of Trustees Chair, Charles McLendon, 1923-2008

Greensboro Day School lost one of its founders and most devoted advocates with the death of Charles Aycock McLendon on February 22, 2008. The McLendons were among a small number of families who founded Greensboro Day School in 1970.

The founders set an important tone in defining Greensboro Day School to the community in the changing world of the 1970s. “We were not competing with public schools, we were not trying to avoid integration,” McLendon recalled. In fact, Burlington Industries (where he was an executive) donated minority scholarships to the school in its early years.

The grandson of North Carolina Governor Charles B. Aycock (a pioneer in establishing North Carolina public education), McLendon moved to Greensboro at age 10 and attended Greensboro Public Schools. He went on to Baylor School in Chattanooga, Tenn., before enrolling at the University of North Carolina. His college career was interrupted by World War II – he was wounded in Europe and took part in the crossing of the Moselle River. He received a Purple Heart.

Returning to the United States in late 1945, he completed his degree at Chapel Hill and began graduate studies in textiles at North Carolina State University. He embarked on his business career in 1948 as a hosiery trainee with Burlington mills, later Burlington Industries. Over the next 35 years, he worked closely with BI leaders, J.C. Cowan and Spencer Love, and was involved in many aspects of top management, including human relations, transportation and aviation. After retirement, he remained vital as a management consultant and corporate board member.

McLendon’s dedicated support for education - public and independent - was long-standing. His four children with his late wife, Mary Stuart Snider McLendon, all benefited from the independent school experience; Charles, Jr. attended Greensboro Day School and his three daughters, Stuart, Mildred and Mary Davis, went to Salem Academy in Winston-Salem. Daughter Mary Davis taught 5th grade at GDS in the early 1980s.

In the spring of 2002, Greensboro Day School recognized McLendon’s commitment to its purpose by naming its planned giving society in his honor. Since then, the Charles A. McLendon Founders Society has recognized those individuals who have made provision for GDS in their estate plans. Membership in the McLendon Society signifies the donor’s commitment to the school’s financial security for generations.

At the time the society was named for him, McLendon was quick to recognize the other 23 people who lived through the ‘birthing process’ for the institution that would grow from 96 students in 1970 to 926 in 2008.

Asked by former faculty member Bob Demaree to reflect upon his involvement with the school over the years, he remembered the early, tentative conversation in the 1960s, then later the meetings which led to the opening of the school in 1970.

“We were amazed at the community support and interest in GDS,” he said. “We were able to call on volunteer help for legal, financial and all kinds of support.” He remembered the founders’ office on Pembroke Drive, the “fortuitous” availability of Temple Emanuel, and then the purchase of the land on Lawndale Drive.
memorials


Allan Jolly, October 28, 2007: stepfather of Ceci Wright ’79, Melissa Wright Niegro ’85 and Ann Marvin Wright Griffiths ’93.

Beverly Berry, November 11, 2007: mother of Brett Berry ’85 and Amy Berry Barry ’87; mother-in-law of Winston Barber Berry ’89.

Alan Dransfield, December 20, 2007: father of Mark Dransfield ’89 and Tim Dransfield ’91; husband to Eileen Dransfield, long-time GDS employee.


Vere Lineberry ’89, February 17, 2008: sister of Helen Lineberry Houser ’91.

Charles McLendon, February 22, 2008: father of Charlie McLendon ’77 and Mary Davis McLendon Smart, former Lower School teacher. Mr. McLendon was a founder of Greensboro Day School, and the first chairman of the board of trustees.

Mr. McLendon is survived by his wife, Helen (Nellie) McLendon; his sister, Mary Louise (Bunkie) Wall and brothers, L. P. McLendon, Jr., Dr. William W. McLendon and John A. McLendon; his children, Stuart Telfair McLendon Materne, of Naples, Fla., Mildred Aycock McLendon King, of Princeton, N.J., Mary Davis McLendon Smart, of Charlotte, N.C., and Charles A. McLendon, Jr., of New York, N.Y.; his stepchildren, Alison Draper, of San Mateo, Calif., and Justin Anderson, of Cary, N.C.; 12 grandchildren and one great granddaughter.

He was preceded in death by his first wife and mother of his children, Mary Stuart Snider McLendon, who died in 1993.

In keeping with Mr. McLendon’s wishes, the family listed Greensboro Day School among the organizations to receive memorials in lieu of flowers at his death. Those gifts will be placed in the Charles A. McLendon Parents and Faculty Education Endowment.

This article contains excerpts from an article written by Bob Demaree that first appeared in the Winter 2002 issue of GDS Magazine. Bob Demaree is the author of Lo Hearts Behold: A History of Greensboro Day School.
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