An independent educational community will open in September, 1979, in our City. Ground will be broken in the coming weeks for the first building of a totally new educational facility, to be known as Greensboro Day School. Grades one through eight will be established with an enrollment of approximately 250. Projected enrollment is 540 when all classes are offered.

This letter and the enclosures are to acquaint you with the establishment of the school and to determine your interest in making application for enrollment for your child or children. Since this initial letter is being sent to a relatively small sampling of parents, if you know of others who might be interested please have them contact the school office between 2 and 5 p.m. weekdays.

While we recognize that this is not an inexpensive project, we hope that you will join us in our determination to provide a quality educational alternative in Greensboro. Because of preparations necessary for the first school year, we need to have applications and $25 testing fees in hand by May 1. A meeting of all parents will be held later in May.

Alumni and present details of faculty, curriculum, facilities, and financing. If preliminary indications are correct, the demand for this school could far exceed the enrollment capacity.

Sincerely,

Charles M. Kidd, Director
Board of Directors
Greensboro Day School
Moving Forward With Vision

This summer, Greensboro Day School faculty read Tony Wagner’s book, *The Global Achievement Gap*. Wagner asserts there is a growing consensus among members of the corporate community, university professors, and informed educators that today’s high-performance job market requires graduates to be proficient in cross-functional skills and attributes such as leadership, teamwork, problem-solving, communication, time management, self-management, adaptability, analytical thinking, and global consciousness. We believe Tony Wagner is right.

The world is changing, and people are adapting, rapidly. Students today live differently than young people ten, or even five, years ago. The world we prepare our students for is far, far different from the one our first students prepared for 40 years ago. Students now text message, e-mail, Google addresses, shake their iPhones to find the closest fast food restaurant, and rely heavily upon car navigation systems to direct them. The world is changing faster than it ever has and the problems our students face seem larger and more challenging than ever. Even as we look back on our 40 years of Academic Excellence (page 23), we try to anticipate what students of tomorrow will need to succeed in the classroom.

The leadership of GDS frequently discusses the GDS Difference. Our ability to adapt and change more easily than large educational bureaucracies is an important GDS Difference. We are a learning community; we always have been. We regularly update our programs and adapt to a changing world: the 1:1 laptop program, educating for sustainable practices, utilizing brain research to guide our teaching, and differentiating our instructional practices are examples. This is encouraged through faculty professional development, highlighted in this magazine. Stories about the Brooks Sabbatical (page 12) and Teacher Enrichment Endowment Funds (pages 5 & 20) demonstrate continued support for faculty professional development. Students learn from teachers who learn.

As we pause to celebrate our 40th school year, we also look back to those who support the GDS Difference through their generous charitable gifts. Starting on page 41, the 2008-2009 Annual Report recognizes members of our school community whose gifts are crucial in providing the programs that make this school the premier TK-12 in this community and region.

Evolution is the law of an ever-expanding universe. Moving forward is not an option; it is imperative, and we have been endowed with the ability to do it. Constant growth, development and change mark our world. In what direction will it be guided and how can we influence that direction? I would hope that at the end of our time at GDS, we will each be able to look back knowing that we have made a difference in the lives of our children.

Thank you for your commitment and your dedication to GDS and the students we serve.

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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GDS Magazine is published two times a year. Third class postage paid at Greensboro, N.C. If you would like to add others to our mailing list, please contact Nancy Roberts at 336.288.8590, ext. 230.

FEATURES

12 My Dream Sabbatical
Reflections of Maine

16 To Siberia & Beyond
A month-long trek in Russia

20 Growing a Brighter Tomorrow
Edible Gardening at GDS

23 Celebrating 40 Years
Reflections from founding faculty & students

39 2008-2009 Annual Report
Welcome New Faculty and Staff

With the start of the School’s 40th year, nine new faculty and staff members were welcomed into the Bengal community:

**Suzanne Billips** is the interim Lower School learning resource specialist, taking over part of Laura Shue’s duties while she serves as interim Lower School assistant director. Billips has a bachelor’s in elementary education from Wingate University and a Master’s in reading education from UNC Charlotte.

**Tiana Jones** joined Lee Roane as his 1st grade assistant. Jones has a bachelor’s in human development and family studies from UNC Greensboro.

**Robert Matthews** is a new choral music instructor. He holds both a bachelor’s and a master’s from Appalachian State University.

**Paz Noel** is the assistant to Lori Rogers in Kindergarten. Noel earned a bachelor’s in interdisciplinary studies from Texas Women’s University.

Veteran teacher **Susan Poindexter** is the long term substitute in 2nd grade while Melissa Norman is on maternity leave. Poindexter holds a bachelor’s in child development & family relations and a Master’s in elementary education from UNC Greensboro.

**Stephanie Richardson** is the new 5th grade team assistant teacher. She holds a BA in multi-disciplinary studies from Texas Tech University. She is also a current GDS parent.

**Parker Stall** joined the 1st grade team as a lead teacher. She has a bachelor’s in broadcast journalism from SUNY-Plattsburg, and an M.Ed. in curriculum and instruction from UNC Greensboro.

**Nina Williamson** joined the Admissions department as office manager. She holds a bachelor’s in English from East Tennessee State University.

Four Named Merit Finalists

Four seniors have been recognized as National Merit Scholarship semi-finalists for their performances on the Preliminary SAT this past October. Thomas Flannery, Alex Gittin, Steven Love and Gracie Tewkesbury all scored in the top one percent of the over 1.5 million students who took the test last year, and they are now eligible for consideration for finalist status and college scholarships.
Teacher Falls From Plane

Upper School physics teacher Jeff Regester went skydiving this summer, fulfilling a lifelong dream, thanks to a Teacher Enrichment Endowment Fund grant from the Parents’ Association. When learning physics topics related to motion, students are fascinated by skydiving and other extreme sports, and the classes spend considerable time discussing freefall, air resistance and terminal velocity. (Terminal velocity is the speed at which the force of air resistance equals the skydiver’s own weight, making the net force equal to zero. At this point the skydiver no longer accelerates, but instead falls with a constant speed. Typically this is about 120 miles per hour.)

Throughout these discussions Regester describes the sensations a skydiver feels, both initially and after reaching terminal velocity, but until now those descriptions were purely theoretical. Having now experienced skydiving firsthand, Regester will be able to describe for his students the experience of skydiving more vividly.

Regester documented his experience in writing, photography and video. These materials are being incorporated into his online textbook for the Freshman Physics ADV class, and are also used in the AP Physics class with a higher level of mathematical analysis.

Faculty Focus on Project-Based Learning

On October 9, GDS faculty participated in a day-long workshop on Project-Based Learning with guest educator David Stephen. Stephen is co-founder and architect of High Tech High School, a public charter school in San Diego nationally recognized for its innovative teaching methods, including the use of projects, student portfolios, internships, and public exhibitions as the basis for student performance and assessment. The workshop encouraged faculty to draw upon their own learning experiences in order to design class projects that incorporated hands-on work, real-world applications, and opportunities for students to shape their learning around meaningful questions and tangible outcomes. This workshop marked the beginning of a year-long focus on Project-Based Learning as a topic for faculty professional development.

AP Scholars

Sixty-seven students earned AP Scholar Awards in recognition of their exceptional achievement on the college-level Advanced Placement (AP) exams. Two of these students, Patrick Nolan ’09 and Ben Stevenson ’09, qualified as National AP Scholars by earning an average grade of 4 or higher on a five-point scale on all AP exams taken, and grades of 4 or higher on eight or more of these exams.

Eighteen students qualified for the AP Scholar with Distinction Award by earning an average grade of at least 3.5 on all AP exams taken, and grades of 3 or higher on five or more of these exams. These students are: Elizabeth Brassfield ’09, Claire Brennan ’09, Ryan Cary ’09, Jun-Ho Cha ’09, Matthew Cox ’09, Connor Crews ’09, Philip Deutsch ’09, Clinton Greene ’09, Antonio Jackson ’09, Mario Kolev ’09, Henry Lin ’09, Andie MacDonald ’09, Mary Parke McEachran ’09, Patrick Nolan ’09, Ben Stevenson ’09, Gracie Tewkesbury ’09, Nathan Tilley ’09, and Pauline Weissman ’09.

Nineteen GDS students qualified for the AP Scholar with Honor Award by earning an average grade of at least 3.25 on all AP exams taken and grades of 3 or higher on four or more of these exams. These students are: Kyle Arnold ’10, Madison Barefoot ’09, Brad Brownning ’09, Kelly Cary ’10, Elijah Cone ’10, Alexandra Fortune ’10, Roger Gant ’09, Nicholas Johnson ’09, Jenny Kaplan ’10, Steven Love ’10, Emily Lucas ’09, Emily Mosh ’10, Megan Olenyik ’10, Patrick Robinson ’09, Wood Robinson ’09, David Sanders ’09, Emily Siar ’10, Patrick Wrenn ’10 and Jerry Zuraw ’09.

Thirty students qualified for the AP Scholar Award by completing three or more AP exams with grades of 3 or higher. These students are: Caroline Brown ’10, Sarah Cassell ’10, Lilly Cohen ’10, Taylor Dickinson ’09, Drew Edwards ’10, Luke Favuzzo ’09, Katie Flynt ’10, Daniel Fox ’09, Alex Gittin ’10, Ben Holcombe ’10, Stephanie Krantz ’10, Matthew Kusiak ’10, Mariah Leath ’09, Catherine McDonald ’10, Meredith McGee ’10, Carmi Medoff ’10, Cameron Milani ’09, William Morris ’10, Ashlyn Needham ’09, Beth Niegelsky ’10, Emma Park ’10, Jordan Rogers ’10, Ward Russell ’09, Jenna Schleien ’10, Katie Schneider ’10, Megan Turner ’09, Tim Von Thaer ’09, BJ Williams ’09, Katie Zanowski ’09, and Mark Zhang ’09.

The College Board’s Advanced Placement Program (AP) provides motivated and academically prepared students with the opportunity to take rigorous college-level courses while still in high school, and to earn college credit, advanced placement, or both for successful performances on the AP Exams. About 18 percent of the nearly 1.7 million students worldwide who took AP exams performed at a sufficiently high level to also earn an AP Scholar Award.
International Exchange Brings Students from India and Australia

Greensboro Day School hosted an international exchange with schools in Brisbane, Australia and New Delhi, India in September. The four students from the Brisbane Grammar School and eight students from the Modern School, Barakhamba Road attended classes with their American counterparts and took part in special activities during and after the school day. Visiting international students also made presentations to the entire Upper and Middle Schools at a special assembly that was videotaped for the Lower School to use in Social Studies classes.

Cultural visits were planned throughout the exchange, including special programs at Duke University, Elon Law School, Greensboro Historical Museum, Guilford Courthouse National Military Park, and VF Corporation. In addition, our visitors and their host families were invited to experience American football at Wake Forest University when the Demon Deacons took on the Elon Phoenix.

Journey North
New Science Curriculum Embraced in the 4th Grade

This year 4th graders at GDS are embarking upon a new adventure, Journey North, an internet program developed with a grant from the Annenberg Foundation that has been engaging students in scientific inquiry and investigation for the last 18 years. Over 17,000 classrooms, representing more than 630,000 students, are participating in the 2009 Journey North Program. These students are from all 50 U.S. States and 7 Canadian Provinces.

Journey North focuses on observations of seasonal change with sunlight, plants and migration. Our students will become real scientists as they track the arrival of spring right here at Greensboro Day School and compare their findings to those of other scientists across the country. In October, they measured ground temperature and prepared a garden to plant Red Emperor Tulip bulbs. Because they are participating in a scientific experiment, the garden must be planted following strict guidelines. This garden will be their control garden. For comparison, a test garden will be planted so that students can see what happens when they ‘break the rules’ – plant bulbs upside down, cut them in half, and water only some. Each day, they will make observations, draw sketches and report findings. An interactive map on the Journey North Web site will allow them to track the first signs of spring as the days begin to lengthen and tulips begin to appear.

In addition to the tulip garden, 4th graders will also participate in tracking several mystery locations across North America by following clues provided by those locations. They will use questioning, deductive reasoning, scientific knowledge and mathematical skills as they compete to accurately identify each location.

Over the past several years, teachers at GDS have been studying brain research, sustainability, differentiated instruction, 21st century learning skills and project based learning. Journey North employs the best practices put forth in all of the research. It is an authentic learning opportunity that engages children in real world observation, critical thinking and problem solving. They will collaborate with people outside of school and care for the natural world. Best of all, students will be able to learn the way that they learn best because Journey North allows for a multitude of learning preferences. If you would like to learn more, please visit the Journey North website at www.learner.org/jnorth.

- Gillian Goodman, 4th grade teacher
When Greensboro Day School grandparents Marion and Peggy Follin decided to make an early lead gift to the capital campaign, they did so for two reasons. Their grandsons Walter Taylor ’08 and Jack Taylor ’12 have had wonderful educational experiences as students. And, they wanted to honor GDS alumna Liz Wright James ’76 who inspires them so deeply it brings them to tears.

Elizabeth Wright James ’76 attended GDS from 1971 to 1975. Her friends from the Class of 1976, joke that Liz left after 11th grade to attend Page High School her senior year because she had won all the awards there were to be had at GDS, then only in its sixth year of operation. “She was always the best at everything; she had that contagious smile and was genuinely nice to everyone,” says close friend Gail Isaacson Bernstein ’76.

Liz has Multiple Sclerosis (MS) and her two sons Will and Matt have Muscular Dystrophy (MD). Husband and father Alex is their full-time caregiver, along with a cadre of Joy Friends, longtime friends of Liz’s who love and admire her courage and positive attitude in the face of her debilitating illness. Though the disease has now stolen her ability to throw out her famous witty remarks, Liz still has her award-winning smile. And that is enough to bring tears of admiration for the Follins.

The relationship between the Follin and the Sellars families goes back generations. Bailey and Lib Sellars (Liz’s grandparents) were close friends of Ellen and Marion Follin Jr (Marion’s parents). The Sellars children – Betty (Liz’s mom), Ann, and Rainey - grew up with the Follin sister and brother, Lele and Marion III. Betty’s children Chris ’75, Liz ’76 and Danny ’89 Wright are all Greensboro Day School alumni.

Marion Follin became involved at GDS when his grandsons entered as students. He has been Grandparent Chair for the Annual Fund First campaign for three years and serves on the new Campaign Executive Committee, working during the quiet phase of the capital campaign to raise early lead gifts to fund a new middle school building project. The Follins hope that their significant 6-figure commitment to the campaign will inspire others to join them in supporting GDS’ vision, as well as honor Liz and her family.

“When we were considering making a gift to the Day School’s capital campaign, I kept thinking of Liz and her family. I got very excited thinking that we could honor them with a naming opportunity at Greensboro Day School, where Liz spent a happy part of her school days,” said Follin.
BOYS’ SOCCER CAPTURES TITLE

By Tom Keller, Staff Writer Greensboro News & Record

Greensboro Day’s victory celebrations this season -- there were plenty -- were decidedly subdued, a ho-hum acknowledgment that larger aspirations loomed. The breakthrough came Saturday, as the Bengals capped an undefeated season by upsetting Charlotte Latin 3-1 in the NCISAA 3-A championship at North Raleigh Christian Academy.

“It almost felt like all the emotion from all our wins came out today,” GDS head coach Taylor Johnson said.

It’s the third state title in school history and first since 2000. The Bengals finished 17-0-3, their first undefeated season ever. They capped it by defeating the defending champions, who knocked them out in last year’s semifinals. Charlotte Latin had been ranked just ahead of GDS in the N.C. Soccer Coaches Association polls.

“That team expects to win, because they always do,” Johnson said. Eduardo Alvarez ’12 scored all three goals for the Bengals, who led 1-0 at the half, went up 2-0 with 20 minutes to play and answered Charlotte Latin’s only goal within two minutes. Alvarez missed several weeks with an ankle injury this season and was visibly frustrated that he wasn’t 100 percent as soon as he came back -- even though, as Johnson said, “his rusty is still better than most people.”

“We stressed for him to be patient and it paid off.”

The Bengals’ semifinal game kicked off at 7 p.m. Saturday, giving them little more than 12 hours to recuperate from the last one. He said when he checked the players’ hotel rooms at 11 p.m., “everyone was there, but no one was asleep.”

“We kind of encouraged them all season, during tough practices or at halftime of games that weren’t going their way, a reminder of our goals and that one of them was to be in this game,” Johnson said. “It was fun, man.”

In the Coach’s Words…

This varsity soccer team worked very hard all season, ultimately reaching their goal in the final game -- and earning the state title for only the 3rd time in school history. The dedication and hard work that each player put into the season made winning the title that much more enjoyable.

Many post-season individual awards will surely follow the season, but each player deserves a tremendous amount of credit. The success they had can only be achieved if everyone works for each other. There were times throughout the season where we were missing up to seven players due to injury/illness. Every single one of our guys stepped up at different times throughout the year. They relied on each other and, in the end, received the ultimate reward.

– Taylor Johnson, head coach
GIRLS’ TENNIS
Aces Conference

The girls’ varsity tennis team ended a very successful season by earning the PACIS conference championship. For his efforts, head coach Jeff Campbell was named the Coach of the Year.

Seniors leaders Carmi Medoff, Anne Lucas and Katie Schneider, shared a similar style of leadership; a style that valued quiet leadership through example. Lillian Evans ’11 and Annie Tewkesbury ’12 were number one and two players respectively for the team. Four of players were selected to the all-conference team after posting undefeated seasons – Carrie Melson ’13, Jordan Johnson ’13, Jennifer Wintringham ’11, and Medoff.
—Jeff Campbell, head coach

FIELD HOCKEY
Takes a Roller Coaster Ride

The GDS field hockey team (7-10) had a roller coaster season after playing every competitor in tough games and landing a #8 seed for the state tournament. The Bengals defeated Cape Fear Academy in the opening round and met an undefeated top-ranked Charlotte Latin team in the second round – falling to them 3-1.

The team graduates five seniors – Lilly Cohen, Caroline Brown, Alexandra Fortune, Jenny Kaplan and Caroline Strong. Four of these seniors were selected to the all-conference team – Cohen, Brown, Fortune and Strong. With a solid returning group and new players coming through the Middle School and JV programs, the Bengals will bounce right back and are excited about the 2010 season. —Karen Buxton, head coach

7th Grader Runs Over CROSS COUNTRY Competition

The boys’ and girls’ cross country teams finished up a great season this year with the girls placing 7th at the state meet and the boys placing 10th. Seventh grader Kaitlyn Lingard finished 7th place overall in the girls’ race and earned all-state honors. Lingard was honored as the PACIS runner of the year, winning the conference meet in a time of 19:42. She also set a new GDS course record with her time of 23:03 at the Senior Night meet. Sarah Bankhead ’12 finished 2nd at the PACIS meet and earned all-conference honors. For the boys’ team, Nathan Vercaemert ’11 finished in 2nd place and Clayton Wilson ’13 finished 3rd at the PACIS meet, and earned all-conference honors. —Bill Welch, head coach

VOLLEYBALL
Hitting Their Stride

The nine girls on this season’s varsity volleyball team gelled into a squad ready to build this program into a success for future generations. Despite missing a berth into the state tournament, the team measured success through dedication, hard work and determination. Four seniors led the team to their first conference win in years – defeating Forsyth Country Day School on senior night. The undergraduates on the team have already set their sights on the state tournament next year, proving that sportsmanship is alive and well at GDS. —Margaret Farrell Brown ’97, head coach
It was a ride through the Roaring 20’s and into the world of actresses, a crime ring, speakeasies, celebrities, offices, and love with the bevy of characters in Thoroughly Modern Millie! This Upper School musical production was directed by Ruthie Tutterow. Technical direction by Dana Lowell, assistant direction by Barbara Britton, musical and orchestra direction by Andy Mock, choreography by Jeanne Alala, costumes by Jean Copeland, and hair and makeup by Wendy Lavine ’85.
GREEN & GOLD DAY CARNIVAL
OCTOBER 17
Hosted by the Parents’ Association

ONE ADMISSION
This summer the Brooks Sabbatical provided me with the rare opportunity to explore the wonders of Maine. My trip included meeting two women both named Joan who have inspired me in different ways.

I have been teaching poetry for years in 8th grade English but never seemed to find the time to slow down enough to reflect on my own writing. My dream sabbatical took me first to Bridgeton, Maine where I spent a week under the guidance of professional writer, Joan Lee Hunter, connecting with nature and writing poetry. Snuggled in a rustic cabin, I was able to relax and finally live in the moment which opened my ears and eyes to the splendor of the world around me. My days were filled with writing sessions with Joan, hiking through the mountains, running along country roads, visiting local villages and towns, and creating poetry at my writing desk.

During my second week, I traveled to Portland, Maine and stayed in an A-frame cottage on Little Diamond Island where I witnessed the most breathtaking sunsets. Here I continued to write and to train for the Beach to Beacon 10k race. My husband Robert joined me at the end of the week for the run. At the race Expo, I was thrilled to meet Joan Benoit Samuelson, the gold medalist in the first female Olympic marathon and founder of the race. I never saw myself as an athlete until eight years ago when I first started running. Now I admire Joan, who has shown other women and me that you can be physically fit even in your 50’s. A highlight of the week was crossing the finish line of the race and looking up at the beautiful Cape Elizabeth Lighthouse.

My last week was spent touring the coast of Maine from Portland to Bar Harbor. I felt like I was walking in the footsteps of Longfellow and Millay as I experienced the incredible sights of the rocky coast, vast ocean and bays, numerous lighthouses, and unspoiled state and national parks. I especially enjoyed running up to Mount Battie in Camden and along the gorgeous trails in Acadia National Park. Visiting Maine for the first time, I was in awe of her natural beauty and loved her native cuisine especially the lobster. This was the perfect place for me to grow personally as well as professionally and to celebrate life.

As the 2009-10 school year began, I was so excited to share my poetry with my students. By saving my rough drafts, I was able to show them examples of the writing process. I now empathize even more with the student writer who bears his heart and soul in a piece and then faces its critique. Many mornings I went to Joan with what I thought was a finished product only to be gently led once more into the art of revision.

Throughout my travels, I met many people who questioned why I was visiting Maine. They were astonished that a school would provide such a wonderful learning opportunity for a teacher. I would like to thank Greensboro Day School and the Brooks family for making my dream sabbatical come true.
My first journal entry written on the wrap-around porch of my cabin in Bridgeton inspired me to write the poem The Awakening. I was so excited that first morning that I had awakened at 4:30 and dashed out to see the most magnificent sunrise.

The Awakening

Beth Dunbar
July 18, 2009

At the dawning of the day,
Surrounded by Mother Nature
And caressed by her peace and serenity,
I listen to the symphony of the birds
And the wakeup call of the crows.
What a magnificent morning!
The cool, crisp air stirs my senses.
The sky aglow with orange and yellow
Tantalizes my eyes.
The sun peeks over the treetops
Casting rays of light
Over the grassy hillside before me.
The mist of the morn
Slowly fades over the majestic mountains
Awakening my soul
To the long forgotten joy in the morning.
Now is the time to live in the moment
Reveling in God’s splendor
Void of human haste.
The seeds for the following poem germinated after my first writing session with Joan.

Grandmother’s House
Beth Dunbar, July 22, 2009

The old cabin greets me
And I hesitate for a moment
On the creaking steps.
Before entering.
The screen door claps shut
And whisk me back
To the white house
Belonging to my Grandmother
Where swings swish on the wrap-around porch
Inviting me to play
While white, rockers tempt a soul to sit
And listen to the call of the crows
In the yard next door.
Inside the cozy kitchen, she bakes
Spoon bread, Peter Paul Mounds cake, fruit cobbler
Prim in her hand-made apron
That covers her dress, pearls, and black pumps.
While I sit on the stool listening
To the ticking clock,
A black and white cat with sweeping tail.
Striking the seconds until I eat.
From the dank cavern under the stairs,
Grandmother will pull savory treats
Picked from her own backyard-
Green beans, pickles, jams, preserves,
And applesauce, a delicacy.
After supper, the steps sag
Under the weight of my feet
As I scamper to my bedroom
Where I settle into a squeaky iron bed,
And snuggle under quilts of intricate patterns,
Hand sewn with precision and love.
The chamber pot waits underneath,
A relic I will not use
In the empty, silent room next to mine-
A shrine to a man I barely knew-
Lies Granddaddy’s three quarter bed
With an old trunk at the end,
Storing a wedding ring quilt
Stitched by Grandmother
Awaiting her first born son.
Now as I wander the rooms
Of this cabin in Maine,
I can almost hear
The clicking tail of the clock
Marking the minutes of a simpler time.
As I was stretching for a run one morning, I was looking at a mountain towering in the distance. I used personification to bring alive my feelings of awe and exhilaration.

The Runner
Beth Dunbar, July 19, 2009

She bows to the mountain
in awe of her majesty
Then she curtseys
legs taunt and tan
holding a reverent pose
Rising, she breathes in the cool, crisp air
and gazes at the sparkling lake
below the mighty peak
Muscles stretched,
the runner dashes down the trail
relishing in the splendor of the morn.

Robert and Beth Dunbar following the Beach to Beacon race.

Bar Harbor, Maine
I was up to see the sunrise on April 17. It never got fully dark the previous night; instead, the twilight colors slowly crept around the northern horizon until the sun rose in the northeast. When the sun finally did rise above the rim of El’gygytgyn crater, it remained attached by the brightest column of diamond dust that I had seen since arriving in Siberia nearly a month earlier. Diamond dust is microscopic ice crystals that precipitate out of clear very cold air. When the morning or evening sun is low on the horizon, a glittering path of diamonds appear to fall from the sun... one of the many unforgettable images from my time in the Arctic.

It was eight months earlier, the second day of school, when I received a call asking if I would like to be sent to Russia. I happily (and very emotionally) accepted the invitation from the Polar TREC (an organization that pairs teachers with scientific research projects in the Arctic or Antarctic) to join Dr. Julie Brigham-Grette and the El’gygytgyn Drilling Project.

This past fall I was consumed by reading hundreds of e-mails, countless journal articles and harrowing accounts of earlier expeditions to the Arctic. The reality of my participation in the project came when I invited Julie to North Carolina to visit Greensboro Day School. During her visit in January, we worked together on school assemblies, class visits, an evening presentation and appeared on a local television news show. During these presentations, Julie introduced me as a member of the science team... quite an honor considering that many of the rest of the team had been researching Lake E for over a decade. Three weeks after an orientation seminar in Alaska, I began my journey to Siberia. As I sat in a comfortable airport, communicating with family and friends via Skype and e-mail, I paused to note the contrast with earlier polar explorers who may have been gone for years with no communication home.

From March 21 to April 23, 2009, Tim Martin, Greensboro Day School’s Earth Science Teacher, was a Polar TREC teacher that joined the Lake El’gygytgyn Drilling Project in Siberia. Lake El’gygytgyn is a crater lake that was formed 3.6 million years ago by an asteroid impact. It is located 100 km north of the Arctic Circle in the Chukotka province, Russia. Since the time of the impact, the lake has accumulated the longest undisturbed record of climate change of anywhere in the continental Arctic regions. The El’gygytgyn drilling project’s primary goal was to drill and extract the sediment and impact rocks for scientific research. To follow is a reflection on his trip...
In Chicago, I met Julie and other Americans on the team and we flew together to Moscow where we met more members of the science team. After a morning briefing at the US Embassy in Moscow, our group, gathered with a mountain of luggage and equipment at the airport for the flight north. Travel was un-eventful besides the introduction to flying in Russia: seat assignments, smoking, excessive drinking, staying in your seat for landing, are apparently all optional.

With little fanfare, we arrived in Pevek, the northernmost city in Russia. Our welcome included standing in a chain-link fenced holding area as the flight paperwork was cleared by the airport authority. Once cleared, we entered the main hall where we learned the bad news… It seems that during our flight the drill “twisted-off” a second time and considerable quantities of equipment and drilling tools were now lost at the bottom of the lake. Talk about a warm welcome...

For the next eight days, Pevek would be our base of operations. While the science team coordinated the shipment of replacement parts, our days consisted of shopping trips to purchase food, and exploring the town. Pevek itself is a very depressing place; once a bustling community of over 30,000 residents, now it is a dying town of a mere 3,500. Buildings looked like they had not been maintained in decades, relics of the Soviet era, packs of feral dogs, broken glass, trash, coal dust, soot, are ever present sights in town.

The highlight of my time in Pevek both on the way to the lake and on the way home was the visits to the Pevek School. After experiencing the depressing conditions of the town, the visit to the school was a breath of fresh air. I was invited to give a presentation about the project and speak with the English students. After the presentation, I was given a tour of the
school, dance studio, gymnasium, library, and classrooms. I was most impressed by the computer lab. This room was equipped with a dozen new computers, projector, document camera, even a SMART board.

As the days wore on in Pevek, our main task was slowly succeeding. Arrangements were made to fly the replacement drilling parts in to Russia. After several false starts, everything was finally in place and we were scheduled to fly on April first... no fool!

The helicopter flight was exciting...the views across the vast expanse of the tundra were spectacular. As we flew into more mountainous terrain, we knew we were getting close to the lake. Smiles were shared over the roar of the motor when we looked out and saw the broad flat clearing in the mountains, as many of us took in our first views of El'gygytgyn Crater. I froze my hands and fingers as I leaned out the open window to take pictures. After landing, greetings mixed with good-byes as the camp leadership baton was passed from the Germans to the Americans. I began to take in my surroundings as I walked over the hard-pack snow up to the main camp street. After months of preparation, reading, and dreaming, it was hard to believe I was standing in El'gygytgyn impact crater. As our luggage was being delivered to our balocks (sleeping quarters), the new tools were on their way out to the drilling rig.

Over the next few days, I started work out on the drill rig. Unfortunately, work was slower than hoped. As we drilled deeper into the lake we encountered unexpected sediments. While the drilling proceeded slowly and cautiously I offered my assistance to the ice engineer who was monitoring ice safety. We drilled holes in the ice to monitor thickness and I helped build snow fence to allow drifting snow to accumulate away from the drilling platform. I also took advantage of some down-time to explore my surroundings. The wind-blown snow drifts were incredibly beautiful. Whether the knife edge drifts, eroded layers or the natural arches I felt like I was walking in a white version of the canyon lands of Utah.

While working on the rig, I was quickly impressed with the danger of drilling and it took a while before I felt like I could be useful. I started with cleaning chores and gradually worked my way up to being a more useful member of the team. By my second week, I was turning the large pipe wrenches to remove the core samples from the drilling tools. Eventually, I graduated to sample documentation. When a core would come up, we would measure, cut, sample, weigh, seal and label it before transporting it back to the camp laboratory. This work underscored the importance of my annual beginning of the year...
measurement unit. Basic measurement is of utmost importance for nearly every branch of science.

One afternoon several of the other American scientists and I went for a hike to the crater wall. Once out of camp we were graced by amazing silence. The only sound was the light breath of wind in our ears. In our current “plugged-in” world, silence of this nature is a gift. We trekked across the frozen landscape, climbed over snow and ice formations and stopped to examine small tundra plants where the wind had scoured the snow. My highlight was finding a few pieces of El’gygytgyn impact glass (rock that was melted when the asteroid hit the earth 3 million years ago). A few days later, after working in the office late into the night a few of us were treated to an amazing display of the northern lights.

On April 14, we all had cause for celebration when drilling reached the bottom of the lake sediment and struck rock. One of the German students and I were cutting, sampling, and measuring core. Although we were busy documenting the samples, I took time to snap a few pictures of the first rocks. Although my name will not be on the publications or attributed to any of the discoveries, it was rewarding to be among the first to hold, document, and photograph these samples... in fact my images were the ones sent out to the science community around the world announcing this milestone. Earlier, the science team had started a lottery to guess the time and date and the depth at which we would reach the rock. The German student guessed the correct time and date — and I guessed the depth to within three meters. We split the pool of 500 rubles and 50 euros.

It was not long before I was once again packing my bags to begin my return trip home. Not only were my bags stuffed, but my hard drive was loaded with gigabytes of pictures and video, and my brain was overflowing with ideas for bringing scientific research into my classroom. As a weather junkie, I had hoped for some “good” foul weather (the coldest temperature I experienced was a balmy 30 below!). I suppose the severe blizzard can wait until my next arctic adventure.

Most of the flight back to Pevek was beautiful. How I wished that I could teach earth science from a helicopter view! I was glued to the window surveying my surroundings when I noticed what appeared to be an abandoned mining operation. My interest was quickly tempered when I realized that the entire area was surrounded by fence and guard towers... this was one of the northern gulag mining camps. Here after all was the Siberia where people were sent and never returned. Thankfully, I was on my way home.

Throughout the expedition I was amazed at the willingness and time that various members of the team spent answering my questions and teaching me the ropes. In many respects, it would have been far easier not having a Middle School teacher along for this ride, but I had truly become part of the science team. I had made friends in many ways: exploring the arctic, working on the ice and the drill rig, or just sitting down sharing pictures with the various team members with whom language was a barrier. Many of these team members were from the former Soviet Union or East Germany...thinking back to growing up during the cold war, I was told these people were my enemy... I had found peace... and yes... I have also seen the sky sparkling with diamonds.

For more information about Tim’s journey, visit www.polartrec.com/geologic-climate-research-in-siberia
Like many other UNCG graduates, I came across Permaculture by way of Dr. Charlie Headington, a professor of religious studies at UNCG. Dr. Headington spoke emphatically about this crazy way of gardening called “Permaculture” and amazed me with the edible landscape/urban ecosystem he was able to create surrounding his downtown home. After I graduated, I pursued Permaculture on my own through reading, practice and farm stays in Costa Rica. When the time came for Dr. Val Vickers to leave GDS after 25 years of service, I knew that I was fortunate to find a school that was not only interested in Permaculture, but already had a garden in place. I was thrilled to have found a garden to learn and grow in, along with the students I bring through its gates.

The GDS community has nurtured its Permaculture Garden for more than ten years. It is rooted in Dr. Vicker’s dream that students develop an appreciation and respect for the natural world as part of their regular school day. Seventh grade science students flow seamlessly from a traditional science lab into a different type of lab altogether. Students spend the year exploring by looking closely at our small garden and watching it change. They take ownership as they watch their crops grow and the fruits on the trees ripen, all the while learning to ask questions about the world around them.

All of this is well and good, but what is it that makes our Permaculture Garden different from any other garden classroom? Permaculture is a hybrid word that was coined by Bill Mollison and David Holmgren in Australia in the 1970s. Permaculture is meant to signify the fusion between both “permanent” and “agriculture” and “permanent culture.” Permaculture blends annual and perennial plants to create food forests. The goal is to create a garden as a complete ecosystem as nature intended. Companion planting, interdependent species, attracting biodiversity and managing the flow wind, water and nutrients are all a part of Permaculture design. What attracts me to Permaculture is the careful and deliberate science that goes into the design process. I also feel that the discipline addresses many of the ecological problems we face today as a society because it emphasizes working with nature to grow foods, as well as communities, instead of fighting against it.

All of this brings me to my time spent in Northern California learning more about Permaculture. I arrived at the Commonweal Gardens outside of the eclectic town of Bolinas on a cold, foggy and iconic San Francisco day in June. I was loaded down with camping gear and prepared for 16 days of intensive study of Permaculture design. In addition to my tent and sleeping bag, I packed a bit of East Coast skepticism to keep me from losing reality in a place so removed from the hustle and bustle of home.
The fresh air and amazing coastal walks were certainly calming to the soul but the coursework, conversely, was an appreciated and difficult wake-up call for my intellect. I, along with 49 other enthusiastic students from all over the world, engaged in classes for 11 hours every day for 16 days. Topics ranged from key principles of Permaculture design and site mapping to bird language and plant pairings. One of our instructors from Australia enlightened us to many aspects of Aussie culture while teaching us about rain barrels, chicken coups, and Permaculture projects that have rejuvenated devastated land and communities in Bali, Thailand and Cuba. At the end of the course we had to complete a garden design using all of the principles, tactics, and science that we learned. My group’s design was met with rave reviews and we felt good about our abilities to apply the concepts we had learned and GREAT about being able to go home and try them out in practice.

Now that I am settled back in to Greensboro, I have great plans to not only make improvements to the garden but apply my newfound knowledge and understanding to the 7th grade curriculum, if not GDS as a whole. I feel strongly that the guiding principles of Permaculture are deeply in line with who we are as an institution. I believe that we:

- strive to use and value diversity,
- creatively use and respond to change,
- integrate rather than segregate,
- reuse and value resources and services,
- observe and interact,
- apply self regulation and accept feedback, and
- produce a strong yield from ourselves and our students.

If we strive for this as an institution within our classroom, I see no reason why the same consideration should not extend beyond our walls and reach into the natural spaces of our campus. I aim to model these principles in the garden and in my teaching of biological sciences in a hope that appreciation of the infinitely interconnected web of life will help to enrich our lives and bring us all a brighter tomorrow.
THE VASTA EXPERIENCE:
Unlocking the Power of the Human Voice

BY RUTHIE TUTTEROW, UPPER SCHOOL DRAMA TEACHER

Ruthie Tutterow, Drama Department Chair and Upper School Drama Teacher at Greensboro Day School, won an essay contest and received a trip to the VASTA (Voice and Speech Trainers Association) Conference in New York City August 3-7, 2009. Here is her report:

Since I am the sponsor/director for International Thespian Society Troupe 6570, I get frequent e-mails from the Educational Theatre Association (EDTA) which supports ITS and educational theatre in general. I received an e-mail explaining why you would like to go to the VASTA conference, and they would cover the expenses for one high school teacher to go this year. When I saw who the presenters were, I couldn’t write in fast enough. Anyone who has ever studied acting in college has certainly heard of all four of these illustrious voice coaches: Patsy Rodenburg (British voice and acting coach whose students include Judy Dench, Ian McKellen, Nicole Kidman and Ralph Fiennes,) Arthur Lessac (creator of Lessac Kinesenic Training for voice and body,) Kristin Linklater (author of Freeing the Natural Voice and head of the acting program at Columbia University,) and Catherine Fitzmaurice (creator of Fitzmaurice Voicework, which is used in actor training at Yale, Harvard, and NYU as well as other universities.) I was already using a video featuring Patsy Rodenburg with my public speaking and Drama II classes. However, I never felt completely comfortable guiding the students through the exercises. I was anxious to learn more, and this conference sounded like a once-in-a-lifetime opportunity. Imagine how excited I was to learn that I had won the trip!

The actual experience did NOT disappoint. Nearly 300 very collegial voice teachers from across the U.S. and around the world were in attendance, all of them enthusiastic about the craft of acting and dedicated to helping others find and train their voices.

The keynote speaker was 99-soon to be 100-year old Arthur Lessac, a pioneer in integrating voice and movement. He set the tone for all of our studies, which is how each of us is unique and how our soul and humanity expresses itself in the voice. I marveled at his insights and how truthful he was — the wisdom of a century of life!

We were able to attend a master class with the presenters. Kristin Linklater is a no-nonsense-let’s-get-to-the-heart-of-the-matter teacher who works wonders in getting students to relax and find their vocal power. Catherine Fitzmaurice had many devotees at the conference, who swear by her destructuring and restructuring work. She helps students lose conscious control of their breath by getting them to “tremor” — a common reflexive state comparable to shivering when you’re cold. She then finds their tensions and helps them to find stronger, but more relaxed speech. Patsy Rodenburg works not only with the great directors and actors of the day, but also prisoners, women in poverty and other disenfranchised groups to help them gain power by developing their voices. She believes in the primacy of the text (especially Shakespeare) and encourages students to truly understand, communicate, and support their speech.

Other teachers at the conference shared their work in various workshops. I learned about how dancers and athletes should be trained to preserve their voices, a great warm-up which exercises different areas of resonance, accents across the U.S., how to use specialized technology for acting and speech classes, how to go from speaking to singing, how to get acting and voice students to practice, new ways to teach the International Phonetic Alphabet, and many other topics. I now have an arsenal of lesson plan ideas, tips, tricks, and inspiration to share with my students. I was so excited; I completely re-wrote one of my courses (Arts Survey) to include some of these experiences for all GDS Upper School students.

Not only did I expand my understanding and knowledge of vocal teaching at the conference, but I was able to make connections with some exceptional teachers and colleagues. I actually knew a few people from graduate school and theatre work. I met several college teachers and talked with them about their acting programs. I now feel more qualified to discuss some new programs at colleges that I didn’t know about before.
Celebrating 40 years

The student body in 1986.

Chris Phelps, 5th grade teacher

Bj Grinage '93

1979 Student Government members: John Irvin '80, Linda Knox Sudnik '79, Becca Fish Nichols '80, and Ed Cone '80.

Judy Amette, US Latin teacher

1979 Student Government members: John Irvin '80, Linda Knox Sudnik '79, Becca Fish Nichols '80, and Ed Cone '80.

Ashley Weaver Hodges '85, Lisa Koury Johnson '85, Lisa Doughten '85, Leslie Scott Alexander '85, Rachel Fish Curtis '92, Kilby Dixon Haskins '86, Ginny Glascock Mabry '85.

David Gilbert, academic dean

Sonny Willis '96, drama teacher, with Kate Middleton '96, a professional actress.

Students in 1972

Marilyn Jones, 6th grade English

GDS FALL MAGAZINE

23
“Greensboro Day? I am not familiar with that school,” I answered Dr. Larry Sorohan, the professor of the graduate course I was taking at UNC Greensboro. It was January, 1970 and he had asked to speak with me after class. He went on to explain that he was on the Board of a new school that would be opening in the fall and thought I would be a good fit for the original faculty. I was a recent college graduate, a newlywed, starting my first year of teaching with the Greensboro Public Schools and felt my life was on track. Still, the idea of being a part of a new school fascinated me. I soon found myself in an interview with Ted Welles, Greensboro Day’s first Headmaster at the school’s first office in the Lawndale Shopping Center at the corner of Pembroke and Lawndale Drive. It was a small converted storefront with Ted’s desk, some chairs, and many drawings of the new buildings, landscape, and other related documents.

After an hour-and-a-half of discussion and information on the new school, we drove out to the site where some early construction was underway. Being new to Greensboro, I was unfamiliar with the northern part of the city and was anxious to visit the area. Once we passed the intersection of Lawndale Drive and Pisgah Church Road, Lawndale narrowed to very tight two lane country road. Aside from a few small houses, the Natural Science Center, the Greek Church, a drive-in theater, and a small fire station, the drive consisted of mainly farm land with a one lane bridge over a creek just before the school property. Reaching the property, I saw open cornfields and beautiful groves of old oak trees. We pulled into a muddy unpaved circular dive and stopped. While walking over the property, I remember Ted saying that the founders’ vision would be that “a school of distinction would rise out of this grove of oaks, a school others would come to emulate, and whose graduates would have their choice of attending the nation’s top colleges and universities.”

In September of that year, I was one of 11 faculty members sitting around a donated board room table in the Sternberger Room of Temple Emanuel downtown listening as Ted and the founders of the school welcomed us to this new adventure. Ted stated that this group of pioneering spirits had been chosen to carry out the mission of the new Greensboro Day School. The mission consisted of ideals of high academic standards, cutting edge scholastic pursuits, educating the whole child, and implementing the curriculum through the idea of interdisciplinary studies.

We were to start the year in rooms at the Temple as our new building would not be ready until the beginning of second semester. Grades 1 through 6 would be housed in the educational building and grades 7 and 8 would be housed in the basement of the Temple. Between the two buildings there was a large social hall with a stage that would be used for assemblies, the cafeteria, and other school related gatherings. At this point, our only technology was a hand-operated donated mimeograph machine for making copies and several boxes of chalk. However, funds were available for us to order text books and all other supplies we needed to set up our classrooms. We would meet as a full faculty every two weeks and as division faculty every week. We would also begin each day with an assembly that included the entire school family – students, faculty, and administrators with board members and parents welcomed. The purpose of the morning assembly was to offer a common time for releasing school related information – announcements, changes in daily routines, school news, birthdays, and grade-level information, etc. In the beginning, the morning assembly seemed a bit routine but that time soon became the heartbeat of the day and a major factor in gelling us as one group, the “school family” the founders envisioned.
Our new building was ready for occupation after Spring Break of the first year and the school made the move to the Lawndale Drive site. After the move and a big all-school celebration, we went about getting settled in our new home. The original building which housed the whole school is the current administration building. In order to encourage our curriculum charge of interdisciplinary studies, the building was designed in a series of hexagonal rooms in which three of the walls of each room were movable in a manner to open a wall between classrooms for joint learning or to open a whole group or “pod” of rooms for large group learning. However, when we moved in, the walls which opened had not arrived; thus all our classrooms were open to all other classrooms. I could stand in the front of my classroom and look into five other classrooms. This proved to be a very small problem and actually provided a situation for implementing a great deal of academic interaction between various classes. The new campus also gave us space outside. All classes could now explore, experiment, and use the natural setting in the curriculum. Breaks, lunches, free play, reading, and small group discussions could now be held outside.

In 1971, a 9th grade and a kindergarten class were added along with additional students and teachers. Very soon a new high school building was built with adjoining sports fields and courts. Then came a gym and a new Lower School building followed by a fine arts building. Greensboro Day was growing! The growth continued and with each new Headmaster, and each new Board of Trustees, new educational ideas and ideals were implemented to meet the needs of the students and “school family” at the time. And year by year, over the last 40 years, as can be attested by anyone who has followed or been involved with the life of the school, Greensboro Day has matured into the school envisioned by the founders as “a school of distinction that has risen out of the original grove of oaks, a school others have come to emulate, and whose graduates now have their choice of attending the nation’s top colleges and universities.”

Personally, I could not have imagined a more fulfilling professional career than my association with the Day School. As the school grew so did I, both personally and professionally. I treasure the relationships with all the parents and faculty which I have built over the years. However, I hold most dear all the good times and relationships I have formed with all the many students who have crossed my path. Students are the heart of the school and easily have a way of working themselves into each teacher’s heart, as they have with this one. My best to all, Bob.

Why the Bengals?

“He’s nice.” Kristen (1st grade)

“The Bengal has power and he’s strong.” Taylor (3rd grade)

“Bengals help others.” Caroline (3rd grade)

“Our colors at GDS are green and gold striped. No other school has a bengal.” Rett (2nd grade)

“Bengals are cool and prowl around everywhere.” Ian (4th grade)

“Bengals are fierce and we have fierce athletic teams.” David (5th grade)

An early edition of the Bengal Lancer describes the process by which the mascot was chosen. A committee which included trustee John Jester, Coach Lenwood Edwards, Headmaster Ted Welles and students, had decided on an animal as our mascot. Some favored Blue Devils and one parent was reported to have suggested the Lafayette Escadrilles. Headmaster Welles had hoped to use an animal native to North Carolina, but Billy Cone’s ‘78 suggestion of a tiger led the committee to choose the Bengal, for whom we cheer today.\(^1\)

It wasn’t until April 2007 when our mascot was “officially” named. During a school-wide contest in which over 600 votes were received from parents, students and faculty, we officially adopted the name “Prowler.” Current 5th grader Kellen Posacki, and former student Jake Skigen, entered the winning name.

In late spring of 1970, all of my friends at Sternberger Elementary were bubbling with excitement about going to Kiser Junior High School in the fall. As a 6th grader, the last thing I wanted was to be different from all my friends, but there I was, explaining how my parents were making me go to some new school called Greensboro Day School. Maybe the reason they hadn’t heard of this school was because it had not even been built yet.

Although I remember my mom going to a lot of meetings over the course of that previous year, I never focused on what she was doing or how it was going to impact my life. My mom knew other members of the GDS Board rather well due to the numerous meetings that were held over several years as they discussed the formation of this new school. Thoughtfully, she arranged for me to meet the daughter of one of the Board members over the summer so that I would at least know one person in my class on the first day of school. We went to lunch with Mrs. Warmath and her daughter, Sallie, during that summer, and Sallie and I instantly became good friends.

The first day of school was interesting. I was nervous enough since it was all new, but on top of that, we didn’t have a school building, and I really wondered what my parents could possibly be thinking by sending me to this unknown private school. The first campus building was not quite finished, and the founding Trustees had been working hard to find an appropriate place for classes to be held. An arrangement with Temple Emanuel was secured and in September 1970, I arrived at the Temple for our first day of school. We had our opening assembly in the social hall and then proceeded to our designated classroom. From what I recall, there were only about 8-10 students in my class (7th grade) and the same was true for the 8th grade class.

After my first year at Greensboro Day School, it became obvious to me that this school was different. It was a real change from my elementary school experience because it was such a close-knit community where everyone (students and teachers) cared deeply about each other. Our teachers were available for help and support whenever we needed them and they truly wanted us to learn and succeed. I found myself involved in extra-curricular activities that I never would have imagined even attempting had it not been for the encouragement and support of my teachers, who were also my coaches.

At GDS, we (students) found our passion that was nurtured every day. My passion was music, and during the course of my 10th grade year, our choral teacher encouraged the members of our chorus (Wayne Robinson ’76, Sallie Warmath ’76, Tim Farrow ’76 and myself) to think about writing an alma mater since the first graduation ceremony for the class ahead of us (11th grade) was less than one year away. The four of us sat at the piano in my living room, night after night, trying to put meaningful words together that made sense for an alma mater. As we worked on the words, my mom, who majored in music composition in college, asked us if we wanted to use some music to help guide us through the process. She went to a trunk in the spare bedroom and brought out a file of music she had written in college. As she played several of her pieces for us, we immediately fell in love with one that had a “pomp and circumstance” style. It was exactly what we wanted. The words flowed much more easily and we presented the alma mater, Lo Hearts Behold, to our choral teacher within a few weeks.

As a Greensboro Day School student, the relationships I had with my teachers strengthened my confidence and nourished my inner spirit. My daughter, Katherine, will graduate from GDS in the spring, and it has given me great pride to watch her develop as an independent thinker and one who cherishes the wonderful relationships she has with her teachers. I am truly grateful that 40 years ago my parents made me go to “that school” that didn’t even have a building and was going to be “way out in the country.”

Gail works at GDS as the Board administrator and the assistant to the Head of School.
Robert Frost’s poem “The Road Not Taken” has always resonated with me with special significance throughout my life journey. At key points in my life, I have chosen the “road less traveled” and have experienced a richer life as a result.

Forty years ago, in 1970, was certainly one of the most significant forks in the road in my 51-year journey as I prepared to leave Irving Park Elementary School to enroll at the Greensboro Day School.

Being a trailblazer took on a whole new meaning as I arrived at Temple Emanuel for my first day of 7th grade with 31 other nervous adolescents. It wasn’t long before Hunter Dortch and I were given the task of designing the school seal. Hunter brought incredible creative and artistic talent to our design team and I brought skilled use of a thesaurus!

As members of the second oldest class at the school, Hunter and I took full advantage of this special assignment to get out of class and extend our lunch period on numerous occasions. I distinctly remember going from table to table in the lunch room asking my peers to share inspirational words for the seal. Once we had compiled a list of possible words we prepared a ballot and asked the entire student body vote. The top vote getting words were: scholarship, friendship and sportsmanship. The torch in the center of the seal was intended to represent those leading the way with the opening of GDS and the future leaders who would follow in our footsteps.

Without question, the opportunities to be a student in the early years of Greensboro Day School allowed me to be a part of so many “firsts” for the school. Whether it was field trips, athletic events with rival Westchester Academy, academic competitions, going off campus for lunch, Green and Gold Day or simply watching the school mature, the chance to be a student leader in the opening of a new school afforded me numerous leadership opportunities unavailable to my peers.

Twenty-seven years later I had the opportunity to be the principal for the opening of a four school campus - two elementary, one middle and one high school - with 5,000 students in the Charlotte-Mecklenburg school system. Given my experience as a student at GDS in the opening years, I was eager to include students every step of the way in the journey to the opening of the new campus. Students were involved in researching the names of each school, selecting school colors, identifying a school mascot, designing athletic uniforms and, of course, designing the school seal!

There is no question that GDS did much to shape who I am today as the chief academic officer for one of the largest public school systems in the state of North Carolina. Even while I was a student at GDS, I knew I was getting a high quality education and I have observed few teachers in my career as a principal that could surpass the high caliber of faculty at GDS.

Greensboro Day School set a high bar in terms of a student centered learning environment, rigorous academic experiences, varied co-curricular and athletic offerings, high expectations for community service and an extraordinary sense of community. Each day I approach work in a large urban school district with the goal of raising the bar for all students. I am inspired by my experiences as a student at GDS and my commitment to a high quality public education system.

Ann is the chief academic officer for the Charlotte-Mecklenburg Schools.
40 Things You Didn’t Know About GDS...

1. Proposed names for Greensboro Day School included Greensboro Country Day School, North Hills Academy and Edgewood Academy.
2. The school first opened its doors to 95 students on September 14, 1970 at Temple Emanuel in downtown Greensboro.
3. The first building completed on the new campus was the current administration building.
4. The Alma Mater, *Lo Hearts Behold*, was written during the 1974-75 school year.
5. The Senior Project program began in 1975 as a way to “curb senioritis.”
6. Upper School teacher K. Windham (retired, 2001) used a rubber chicken to teach the periodic table of elements.
7. CBS’ Charles Kuralt gave the 1979 Commencement speech.
8. David Howard ’76 is believed to be the first Bengal to get on the scoreboard, recording a goal against Forsyth Country Day School in the fall of 1971.
9. GDS once had a horseback riding team.
10. GDS fielded a football team for one year.
11. Carl Fenske, current 5th grade teacher, was allowed to bring his dog, Sam, to school in the early 80’s.
12. GDS’ first international student was Jonas von Hedenberg from Sweden.
13. The student newspaper was known as the Bengal Lancer.
14. *Pygmalion* was the first drama (1978) and *Celebration* was the first musical (1980).
15. Mary Schenck Dator ’82 was the first graduate to attend for all 13 years (K-12).
17. Virginia Harris Knox ’83 was one of the first students to venture abroad for an entire semester. She went to Ecuador.
18. The Honor Code was established in 1982.
19. The Alumni Association was founded in 1986.
20. The 1:1 Laptop Program began in 1999 and is one of the longest maintained programs in the country.
21. In 1994, GDS served as a charter member of the Outdoor Academy, a residential program in Brevard, NC.
22. GDS’ Suzuki strings program began in 1980.
23. The current Parents’ Association Media Center in the McMillion Center, was our original theatre that opened in 1979.
24. The School’s original working philosophy was “Maxima Reverentia Pueris Debetur” (The greatest reverence is owed the young.)
25. Blake Robinson ’04, son of Wayne Robinson ’76, was the first second-generation Bengal to graduate.
26. The 6th grade blood drive, held in cooperation with the American Red Cross, is the largest student-run blood drive in North Carolina.
27. When the Pizza Hut Invitational basketball tournament began as the “Little Four Tournament” in 1976, GDS wasn’t invited to participate. Today, GDS has won the tournament nine times.
28. Peter Stroud Williams ’77, now known as Peter Stroud, is the lead guitarist for Sheryl Crow.
29. Our first state championship team was girls’ tennis (1974).
30. The first production in the Linda Sloan Theatre was *Music Man* (2002).
31. The first Green & Gold Day was held in 1977.
32. Rennie Faulkner ’81 was the first Morehead Scholar. Today, nine graduates have won the prestigious award from UNC-Chapel Hill.
33. GDS was the first regional school to solely sponsor the building of a Habitat for Humanity home (2006).
34. In recognition of our 25th anniversary (1997), faculty, parents and students constructed the All Children’s Playground at Country Park, which is still in use.
35. There are 14 alumni currently serving on our faculty and staff.
36. The cost of 1st grade tuition in 1970 was $650.
37. We have a Tony award winner among our alumni — Kara Medoff Barnett ’96, who was an associate producer for the revival of *Long Day’s Journey into Night*.
38. Students Ann Clark ’76 and Ann Dortch ’76 designed the school’s first official seal.
39. There were 12 graduates in our first graduating class (1975).
40. Nancy Teague, LS Math Specialist, is the lone remaining member from the original 1970 faculty.
CHEERS TO 40 YEARS!

save the date
april 24, 2010

a CELEBRATION for
current and past parents
current and past faculty
current and past trustees
alumni*

on the
greensboro day school campus

*alumni 21 & over
Greensboro Day School welcomed our new parents to our community at the 2nd annual “BBQ and Blue Jeans” event at Linda and Mark Hale’s home. Parents learned about the importance of “supporting the GDS Difference” through their involvement at GDS from Jennifer Smith Adams ’86 (PA President), Paul Milam (Annual Fund First Chair) and Burney Jennings (Board of Trustees Chair).

Rob Goodman, Tremaine and Alphonso Hopkins, Gillian Goodman

Dina Jennings, Kirstin and John Shepperson

Mark Hale tells the gathering of new parents that their involvement is critical to the success of GDS.

See Who’s Supporting the GDS Difference!

We’re thrilled! For the first time, there’s a way to watch the difference that the Annual Fund makes in the lives of our students and teachers. Thanks to a group of parents, faculty, alumni and even grandparents who share their own personal (and often very entertaining) stories, GDS has a new video that really speaks to the importance of supporting the Annual Fund First campaign.

To see the video, just go to the GDS website and click on the “Supporting GDS” tab on the home page. In fact, it’s even on YouTube — www.youtube.com/greensborodayschool.

Be sure to watch until the end – you’ll see some Oscar-worthy performances!

Jennifer Smith Adams ’86
Lisa Allen
Jeff Beach
Anna Beaver ’03
Yvette and Chris Blackman
Jeb Brooks ’01
Nancy and Jim Bryan
Becky Campbell
Jason Cheek
Woo Chung
Ed Cone ’80
Sherry Clark
Fran and Bert Davis
David Delman
Arthur Dick
MarthaAnne DuBose
David Evans
Sarah Fish ’87
Jack Glenn
Carrie Griswold
Meredith Hull ’05
Chris Hudson
Tenisha Jacobs ’98
Burney Jennings
Karen Kahn
Betty and Gary Paul Kane
Merrill Keeley
Troy Knauss

Alex Lawson ’99
Liza Lee
John Lineweaver ’81
Marc Magod
Alison McMillion-Goodman
Chris Meadows ’85
Nancy and Steve Meyers
Forest Michaels ’98
Todd Munsey ’90
Lisa Newsome
Charlie Nichols
Caroline North
David Parker
Tina Patterson
Chris Phelps
Matt Richmond
Gail Rohlfing
Mary Scott
Catherine Houston Snarr ’86
Nancy and Dan Solomon
Thomas Somerville ’90
Fran Tewkesbury
Leslye Tuck
Brian Walthall
Jack Whitley
Dillard Williams ’01
Mary Ellen Williams
“We cannot imagine any other place which does more great things and is more worthy of our continued support.”

WE BELIEVE THAT EDUCATION AND LEARNING ARE LIFELONG ENDEAVORS.
The commitment and opportunity to attain a good education is the most important gift parents can give their children.

As parents of GDS alumni, we have a unique perspective on what GDS has provided for them. While students at GDS, our children benefited from the quality of the school’s curriculum, faculty, staff and volunteers. They were exposed to innovative and new areas of study within a flexible curriculum that accommodated their varied interests and needs. Our children were well prepared for the next steps in their educational experiences and have emerged as nice, likeable and responsible young adults who are independent thinkers.

We continue to support GDS because we are grateful for this opportunity and because our contributions will help continue this legacy and help other children develop the same love of learning. We cannot imagine any other place which does more great things and is more worthy of our continued support.

We believe that the Annual Fund is a vital part of supporting the GDS Difference. We have chosen to continue our support as donors to the GDS Annual Fund First campaign, and ask that you join us.
Centerbrook Architects of New Haven, Connecticut, led a two-day participative design workshop on October 19 and 20 — called a charette — to get ideas from students, faculty, trustees, administrators and parents on the location and a broad vision for the proposed new Middle School building.

THE CHARLES McLENDONFounders Society

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

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

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

Our alumni board meetings have a different look and sound this year. In addition to our core group from Greensboro, through the use of video conferencing technology, we have added alumni representatives from seven different cities. What does this mean? It means that in addition to local representation, we’re able to harness the talent of alumni from New York, Washington DC, Philadelphia, Raleigh, Charlotte, Richmond and Atlanta. They will give us valuable input from different geographical regions so that we are better serving all of our alumni. We’re excited about this expansion, not only because of the cutting edge communications, but we believe that it’s one more step in the GDS Alumni Association leadership and vision for our school.

Thank you to the 2009-2010 Greensboro Day School Alumni Association board:

Catherine Houston Snarr ’86 - President
Jeb Brooks ’01 - President Elect
Anna Beaver ’03 - Atlanta
Durant Bell ’98
Helen Brooks ’80
Mary Katherine Davis ’99
Carter Davenport ’99
Cristi Phillips Driver ’86
Elaine Alspaugh Fox ’80
Meredith Hull ’05 - Philadelphia
Carla Smith Jones ’83
Sarah Tennille Kaplan ’91
Alexander Lawson ’99 – New York City
John Lineweaver ’81 – Atlanta
Craig Hassenfelt McIntosh ’98
Chris Meadows ’85
Forest Michaels ’98 – Washington, DC
Todd Munsey ’90
Jonathan Peddrick ’98
Sarah Cantrell Perkins ’02
Emily Burbine Rose ’97 – Richmond
Elizabeth Shoemaker ’00
Dillard Williams ’01 – Charlotte
Don Wingate ’98

Our alumni board works diligently to create gatherings, mentor GDS college students, plan appreciation events for our faculty, raise fund for the school, support our athletic and arts programs and serve as liaisons between the school and the alumni association. And, if I may say so, they do a GREAT job!
Showcasing Alumni Talents

Artistic talents of alumni are being showcased throughout Greensboro Day School’s 40th anniversary year. The year started with a GDS night at Triad Stage where Meg Steedle ’04 had a leading role in Picnic. Alumni artists Nancy B. Jester Westfall ’88 and Katie Long Stevenson ’99 were spotlighted in October at the third annual wine tasting at the Tyler White Gallery.

While in town for her performance, Meg Steedle ’04 came to campus to speak with drama students.

Lise Conner Sherlin ’95 and Nate Conner ’92

Retired teacher Linda Watkins, Craig Hassenfelt McIntosh ’98, and teacher Happy Waller

Chris Meadows ’85 and Pearse Edwards ’87

Catherine Houston Snarr ’86, Andy Heard ’86, Karensa LeBauer Hindin ’87, and teacher Bernice Turner

Tony Bates ’82 and Mary Copeland ’79

Mark Your Calendars!

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
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<tr>
<td>NOV 27</td>
<td>Class of 2004 5-year reunion at the Speak Easy Tavern</td>
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<tr>
<td>JAN 22</td>
<td>Homecoming</td>
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<td>APR 17</td>
<td>Bengal Dash</td>
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<td>APR 24</td>
<td>Alumni Baseball Game</td>
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<td>Cookout and Bengal Town</td>
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<td>CHEERS TO 40 YEARS</td>
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<td>JUN 7</td>
<td>Senior Luncheon</td>
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CHEERS to 40 Years!

GDS has just begun its 40th year - truly something to celebrate. As part of the year-long calendar of festivities, the Alumni Association and the Parents’ Association are joining forces to have an evening of food and fun during Alumni Reunion Weekend ’10. Mark your calendars now for the “Cheers to 40 Years” celebration on Saturday, April 24, 2010. As part of the evening’s festivities, we will continue showcasing our alumni who will entertain you along with parents and faculty. If you have a particular talent (music, singing, art, writing) that you would like to share at the celebration, please contact Kathy Davis at alumni@greensboroday.org.

The Reunion Classes (‘75, ’80, ’85, ’90, ’95, ’00) will hold class reunion parties on Friday night, April 23. If you are interested in helping organize your class party, please be in touch with Kathy Davis.

What’s Collecting Dust in your Attic?

A dedicated group of volunteers, led by professional archivist Elizabeth Hurd (parent of Anna ’06 and Molly ’12), have been working hard since February to archive the School’s history. They have catalogued yearbooks, newspapers, and pictures. But they still need more! Do you have play programs, GDS “souvenirs” or logo items, student newspapers, athletic uniforms, or other memorabilia? Would you be willing to donate them to the School? If so, please contact Kathy Davis at alumni@greensboroday.org. Part of the 40th celebration will include displays of items from our past.

Correction

A photo of the Class of 1999 reunion in the Summer GDS Magazine was incorrect. The correct photo is above.

Classmates Honored with Alumni Awards

Distinguished Alumni Award

Ask any of the first generations of GDS alumni about who was the big man on campus in 1976 and chances are they would reference the winner of last years’ Distinguished Alumni award, and not just because of his size and stature, but due to his embodiment of the school’s motto of friendship, scholarship and sportsmanship.

Whether as a professional basketball player, the pastor of a church or a corporate recruiter, Wayne Robinson ’76 gives 100% and has always maintained his dedication to excellence and promotion of diversity awareness. He has continued to influence young people through his Center for Champions and in his role as a minister at the New Millennium Christian Center. He serves on the Executive Committee for the Virginia Tech Board of Alumni, as well as diversity programs at Virginia Tech, the National Association of Multicultural Engineering Program Advocates and as past president of the Governor’s Council on Physical Fitness and Health. He has never stopped working to help those less fortunate see the unlimited potential they can reach.

While achieving excellence in his field, Wayne never lost his ties with GDS – he has held advisory roles and made himself accessible for teachers and students through a variety of programs and presentations. And he ushered in a new era when his son, Blake ’04, received his diploma as the first second-generation Bengal to cross the stage. In 2011, his daughter, Holland, will also graduate from GDS.

Alumni Service Award

The 2009 Alumni Service Award was presented to Jennifer Smith Adams ’86. Those on campus recognize Jennifer’s passion to make GDS the best school it can be. Fellow parents and friends describe her as smart, organized, well spoken, fair, honest, caring, and hard working.

As soon as her son, Cody ’13, began Kindergarten nine years ago, Jennifer became a key volunteer on campus. Once Spencer ’17 started at GDS, Jennifer’s involvement was even stronger, working in her children’s classrooms, volunteering with the Annual Fund, sporting events, admission tours, the alumni board and the Board of Trustees. She is currently the first GDS alumna to serve as the President of the School’s Parents’ Association.
1986 Diana Nappi Duncan is the marketing director for Beamon & Johnson, Inc., which owns two PPG automotive paint locations and eight NAPA locations. She lives in Smithfield, Va.

1987 Pearse Edwards has returned home to North Carolina as Governor Bev Perdue’s Senior Strategy Adviser. Immediately prior to joining Gov. Perdue’s senior staff, Pearse served as Washington Governor Chris Gregoire’s Communications and External Affairs Director. Pearse, his wife Mary, and two children, Ashton and Ruby, live in Raleigh.

1989 Louise Taylor Lambertson is teaching 1st grade at Naples Elementary School on the naval base in Naples, Italy. Her husband, Dirk, is teaching in the local high school.

1993 Sarah Haynes Bayle works for Guy Carpenter, a reinsurance brokerage firm, in Burlington, N.C.

1994 Anne Haldeman is a 5th grade teacher at North Ridge Elementary in Raleigh.

1995 Anna McNairy Tuttle is program director for the Wild Rockies Field Institute in Missoula, Mt., which offers outdoor environmental courses for college credit in locales from Alaska to Baja.


BIRTHS


1991 Jeanie, Oliver and Rorie, children of Anne Vance Avera ’91.

1993 Andrew and Sarah Haynes Bayle ’93 with daughter Emerson.

1995  Anna McNairy Tuttle and Mason Tuttle. Son: Ian Tuttle, March 9, 2009. They live in Missoula, Mt.


WEDDINGS


1994  Anne Haldeman and David Blackmon were married on September 13, 2008 in Sneads Ferry, N.C. Clara Love was the matron of honor and Walter Haldeman ’85 was an usher. Anne and David reside in Cary, N.C.

2000  Anne Houston and Andrew Wagoner were married August 8, 2009 in Greensboro. Bridesmaids included Kate Banner, Jacquelyn Stafford Buckner, Marilyn Carlson ’02, Nancy Carlson, Andrea Pate Fletcher and Emily Norman Richards. Laurin Carlson ’99 was a reader. Anne and Andrew live in Chapel Hill, N.C.

2002  Rocio Lugo and Ben Bonsall were married on December 6, 2009 in Old San Juan, Puerto Rico. Jana Raczkowski was the maid of honor. They live in Santa Monica, Calif.

2004  Rachel Bowden and William Griffin were married in Wilmington, N.C. Maid of honor was Emily Bowden ’12, and the bridesmaids included Megan Hayes. David Bowden ’08 was a groomsman.

MEMORIALS


William Hornig, June 18, 2009. Grandfather of Kim Czorni’88, Paul Nguyen ’05, Marion van Noppen ’08, Elizabeth van Noppen ’10 and Diana Nguyen ’09.


George Egerton, July 20, 2009. Father of Catherine Egerton ’89 and David Egerton ’93.

Wright Tisdale, July 22, 2009. Father of Trec Tisdale ’86 and Xan Tisdale ’89.


Steven Fore, August 16, 2009. Father of Whitney Fore ’05 and Matthew Fore ’07.

Don Johnson, August 18, 2009. Father of Leslie Johnson ’08.


Tom Murphy, September 20, 2009. Father of Angie Murphy Kington ’96 and DeeDee Murphy ’99.


Ian Buchanan ’13, November 2, 2009.
Since its publication in early July last summer, the zany, racy, hilarious, poignant Floodmarkers — set in the fictional small city of Lystra, NC, a composite of Greensboro and Chapel Hill — has been making waves in the literary and critical communities. By mid-September Brown was having back-to-back literary readings around the country: Friday night in New York and Saturday noon at UNC-Chapel Hill for the NC Literary Festival, for example. How did this native son and former GDS Student Council President become a North Carolina literary star and come to make a big splash nationally?

“I always enjoyed reading,” Brown says from his home in Chapel Hill during a recent telephone interview. He wrote sketches and stories in grade school at GDS, and he started writing seriously, mostly fiction, in the Upper School. Taking Creative Writing class, he entered his work in High Point University’s Phoenix Literary Festival contest - and took first prize for a spooky short story that featured a young man obsessively listening to one mysterious word on a tape cassette. Reading great books in his English classes at GDS, Brown testifies, inspired the writer-to-be with literary insights and powerful language. He explains that Hemingway’s linked, novella-like collection of stories, In Our Time, guided the structure of Floodmarkers.

Brown developed another art, rock & roll drumming, during his time at GDS, providing powerful rhythms for the successful band Athenaeum, which practiced in the attic of his home on Country Club Drive. The band recorded its first demo tape in room 15 of the newly built GDS Upper School in the summer of 1990, just before Brown started his freshman year. Athenaeum became so popular locally over the next few years that it gained the ears and interest of New York recording companies — so after being accepted at Columbia College, Brown took a year off, which became a few years off, to record a CD and to tour the college and rock music circuits. Radiance was a critical and popular success — with “What I Didn’t Know” charting in the modern rock top 10 in 1998 — but the band didn’t take off enough to let Brown count on it for a full career.

Brown re-enrolled at Columbia and hit the books as an English major, with special studies in Creative Writing, earning his BA in three years by taking classes year round - and recording or playing drums for a variety of bands like Skeleton Key and Ben Lee. The writer-actor Jonathan Ames mentored Brown at Columbia, suggesting that his developing stories could be linked with the hurricane metaphor. By graduation Brown had finished recording a CD with Longwave; he was preparing to go on tour when he received the news that he’d been accepted at the eminent Iowa Writer’s Workshop, and that he’d won the Truman Capote Fellowship. At Iowa, Brown worked with Pulitzer Prize-winning fiction writer James Alan McPherson to refine his interlinked stories for his MFA thesis.

The stories of Floodmarkers take place in the fictional NC town of Lystra during one day in September of 1989, the day Hurricane Hugo dumped cascades of rain on the Piedmont, 20 years ago. Brown remembers the excitement of the time, the sense of potentials unleashed by disruption of routine; he uses the storm in the novella to unsettle people’s lives enough, without devastating them, to soak them out of their predictable mundane niches in life. The novel is reminiscent of James Joyce’s Dubliners short story collection, with characters caught in the trap of “paralysis,” a kind of spiritual dead end where they have forgotten how to grow and take risks in order really to live. In Floodmarkers, Brown’s vision is more optimistic than Joyce’s: people can grow and be alive, but it might take a storm to help them do it.

Brown intends to pursue writing vigorously, with discipline and creativity, until he succeeds in making it his life’s employment. Working as Director of Communications at UNC-Chapel Hill’s Ackland Art Museum, and enjoying his wife and one-year-old baby, Brown now gets up early to steal a couple of hours for writing first thing in the morning before the day begins and his job calls. “I hope,” he says, “that writing will become my main work, that it will become a more central part of my life.” He already has his second novel Doubles written and scheduled for publication next year; he is revising the manuscript. Doubles - set in New York’s Forest Hills, site of the great tennis tournament, and in Chapel Hill - is about a team of doubles tennis players, and on a deeper level it is about relationships, marriages, and partnerships.

You can find Floodmarkers at amazon.com or local bookstores - or you can find selected chapters from it in the Harvard Review and the SC Review — and you can keep up with Brown’s activities and accomplishments through his websites: www.nicbrown.net or www.twitter.com/nicbrownnn . Nic Brown — writer, family man, rock & roller, and GDS graduate — he’s all over the news media and the Internet, as he’s bound to be again when his new novel slams across the net next year.

(Bill Moore has taught English in the Upper School since 1979. He is co-author of AMPEG: The Story Behind the Sound, the history of a major American musical instrument company.)
Tell a Friend
About
WALK-IN WEDNESDAYS!

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!

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:

January 6 — Lower School  
January 20 — Middle School  
February 3 — Upper School  
February 17 — Middle School  
March 3 — Upper School  
March 17 — Lower School  
April 7 — Lower School  
April 21 — Middle and Upper School

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.