

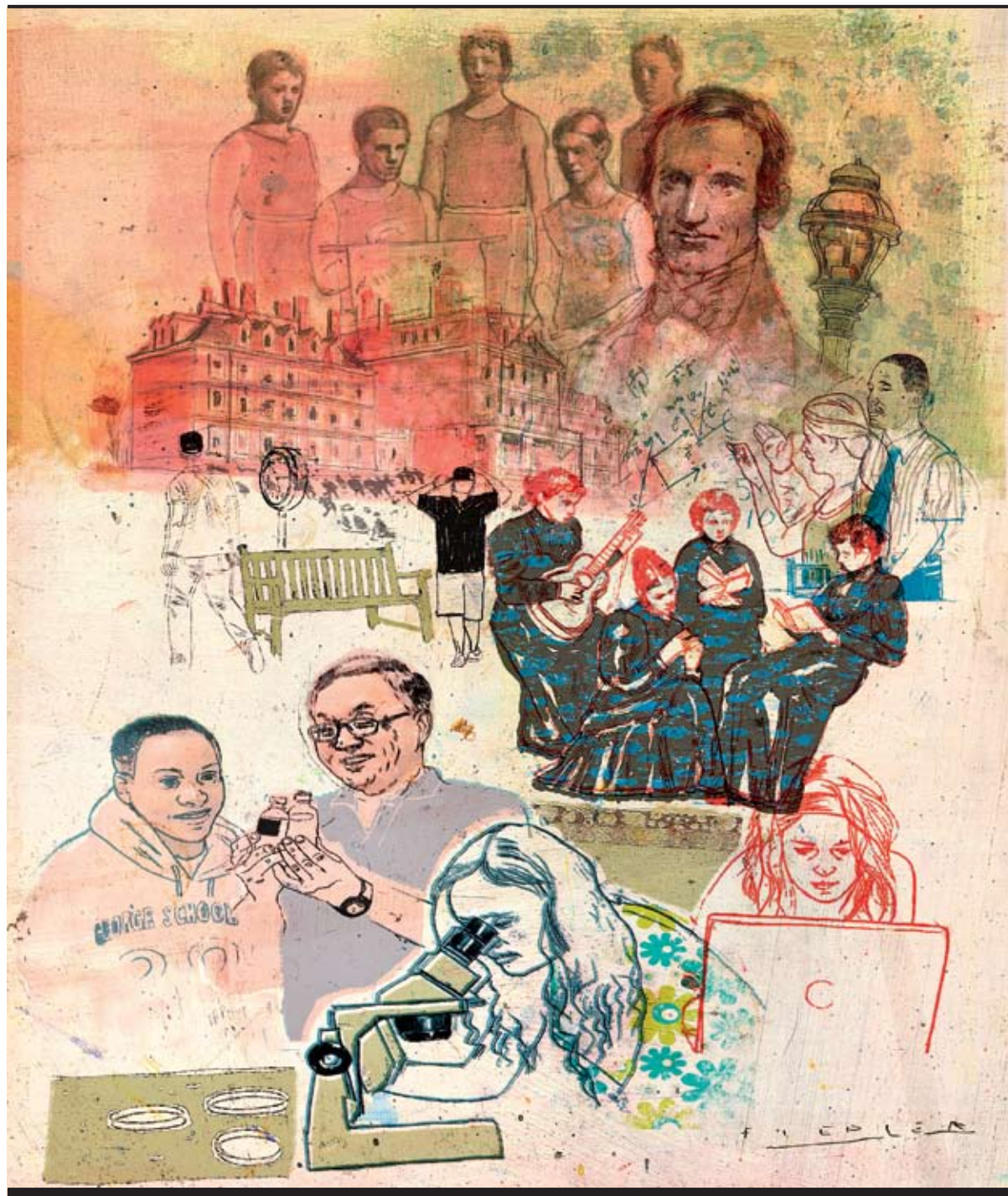


Vol. 83

# GEORGIAN

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PHOTOS: *Inside Front Cover:* "Students Enjoy Red Square, 1990" is a photo from the new *Our History* website. Please help us identify the people in this photo and other photos online at [www.georgeschool.org/history](http://www.georgeschool.org/history). *Front Cover:* Illustrator Joseph Daniel Fiedler created the cover artwork combining digital images from our collection of historic photographs with original drawing and painting.

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**HEAD OF SCHOOL NANCY STARMER** returned to the classroom this year, teaching ESL U.S. History: Civil War to Present.



BRUCE WELLES

**Perspectives** EDITED BY JULIANA ROSATI

## *History at George School: Transcending Barriers and Broadening Perspectives*

Many years ago, as a young history teacher at a boarding school in New England, I came upon an area studies text edited by George School history teacher Clark Moore, and quickly adopted it for a course that I was teaching on Latin America. The volume was one in a series of essay collections edited by Clark, written by George School faculty, and published by Bantam Books.

With installments about Africa, China, India, and Japan in addition to Latin America, the series was a resource for history and social studies teachers at a time when historians were just beginning to question the canon that for years had focused high school and college curricula on Western history and thought. The quality of Clark's texts, and the foresight that he and the school demonstrated in developing them, gave me an early glimpse into the way in which history at George School reflects a Quaker concern with human problems that transcend national barriers.

According to Peter N. Stearns of the American Historical Association, the study of history allows students to develop strong analytical and

interpretive skills, gain perspective on human life and society, understand how social change occurs, draw inspiration from the courage of their predecessors, become well-informed citizens, and prepare for a variety of careers.

At George School, in keeping with the spirit of Clark Moore's series and the work of generations of faculty, the study of history also opens students to the courage and perspectives of others who are different from themselves and to the variety of experiences that shape the United States and the world in the twenty-first century.

This broad exposure is excellent preparation for the important roles that so many of our graduates play in domestic, community, and international relations; in scholarship; in peacemaking; and in service. I am thrilled that we can share some of those stories with you in this edition of Perspectives.

*Nancy Starmer*



**MARK K. UPDEGROVE '80** has appeared as a historical and political commentator for various news organizations including CNN, CBS News, ABC News, and NPR.

## Perspectives

# Embracing Presidential History

BY KAREN DOSS BOWMAN

Most Americans associate thirty-sixth U.S. President Lyndon Baines Johnson with the tumultuous years of U.S. involvement in the Vietnam War. But Mark K. Updegrove '80 hopes to promote a more complete image of the man he describes as “among the most underrated presidents” in our nation’s history. As director of the Lyndon Baines Johnson Library and Museum—one of thirteen presidential libraries operated by the National Archives and Records Administration—he’s in the position to do just that.

“LBJ is a largely underappreciated and misunderstood president,” says Mark, who has been at the institution’s helm since October 2009. “There are myriad impressions of him. Given his vast complexity and the depth and breadth of his personae, historians can look at the most narrow view of who he was and deliver a factually accurate and compelling portrait of the man—but not a balanced one. Ultimately, he was a remarkably hopeful and visionary man. If you look at the prodigious and transformative nature of his legislation, I’m not

sure there’s any other president who compares, with the possible exception of FDR.”

Called “one of the nation’s leading presidential historians” by CNN, Mark is currently exploring the complexities of President Johnson’s legacy in his third book, *In Search of LBJ: A Presidential Oral History*, which will be published by Random House in early 2012.

A voracious reader of presidential biographies and memoirs as a teenager, Mark notes that an encounter early in his life sparked his interest in the American presidency. In 1976, just before starting his freshman year at George School, Mark attended the U.S. bicentennial celebrations with his parents in Philadelphia, his hometown. During one of those events, he caught a glimpse of President Gerald Ford.

He recalls that years later, “I got to know Ford and told him to how powerful it was for a kid from the Philadelphia suburbs to see the president of the United States on that big day in the nation’s history. I think it would have been the same for him growing up as a kid in Grand Rapids.”

During the course of a career in which he has also met former Presidents Carter, Reagan, George H.W. Bush, Clinton, and George W. Bush, Mark has appeared as a historical and political commentator for various leading news organizations, including CNN, CBS News, ABC News, and NPR. He has also lectured on topics related to the presidency at colleges and universities across the country. Yet despite a longtime interest in presidential history, Mark followed an unconventional path to Austin, Texas, and the LBJ Library, and the post he now fills is his first day job as a historian.

A 1984 graduate of the University of Maryland, Mark began a career in media and marketing in 1990, when he joined *Time* magazine as a sales representative. For the next eleven years, he advanced through the company's ranks, serving as manager of the Los Angeles regional sales office and as president of *Time Canada*, the publication's Canadian edition and operation. After leaving *Time* in 2001, he served as publisher of *Newsweek*, before going on to be publisher of *Nickelodeon Magazine* and *MTV Magazine*. He then moved on to *Yahoo! Canada*, where he directed advertising sales, marketing, and operations. Prior to joining the LBJ Library, Mark was director of business development at the Charleston, South Carolina, communications firm of Rawle Murdy.

While working at *Time* in 1998, Mark created the multimedia series *Time and the Presidency*, which featured the publication's archived photographs of Presidents Franklin D. Roosevelt through William J. Clinton. He worked closely with Hugh Sidey, *Time's* longtime White House correspondent, who had covered every U.S. president since Dwight Eisenhower. The program, which ran from 1998 through 2001, included ongoing features in the magazine, as well as a museum exhibit that appeared at four presidential libraries and the Newseum in Washington DC.

"It was an invigorating experience," Mark says. During his tenure with MTV Networks in 2003, Mark continued pursuing his deep love of American and presidential history by beginning his first book, *Second Acts: Presidential Lives and Legacies After the White House*. Published in 2006, it won the Book of the Year Silver Medal Award for Political Science from *ForeWord Magazine*. His second book, *Baptism By Fire: Eight Presidents Who Took Office in Times of Crisis*, was published in 2009.

According to Mark, his experience at George School gave him a solid foundation for whatever vocation he wanted to pursue—and the self-assurance to change direction after nearly two decades in a media career.

"George School gave me the confidence to pursue anything I loved, that I had a passion for," states Mark, who has two children, Charlie and Tallie, with his wife Evelyn. "The thing I truly appreciate about George School is that it brings out your individuality and gives you the confidence to forge your own path."

He also recalls an inspiring history course taught by John Davison. "John taught history very creatively. I'll never forget one class where we

listened to jazz records," Mark says. "He emphasized that jazz is a truly American art form and reflects this country in ways I hadn't thought of."

As overseer of the LBJ Library, Mark hopes to plan exciting events and exhibits that will draw people in to learn more about Johnson's accomplishments, including his great strides in civil rights through the passage of the Civil Rights Act of 1964, Voting Rights Act of 1965, and Fair Housing Act of 1968. "There is simply no other president who did more for civil rights than LBJ," says Mark. "Without the Voting Rights Act, for instance, there would be no President Obama." Mark notes that Johnson was also responsible for establishing Medicaid and Medicare, increasing federal funding for elementary, secondary, and higher education, sweeping immigration reforms, and numerous environmental protection measures, including highway beautification and the Clean Air Act.

Mark points out that the LBJ Library isn't just about looking back on the past; it's also about looking at the crucial issues of our times and looking toward our future. Within a year, the library has offered, or plans to feature, programs with former Presidents Jimmy Carter and George W. Bush, Supreme Court Justice Stephen Breyer and former Supreme Court Justice Sandra Day O'Connor, Watergate journalists Bob Woodward and Carl Bernstein, actor Robert Redford, and civil rights hero and George School alumnus Julian Bond '57. (Mark and Julian Bond are also scheduled to present a George School assembly for faculty and students in September.)

"This institution is not only about LBJ," explains Mark. "It's about the presidency more broadly, and the importance of that office in shaping our nation. As such, it's also about the issues that affect this nation."

As a historian, Mark hopes to teach others that studying history—particularly American history and the presidency—can help people gain a broader perspective on how our nation's past has shaped the present. History also can give us a greater sense of hope for the future, he believes.

"I have a deep appreciation for history because I believe that past is prologue," Mark says. "If you study the U.S. presidents or our history in general, you get a clear sense of why we are who we are. But you also realize that the problems we face today are no more formidable than the problems we've faced at other points in our history—and that we always overcome them."



## Perspectives

# Lessons from the Past

*George School Alumni  
Make History a Career*

BY KAREN DOSS BOWMAN

As the daughter of social workers who were active in the Settlement House Movement in New York City, Elinor Murray Despalatovic '51 came to know many European refugees. She remembers Russian émigré families, concentration camp survivors, neighbors who left Austria shortly before its annexation to Germany, and a husband and wife who fled Poland separately as the war began.

"I was very privileged by the fact that I met people from so many places with so many experiences," says Elinor, the Brigida Pacchiani Ardenghi Professor Emeritus of History at Connecticut College, where she taught European History for thirty-six years. "I learned so much from them, but of course I had questions: Why was there a war? What were they fighting about? Why did the refugees have to flee?"

Once Elinor was at George School, her questions blossomed into a life-changing passion for history. "I had most of my history classes with Clark Moore. He was an excellent teacher and

awoke an interest that has shaped my life," Elinor recalls, noting that German teacher Frau Lotte Blaschke "was also a major influence and became a lifelong friend."

Elinor was active in the School Affiliation Committee—which established the school's first international service trips, or "work camps"—and witnessed more of the consequences of World War II by participating in the Dorlar Work Camp in postwar Germany in 1950. "These experiences were extremely important," she says.

Like Elinor, other George School graduates have followed their intellectual curiosities into careers as historians. Through the intense study of history, people may develop new perspectives on human life and society, understand how social change occurs, and draw comfort from the endurance of the human spirit.

"History is never boring," states Elinor, who holds master's and doctoral degrees in European history from Columbia University. "Each generation has different questions to ask, and there's new material all the time. What I hope my students have learned from me is that history is about people. It's about people who have faced many of the same problems we face, and how they survived."

For Patricia Appelbaum '71, who started her career as a librarian, the spiritual questions she began pondering during her early thirties led her to embark on a second career as a historian. After earning a master's degree at Andover Newton Theological School, she studied the history of Christianity at Boston University, where she earned a PhD.

"It was very important for me to understand who I was in my religious life and in my religious



**GS ALUMNI** Elinor Despalatovic '51, Patricia Appelbaum '71 David Hostetter '79, and Cindy Lobel '88 share their insights about the importance of studying history.

community,” says Patricia, the author of a book about pacifist history, *Kingdom to Commune: Protestant Pacifist Culture between World War I and the Vietnam Era*, published by The University of North Carolina Press in 2009.

“I like studying history because of the questions I have about personal faith, about institutions, and about how ordinary people practice their faith. The best way for me to understand the answers is through history,” Patricia explains.

Patricia recalls that the seeds of her interest in pacifism were planted at George School during the Vietnam era.

“At George School, the Vietnam War, peace issues, and social justice issues were front and center,” says Patricia. “The school influenced my later work as a historian because it paid attention to what was going on during that period.”

For David Hostetter '79, George School's Anti-Apartheid Week in 1978 sparked his interest in a topic that would become his research specialization. The week included various events and class discussions, including a viewing of *Last Grave at Dimbaza*, a film that exposed apartheid conditions in South Africa.

Now director of programs and research at the Robert C. Byrd Center for Legislative Studies at Shepherd University in Shepherdstown, West Virginia, David recalls that the George School event inspired his doctoral research at the University of Maryland, which led to his book, *Movement Matters: American Antiapartheid Activism and the Rise of Multi-cultural Politics*, published by Routledge in 2006.

Through his research—and personal experience—David has learned that social change occurs slowly, and he tries to teach his students the value of

patience when working toward a lofty, but worthy, goal.

“The problem with history is that history takes a long time,” reflects David. “As you get older, you realize that whether it was the abolition of slavery or ending of Apartheid, it took people a long time and a lot of effort to make the changes that have been made. And changes are never complete or comprehensive—there's always more work to do. So I've learned to be more patient, but also not to shy away from teaching the difficulties of solving problems and the need for people of conscience to work at it as long and as hard as they can.”

David credits George School not only with inspiring his interest in history, but also with influencing his egalitarian teaching style. “It was at George School that I discerned that studying history was my strong suit, largely because of the method of teaching,” David says. “At some colleges where I have taught, I have been discouraged from putting the classroom chairs in a circle. I do it anyway because, in my experience as a student and a teacher, it is in that kind of forum, where participants share their understanding as equals, that the most learning occurs.”

Cindy Lobel '88, an assistant professor of history at Lehman College, part of The City University of New York, points to two George School classes that had a significant impact on her—U.S. history with Norm Tjossem, and European history with Tom English.

“Norm and Tom brought the events of the past alive by using a variety of primary and secondary sources,” she says. For one assignment, Norm's students analyzed a historical novel of their choosing against the actual events that it depicted.

“That assignment really sealed my interest in and understanding of history as a compelling story and not just a collection of facts and dates to memorize,” recalls Cindy, who chose *Gone with the Wind* for the assignment. She notes that Tom English also took an interdisciplinary approach, by including art and literature as well as more traditional documents in his history lessons. “These classes influenced me profoundly. They fostered a lifelong interest in history, leading me to pursue a career in the field,” Cindy says.

Cindy believes that studying the past helps to nurture students’ ability to think more critically about present-day issues.

“Studying our past is the best way to understand how we got where we are today,” says Cindy, who currently is writing a book about the impact of urbanization on food and eating in nineteenth-century New York City. “Having a sense of our history helps us to understand contemporary society and culture and to be informed and active citizens. I think it also helps us contextualize current events

and to view other individuals, peoples, and cultures with more empathy.”

Cindy’s interest in food and society grew out of her work during graduate school at The City University of New York, where she earned a PhD. In reading the primary sources from the nineteenth century, she found many references to what people were eating and how it was tied to their socioeconomic status. For her class about immigration to New York City, she requires students to produce a digital essay about a particular food and how it relates to their identity.

While Cindy realizes that her students won’t necessarily remember specific dates, facts, and figures in the long term, she hopes they will retain an awareness of the larger themes running through history, along with an appreciation of the historical process.

“If I can help them to be more informed readers and more critical receivers of information, then I think they will be able to make better decisions as individuals and as members of society,” she says.

### Alumni Profile: Bennett Lomax '95



#### Did a history class at George School influence your future life or perspective?

I took Global Interdependence, World History, and African-American History, but the class that had the biggest impact was Tom English’s. Tom made it very exciting and showed me how an understanding of history provides context. By getting a better sense of the “what,” you get a better sense of the “why.” It made me hungry to learn more about economics and economic history. I was so excited about what we were learning that I started taking copious notes and got good grades as a result.

#### How did you continue your interest in history?

I was a finance major at Hampton University and took a lot of statistics and math, but I studied economic history as a hobby, which I do to this day. Doing outside reading and understanding economic and financial history gave me a leg up on the other finance students.

#### How does your knowledge of economic history help you as CEO of your family’s investment business?

Economic analysis requires an understanding of history. It informs what you do. You develop an image of the business landscape—what companies are doing and why they’re doing it. For example, I love studying about General Motors, Sears, and the big investment banks—the deals they made, the need they filled within society, how they were able to grow and thrive. You may not be able to apply that knowledge on a case-by-case basis, but it provides context. By knowing what things are supposed to look like, you can see the outliers.

BRUCE WELLER



**BEN CROUCHER** helps his history classes “to understand conflicts of the past and why they happened, and to move forward so we don’t make the same mistakes.”

## Perspectives

# History Courses Broaden Student Perspectives

BY ANDREA LEHMAN

More seniors than ever are enrolled in George School’s International Baccalaureate (IB) history classes. While learning about the requisite wars and revolutions, political treaties and societal transformations, students are stepping outside a U.S.-centric and even Euro-centric frame of reference, examining the period’s sea changes in ways that broaden their perspectives.

Norm Tjossem teaches the higher-level IB World History, a course with a reputation for being as intense as it is fascinating. He believes that the success of George School’s IB history courses stems partly from the rich international experience of the history faculty, “who saw the IB program as a way to take on the teaching of history with an international perspective and a global conscience.”

That perspective and conscience are now front and center in War, Revolution, and Peacemaking in the Modern World, a standard-level IB history class at George School, taught by Ben Croucher.

The two world history options dovetail nicely. They both travel swiftly through the tumultuous twentieth century, examining the World Wars and the rise and demise of Communism, among other topics. Both courses introduce students to unfamiliar events and cultures and encourage them to look at history from the perspectives of those who lived it, while being alert to the biases of those who wrote it. As History Department head Tom English says, “We want students to be able to look at the world as it is now and get a sense for how it got into that situation.”

Both the standard- and higher-level classes prepare students for intensive IB exams, and both require students to complete a historical investigation on a research topic of their choice. Though the IB curriculum lays out requirements, it also lets teachers tailor courses to particular interests. For instance, Ben chose “Communism in Crisis 1976–89” as the subject for document-based inquiry in his course, and Norm selected “Peacemaking, Peacekeeping—International Relations 1918–36” for his.



**“I don’t think there’s anything more important than history. I want to continue to study it, along with other subjects, to make connections.”**

This fall and winter, Ben’s War, Revolution, and Peacemaking class has devoted units to Hitler’s Germany and Mao’s China as part of its study of the rise and rule of single-party states. Ben chose these topics not only so students could compare right-wing and left-wing dictatorships, but also so his twenty-first-century students could better understand China’s emerging role on the world stage.

As Willa Rowan ’11 reflects, “We’ve had units that I didn’t know anything about before, like Mao’s China, and some that we *had* learned about, like World War II. We’re learning about it from a world perspective. Ben puts so much context into everything. We spend weeks learning about what leads up to a war so we understand how war happens and how to prevent it. And we’ve come to understand that not everyone wants our form of democracy.”

The higher-level IB World History course taught by Norm covers comparable material to the standard-level course, but at a brisker pace in order to cover an extra regional component—the Americas—the subject of an additional day of IB testing.

Though students come to the class well versed in U.S. history, they generally have less background on events south of the Rio Grande. Andrea Lindsay ’11 says, “One of my favorite things about Norm’s class is learning about Latin America.” Norm appreciates the input of students who have spent time in Latin America or who speak Spanish, as well as those with other cultural exposure.

Tunisian resident Laetitia Walendom ’11 is interested in Francophone history. For Norm’s class, she is researching women in the French resistance for her historical investigation. While bringing her own global perspectives to discussion, she appreciates those of her classmates. “When it comes

to European interests in China, our Chinese classmates share insights that help us comprehend it even further.”

Commonalities between the courses extend beyond subject matter and global perspective. Ben and Norm both focus on the importance of historic figures’ personalities, what Laetitia describes as “looking beyond the events to see that there were humans involved—and they had faults.”

Both teachers also bring their own brand of humor. According to Willa, the class appreciates Ben’s examples of malapropisms to avoid in essay writing, along with the satirical current events he shares from the mock news source *The Onion*. Meanwhile, Norm’s class delights in what Lauren Conway ’11 calls “spontaneous Norm moments. He’s funny in a scholarly way. When you pick up on it, it makes you feel smart.”

Looking to the future, Andrea says, “I don’t think there’s anything more important than history. I want to continue to study it, along with other subjects, to make connections.”

Nathan Small ’11 is leaning toward studying economics or philosophy in college, but his experience in IB World History has left its mark. “Norm treats us like mature students. He trusts us and leaves a lot in our hands, including discussions.”

As Ben Croucher puts it, the classes strive “to understand conflicts of the past and why they happened, and to move forward so we don’t make the same mistakes.” This endeavor goes a long way towards fulfilling the IB Program’s mission “to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

CALEB SAVAGE '11



Rachel Kuntz '11, Dana Falsetti '11, and Sara DiMino '11 present an assembly that addressed the trafficking of women, violence against women, and maternal health.

## *New Course Explores Women's History*

Now in its first year, the newest history course for seniors is Topics in International Women's History, taught by Rebecca Missonis. "Women's history in this country began with an American focus," says Rebecca. Like other history options for seniors at George School, the course—as much a women's studies as a history class—is truly international, taking "a comparative approach between countries but also between time periods," according to Rebecca.

The course examines women's history through a variety of lenses, including gender, politics, culture, race, sexuality, class, and religion. With readings from women authors, such as Maxine Hong Kingston, Lucretia Mott, Simone de Beauvoir, Shirley Chisholm, Margaret Sanger, Golda Meir, Andrea Dworkin, and Benazir Bhutto, among others, the course has taken shape with student input. "I love the organic nature of it and the fact that kids can help shape it," says Rebecca.

"Because it's the first year, we've made it into a real collaborative effort," Rachel Kuntz '11 agrees.

Perhaps the students' most impressive achievement was the December assembly they presented to the school. Moved by what they'd read in *Half the Sky*, a recent study about the oppression of women in Asia and Africa, students created the entire assembly. Readings addressed the trafficking of women, violence against women, and maternal health.

"Doing the assembly was amazing," says Dana Falsetti '11, "while the issues were uncomfortable for both the class and the audience, it definitely opened eyes."

Lauren Conway '11 adds, "We come from different backgrounds, but we came together to help each other and to help raise awareness about the issues faced by women in developing countries."

"I didn't start out with the intent of making activists of my kids," says Rebecca, "but I think that's been the result. I'm very grateful to be at a school like George School, which sees the value of a course like this and has faith in my students."

## Perspectives

# eQuiz Highlights

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The December eQuiz asked alumni to share their thoughts on history. Some of their responses are highlighted here. Thank you to the 274 alumni who participated.

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### Skills and Lessons Learned in the Study of History

**1944** | T. VAIL PALMER JR.

I benefitted highly from my history classes at GS, which challenged us to think critically and constructively about the events of history. In my own college teaching, my main goal was in helping students learn to do this critical and constructive thinking for themselves.

**1955** | MARJORIE N. McFEELY BURTON

I have always been drawn to history, perhaps in part because my father Richard McFeely had taught it and continued to make sure it was part of my life's experience. I believe you need some background in history to be able to maintain perspective and appreciate happenings while you are living. It helps to take the fear out of bad things that happen and keeps you motivated to keep doing what you can to make the world a better place.

**1957** | JONATHAN F. ESTY

As a psychologist, I have found the value of history, particularly the way it was taught at GS. When at GS, I never quite understood the reason why battles and wars were not studied, only the precipitating causes and events leading up to the conflicts. Once a practicing psychologist working with couples, groups, and families, I appreciated my GS history classes particularly since much of my work was in conflict resolution, i.e., exploring alternatives with clients as to how to head off conflict and come to agreeable, peaceable and practical solutions.

**1965** | JAMES E. OWERS

I majored in economics in college, worked as an economist for several years, and ultimately went back to law school. I have been in private practice for over thirty years. Understanding economics and history—how we got to where we are—is essential knowledge.

**1971** | DAVID F. GOULD III

The more I experience the challenge of solving problems, the more I appreciate that history teaches you about specific responses to problems and about the processes of problem solving. It expands your repertoire of response. The analytical process, and particularly seeking out the underlying motivations, seems directly connected developmentally to what I do now as an attorney in developing arguments.

**1971** | ELIZABETH S. TAYLOR

As a nonfiction writer, I have often drawn upon archives and studied the historical context of stories I was writing. As an instructor of nonfiction writing, I take students into archives and require them to investigate historical context to any story.

**1975** | DONZALEIGH ABERNATHY

As an actress, it is necessary for me to do extensive research, especially on my roles in period films. Doing historical research inspired my fascination for history and with the death of my father; I saw where a book about him would contribute greatly to African American history. I became a historian and wrote the history book *Partners to History, Martin Luther King, Ralph David Abernathy and the Civil Rights Movement*.

**1979** | VALERIE C.B. ROMEO

History at George School came alive and helped me respect and understand different people. About two years ago I began to study my own history. I found that English Quakers came to Montserrat after the abolition of slavery in 1849 to help my slave ancestors with education. My great-grand uncle attended Tuskegee Institute in Alabama with the help of Quakers. Then I attended George School and learned about the active involvement of Quakers in abolition activities in the United States.

**1980** | PHILIP A. HAYDEN

The study of history at GS has been central to my life. I worked for about twenty years in the museum field as a curator and educator. I now work in cultural resources management, facilitating the regulatory side of federal and state historic preservation laws. A firm understanding of history and historic methodology underpins everything I do.

**1982** | MEAGAN V. ALBURY

History can be the most incredible subject taught in school. It teaches acceptance and tolerance and the fact that although you may not look, sound, or

believe like someone from another country, you do share the single most important trait—humanity. That’s a pretty amazing jumping off point from which to learn about the world and your place in it.

**1986 | KIRBY W. ROSENBLUTH**

My career in the Foreign Service has me using my background in history constantly. I feel that the study of history prepares you for many careers because it provides you a foundation on which to ask questions about the current state of the world.

**1994 | NICK HANLON**

I am a union-side labor lawyer. My understanding of the history of the American legal and political systems, and the civil rights and labor movements, informs my practice and enhances my ability to be an advocate for my clients.

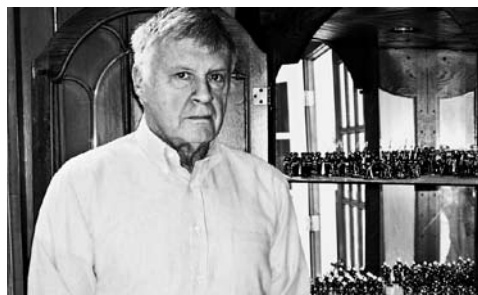
**1996 | EMILY S. WALTERS LEBARON**

I was so inspired by my history classes at George School that, although I went to college planning to be a premed major, I quickly realized that what I really wanted to study was history and changed my major. I am now the administrative director of the Atlantic History Seminar at Harvard University.

**2002 | KRISTIN L. JACKSON**

I was an American history major at Mount Holyoke College and now work at the College Park Aviation Museum as the assistant program curator. History has always fascinated me and it was my love for history that made me want to share it with the public in a museum setting.

**Alumni Profile: Bill Nelson '52**



**What are your memories of George School history classes?**

When I attended, we were grouped by interest. I was in the natural science grouping, so I didn’t take much social science—only American history. When my son Jacob was at George School, he took history with John Davison and raved about him. Davison was provocative and would dress up as historical characters and act out moments from history in an entertaining way.

**How did you get interested in history and how has it impacted your career?**

Since I was a kid, and learned about conquerors like Caesar and Napoleon, I’ve loved reading about history. In college and graduate school, I took just one history class—the history of economic thought—but I read history all the time. As a CEO, I have traveled all over the world, and when I travel, I don’t work. I read, mostly history books. I think it has helped in

my career. I have used my knowledge of history repeatedly—as I talk to people or when I make presentations. I have endeared myself to people because I know something about their countries.

**How does your extensive collection of toy soldiers relate to your fascination with history?**

I started collecting Britains, which used to be called lead soldiers, as a kid, and today I have many sets, representing different eras. I have Civil War Colonel Robert Gould Shaw with the all-black 54th Massachusetts Regiment, Custer with his cavalry, and a lot of bands. My most valuable may be a 1915 Marine Corps band under John Philip Sousa. I am a major collector of pieces by Ron Wall, which are beautiful. Wall pays tremendous attention to detail to make them historically accurate. I set them up all over the house to teach my boys about history.

**You have a connection to George School history as well, don’t you?**

My grandmother and father also attended George School and told lots of stories about it. So when Kingdon Swayne ’37, a family friend, wrote the history of George School, I, along with about three or four others, read it and helped check some of the material. He did a wonderful job.



**Alumni Profile:  
Benno Schmidt '87**

**Did a history class  
at George School  
influence your  
future?**

It wasn't a history class but rather John Gleeson's English class.

One day in a discussion about *The Great Gatsby*, we started talking about history—who writes it and whom it's for. John went on to use the Kennedy assassination to show that there can be different versions of history—an official, government-sanctioned version and the unproven conspiracy theories I knew nothing about. Up until that point, I thought that being a good student was just about performing well in whatever subject you were taught. It had been easy for me to recite history, but I wasn't a questioning student. That moment taught me to be an interpreter of history instead. It totally expanded my view of the truth in history and the news (Iran-Contra was happening then, like a case study breaking around me) and made me hungrier to learn more.

**Did you continue the study of history after George School?**

I majored in American studies at Wesleyan University. It's an interdisciplinary major that combines history, literature, culture, and sociology. I chose it specifically because it was more broadly based than a strict history major, and I think it's the direct result of that wonderful discussion in Gleeson's class.

**Has your study of history impacted your career?**

They call journalism the first draft of history. Who's writing it has a huge impact on what's written. Early in my career, I was a television journalist and was very aware of journalistic objectivity. As a white guy going into minority neighborhoods, I knew that there were huge cultural assumptions in what I was assigned to cover, just as I knew that the people I interviewed responded to me differently because of how I looked. Understanding that what you write will always be based on your background—racial, socioeconomic, educational—has given me a sensitivity to the way I approach stories.

**Memories of History at George School**

**1946 | L. BRETT WHITE**

Dick McFeely was not only my history teacher but my advisor. He had an enormous influence upon not only my teenage years but much later—when I remained in contact with him and George Walton. My choice of doing service work in the Middle East and Haiti was followed by becoming the associate director of Church World Service. If I had not pursued service work I would probably have opted to become a history teacher.

**1948 | MARIAN MUSGRAVE STEWART**

I have vivid memories of U.S. History with Walter Mohr. One of his tests asked the question, "What would America be like today if the British had won?" Ever since, I have been interested, not so much in "what if" as in "what is an alternative?" I hope it has made me less rigid in my thinking and more open to another viewpoint.

**1960 | FAITH KALTENBACH**

All my history classes were with Clark Moore. More than history I was influenced by what an exceptionally good teacher and person he was. I always remember the last day of senior year when he told us the most important thing to remember was that "there are always more than two choices." That alone has helped me through some pretty tight situations.

**1973 | JOHN BRILL HOFFMAN**

I remember two extraordinary, inspiring, sensational history teachers—Fran Bradley and Kay Edstene. What I remember best about those teachers is that even if I wasn't initially interested in the subject matter (I was only interested in tennis and girls in high school), with exceptional teachers, the subject matter came to life, and was inebriating, like water to a plant.

**1983 | LOUISA L. FINGERHOOD SOTO**

I took European History with Pam Machemer. She was an excellent teacher. History was a passion for her, and it showed in the way she taught the class. She found new and interesting ways to excite us—telling us stories about the ruling families that would rival what streams on TMZ today—helping us see the links between those "characters" and the leaders in contemporary history.

**1986** | JENNIFER A. SCHMITT PERRY

My American History class, taught by Leon Bass, was one of the transforming parts of my GS education. While teaching our class, he met a man he had liberated from Auschwitz when he was eighteen. Leon was the first black man the former prisoner had ever seen and the reunion was a powerful testament to the difference an individual can make.

**1994** | BRIDGE C. JOYCE

I am an avid reader of U.S. and global history. Tom English was very influential. His intellectual curiosity influenced me to more purposefully engage my own.

**1995** | RAVINDER S. DHILLON

From Global Interdependence (Scott Rhodewalt) through World History (Scott Spence) and AP U.S. History (John Davison), I was very fortunate to learn in an environment where open discussion was actively encouraged. George School's History Department promoted an engaging and open-minded approach to the study of history, which had a profound impact on my subsequent higher education.

**1995** | ANDREI REDKO

Learning history from Norm Tjossem and Walt Hathaway taught me to develop a critical eye not just towards scholarly writing, but towards American and International foreign policy as a whole.

**1996** | MELICIA ESCOBAR

Global Interdependence with Scott Spence completely changed my world view. Prior to this class, I had never been given reason or a forum to consider communities outside my own. What was most crucial was the deeper understanding of community that I gained at GS, and the ways in which communities rely on each other. That changed how I saw myself in this world and my responsibilities to it.

**2003** | JON A. KATZ

If it were up to me, every U.S. History class in the country would be taught by John Davison, or at least using his unique and eccentric methods. I learned more in his classes than any other, and I found him to be one of the most engaging teachers I have ever had.

*Responses may have been edited due to space limitations and Georgian style guidelines.*

**Alumni Profile: Nancy Irving '64**

*Nancy Irving with Seth Chayuga of Kenya*

**Did a history class at George School influence your future?**

I took Modern European, American, and Afro-Asian history in the early 1960s. Clark Moore and Parry Jones brought their respective subjects to life. They understood history as more than just story, but as fundamental to making intelligent choices in today's world. I still rely on what I learned in Afro-Asian history about these cultures.

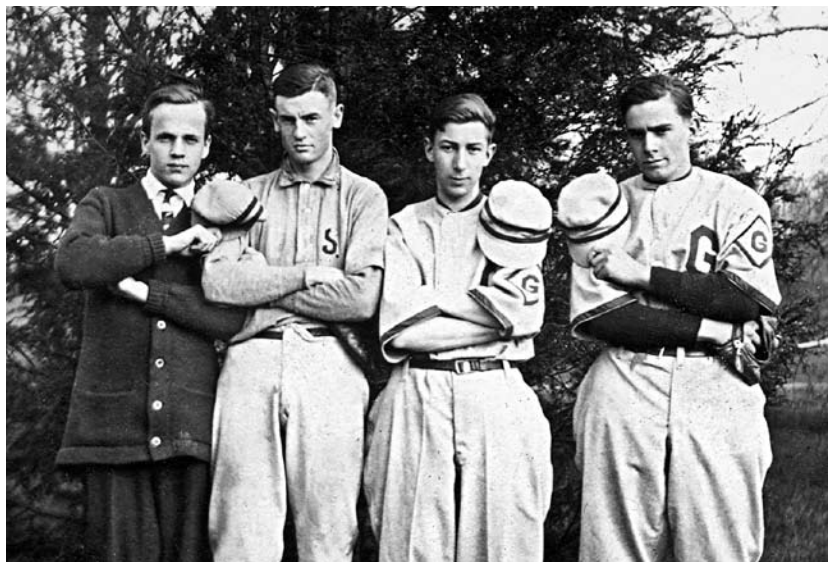
**Did you continue the study of history after George School, and if so, why?**

Though I started out as an economics major (I learned at George School that economic considerations underlay every major decision in history), I switched to a history major at Penn to get a fuller picture and incorporate the human element. Learning about history is important in order to see emerging patterns and to understand that all events are rooted in human attitudes and cultures. Though the winners get to write history—at least the first draft—and frame the dialogue, good historians take us deeper into the fabric. We understand that everything is connected and stems from the past.

**Have you pursued a career that draws upon your study of history?**

As general secretary of Friends World Committee for Consultation, the international body of Quakers, I must have an understanding not only of Quaker history but also of nineteenth- and twentieth-century global colonial history, since the majority of Friends outside North America live in former colonies. Understanding history is key to understanding the different ways that Quakerism has taken root in developing countries. I also represent Friends at gatherings of heads of Christian World Communions, so knowing church history is helpful for meaningful dialogue.

**JACK BENTLEY**, Class of 1915, is shown on the far right in this photograph with his George School baseball teammates. The photograph comes from Jack's personal photo album, courtesy of Sandy Spring Museum.



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## George School in the Big Leagues

BY R. JOHN DAVISON

There was a remarkable period early in the 20th century when George School sent three players to major league baseball in less than twenty years. The first was a Quaker, Jack Bentley.

Jack came to George School in 1911 and his first baseball game was memorable: “The new boys were playing the regular school team,” he recalled to a reporter later. “The newcomers didn’t have any pitchers, so I pitched...and won!”

An outstanding left-handed pitcher at George School, Jack dominated the teams he faced. He struck out twenty batters in a game against Girard College and he threw more than one no-hitter. An all around athlete, Jack also batted in the clean-up position for the team. He also played soccer and was a member of the track team.

While still a George School student, Jack was approached by a professional baseball scout and offered a minor league contract by a Class B team in the Tri-State League, at \$75 a month. He declined. But later on, while playing in the summer for a Montgomery County, Maryland, team, Jack was invited by a scout to travel to Washington DC and attend a tryout in Griffith Stadium with the Washington Senators, managed by Clark Griffith.

“I had no idea I could make the Washington team. In fact the tryout was more an opportunity to meet the stars than to get on the team. I was really floating on air...Was I scared! I was like a blind dog in a meat house!” But Jack did make the team and

was offered a salary of \$100 a month to join players like Clyde Milan, George McBride, Chick Gandil, and Walter Johnson, his boyhood baseball idol and one of the greatest pitchers of all time.

After playing sparingly for a few years with the Senators, Jack played in the minor leagues, mostly with the Baltimore Orioles of the International League. He was an unusual player—on days he didn’t pitch, he played first base and was a power hitter. That earned him the nickname, “the Babe Ruth of the minors.” At various times he led the league in batting average, home runs, and pitching wins, an almost unheard of combination.

Jack left baseball to join the infantry in 1917 and saw harrowing combat in France. He returned to the majors in 1923, in the starting rotation for manager John McGraw and the New York Giants. Immediately, he pitched in two World Series, becoming a permanent part of baseball history due to a bizarre play in 1924.

The decisive seventh game of the 1924 World Series pitted the Giants against Jack’s first team, the Washington Senators, led by the veteran Walter Johnson. With President Calvin Coolidge in attendance, the game went into extra innings tied at three. Walter, who had lost two games in the series already, was brought in as emergency relief in the ninth. He was still pitching in the eleventh, when Jack, who had homered off Walter and won game five on the mound, took the ball in relief for the New York Giants.

Both lives changed in the next inning. In the bottom of the twelfth, Jack retired the first Senator up. Next Muddy Ruel hit an easy pop-up into foul territory, but the Giants' catcher tripped on his mask and missed it. Muddy hit double on the next pitch. Then Jack's hero Walter laced a grounder to short. It too was bobbled and Walter was on first.

With the home crowd in a frenzy, the next batter hit a routine ground ball right at third baseman Freddy Lindstrom—a sure double-play ball. Amazingly it took a crazy hop, possibly hitting a pebble, and bounced ten feet over Freddy's head. The winning run scored and the beloved Walter won his first and only world championship in his eighteenth season.

This story was told and re-told countless times by Jack the rest of his life. "He was my hero. The fates had decided that I wasn't to win. I left the park and stopped to talk to Mrs. Walter Johnson and Walter's mother...They were both crying with happiness. My thoughts were a queer jumble of sadness and joy. I had made so many people happy. Could there be anything wrong with that?"

### George Earnshaw

Called "Pop" at George School, and "Moose" in the pros, George Earnshaw '20 stood 6'4" and weighed well over 200 pounds in his prime, a veritable giant in the 1930s. (Babe Ruth stood 6'2" and Lou Gehrig just an even 6 feet.) He was the second George School student to play in the big leagues.

George threw so hard from the mound that Kingdon Swayne's history of George School reports at least one teammate switched his spring sport to tennis rather than face George in practice. Fastballs were his bread and butter: "I didn't fool around with those junk pitches. I didn't need them."

George made the majors at age twenty-eight, signed by Connie Mack's Athletics. By the 1929 season he was the right-handed ace of the staff and he led the league with twenty-four wins.

For three years, his statistics were as good as those of any pitcher in baseball. George played in three consecutive World Series, throwing twenty-one consecutive scoreless innings in the 1930 classic against the St. Louis Cardinals.

It is said he would sometimes throw entire games using only his fastball; "Earnshaw lunges forward like an animated catapult," wrote the editor of *Baseball Magazine*.

George left the Athletics in 1933 and then played briefly for three more teams. When he was sent to the minors in 1936, he chose not to report

and ended his career. He enlisted in the Navy and was awarded the Bronze Star for courage under fire.

After the war, he served as a scout and a pitching coach for the Phillies, Philadelphia's National League team. He instituted the requirement that the pitching performance of today's game would be charted by the pitcher slated to start tomorrow's game, a practice that was adopted by other teams.

### Wayne Ambler

Although Wayne Ambler '33 had his professional career cut short by injury and a declaration of war, he followed Jack and George to "the show." He grew up in nearby Abington, Pennsylvania and enrolled at George School in February 1932. A gifted natural athlete, Wayne played varsity soccer, basketball, and baseball at George School, captaining the baseball nine in 1933.

His slick fielding in the infield was noted by umpire Jim Rumsey, an unofficial scout for Connie Mack, manager of the Philadelphia Athletics. Wayne called Jim "one of Connie's bird dogs, and he recommended me and they let me come down and work out at Shibe Park."

Connie sent Wayne to Duke University where he became one of the best ball players in Duke's history. He played with the Athletics for three years after graduation—first as a starting second baseman, then shortstop and reserve infielder. His rookie season, a jammed thumb, and then a broken jaw from a collision which knocked both players cold, sidelined him for several weeks.

He was never quite the same after that. From 1937 through 1939, Wayne was a skilled defensive player with a quick release, but he averaged only .224 at the plate. He was traded to the New York Giants, who sent him down to the minors in 1940, where he played two more years. After the attack on Pearl Harbor, Wayne enlisted in the Navy.

According to Wayne's son, also Wayne, his father loved his time at George School. After his athletic career ended, Wayne became a faithful reader of the *Georgian* and a regular financial contributor to the school. In 1968 he wrote, "As an alumnus I follow all George School news with some interest, and I hold the school in high esteem."

*Editor's Note: This article is the result of George School history teacher John Davison's passion for history and baseball. John's full article and more photos are available online in the new Our History section of our website, [www.georgeschool.org/history](http://www.georgeschool.org/history).*

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A Quaker, coeducational boarding and day school, grades nine through twelve.

**GEORGE SCHOOL**

Current Students | Parents | Alumni | Faculty & Staff | Friends & Neighbors

HOME > ABOUT GS > OUR HISTORY

## Our History

Go ahead, take a walk around our campus. Stashed somewhere amidst the classrooms and dormitories, you'll find treasures from the past. You'll probably start your visit at Main Building, the center of campus activity since 1893.

**Historic Walking Tour**

Maybe you'll spend a quiet moment in our Quaker meetinghouse, built in 1812 and moved to George School from Philadelphia in 1974. Or if you're feeling more adventurous, you might discover the abandoned railroad tracks that run through the woods along the western edge of campus, where the remains of a trestle bridge lie virtually intact. With a little bit of imagination, you can almost hear the whistle of a steam engine passing through.

Even as we travel forward into the future, these landmarks serve to remind the community about all of the places we've been. But a campus filled with historic buildings isn't all that we've inherited from our predecessors. In fact, the beliefs, ideas, and philosophies of previous generations are probably the most valuable of our artifacts to withstand the test of time.

*I want to:*

- Explore "Our History" microsite
- See commencement photos
- Meet our heads of school

# New George School History Site Unveiled

Extending over more than a century, George School's remarkable history now takes center stage on the school's award-winning website with the recent launch of a new *Our History* microsite. The site, located at [www.georgeschool.org/history](http://www.georgeschool.org/history), includes new video content, more than 500 historic photographs, and fifty pages of facts (02) organized in a timeline format.

"We are hopeful *Our History* will captivate our visitors and help them learn about more than one hundred years of life at George School," says Website Executive Editor Susan Quinn, who led the project. "Early reviews from our alumni and current students have been enthusiastic."

"The new *Our History* microsite highlights the unchanged 'magic' of George School—the trust, respect, curiosity, openness, and good humor that are the foundation of the school's culture," says Head of School Nancy Starmer.

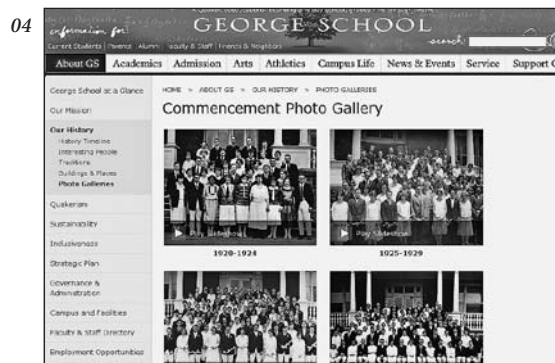
Caleb Savage '11, one of the students who helped collect, scan, and edit the historic photographs, echoes Nancy's comments. "As I was working with some of the photographs, it was interesting

to see how much—and really how little—George School has changed."

One of the more unusual parts of the new site highlights the brick-by-brick move of George School's Quaker meetinghouse from its location on Twelfth Street in Philadelphia to the school's campus from 1972 to 1974. The history of the 1812 building and its move are detailed by Charles Hough '44, who supervised the process. "It's all about the trusses" is Charlie's opening statement as he begins the story.

"Having a single location in which we can share information about our meetinghouse will be a valuable resource for historians," says Religion Department Head Maria Crosman. "With the 200th anniversary of the meetinghouse approaching in 2012, we already have had a number of inquiries about this historic and important building."

Another highlight of the microsite is the video featuring the 1984 production of *Among Friends* (03). "*Among Friends* was an original production written, directed, and performed by George School students for the 1984 Alumni Weekend," says Alumni



Director Karen Hallowell. “Many of the songs reference the same experiences current students share. One of my favorites is ‘On Shift,’ a number about students’ experiences working in the dining room. The lyrics, while shading toward the hyperbolic, are still right on the mark.”

Art Henrie ’47 contributed a copy of the *Georgian*, published in July 1947, featuring Yinette Yansan Yu ’47, the first student to attend George School from China, the return of seven students to campus from their experience in World War II, and an Alumni Tell Us section of class notes from 1894 through 1946.

A new collection of commencement photographs from 1922 to 2010 (04) is sure to engage alumni. “When our alumni come to campus they always seek out and visit their commencement photo in Main, recalling favorite memories,” says Karen. “With our alumni spread all over the world, I know that they will enjoy having their class photo and the photos of the contiguous classes together in an easy-to-find place online.”

Biology teacher Bill Craighead ’44 and his wife, George School librarian Betty Craighead share their story and personal photographs from their work camp trip to Wolfenbuttel Germany with nine students in 1956. Other alumni and community members share stories about Four Square, Fussing, the

Donut, and Baseball. In addition, profiles of each of George School’s seven heads of school as well as a profile of John M. George (05), the school’s founding benefactor, are included on the site.

A team of history enthusiasts created, designed, and organized content for the site. Along with Susan, the team included alumna Sara Dayton ’05, Director of Advancement Marketing Odie LeFever, Website Editor Christine Davidyock, Archivist Dave Long, and students Caleb Savage ’11, Rachel Simononis ’12, and Hugh Karr ’11. Much of the early content is based on the work of Kingdon Swayne ’37, who authored the book *George School: The History of a Quaker Community*, published in 1992. “Our team is profoundly grateful for his scholarly work and careful cataloging of our George School archives,” says Susan.

*Our History* will continue to grow in content and features over the coming months and years. Take a moment to visit the site at [www.georgeschool.org/history](http://www.georgeschool.org/history) and let us know what you think and share any ideas you have to make it better. See if you can identify anyone in our photo collections. Email your thoughts and photo caption information to [web\\_director@georgeschool.org](mailto:web_director@georgeschool.org).



*Class of 1961 George School commencement photograph*

## *Alumni Weekend* May 13, 14, and 15, 2011

Alumni, parents, faculty, and students are welcome to celebrate Alumni Weekend—a great time to catch up with old friends, share fond memories, and learn what’s new at George School.

Registration is open online and a full schedule of events is now posted at [www.georgeschool.org/alumniweekend](http://www.georgeschool.org/alumniweekend). Check back frequently for news and to see who is registered to come.

Director of Alumni Relations Karen Hallowell has reinvigorated the weekend, filling it with community-wide events. “We’ve expanded the scope of offerings to engage all alumni—not just reunion classes—as well as current students, parents, and faculty. Reunion committees are encouraging their classmates to invite friends from adjoining classes, and current students and faculty are planning weekend activities for all members of the extended community,” says Karen.

Begin your weekend at the all-school assembly on Friday at 10:00 a.m. After lunch, attend class with John Davison and learn about the *Eisenhower Years as Seen through the Eyes of Cartoonist Herblock*, celebrate the dedication of McFeely as a history classroom building after a seven-month green renovation, check out student athletic contests, and dance the night away at the student-sponsored All-Community Square Dance.

Start Saturday with current and former teachers at the Faculty Breakfast at 8:00 a.m. Celebrate

the lives of classmates and friends, faculty, and staff during the memorial meeting for worship at 9:00 a.m., and spend the rest of the morning at alumni workshops. Join us at the All-Alumni Gathering at 11:00 a.m. for a head of school address and the presentation of reunion gifts and alumni awards. This year George School honors Mack Lipkin ’61 and Sheena Wright ’86 (see the pages 20 and 21).

Don’t miss your reunion class photo after lunch. Photos are scheduled between 1:00 and 2:30 p.m. Cheer on or play in the alumni/student games at 2:00 p.m., and catch up with old (and new!) friends at the post-game tailgate party at 3:30 p.m. Participate in the farewell celebration for the athletic field and track at 4:15 p.m.

On Sunday morning, if you are an early riser, enjoy a quiet walk on campus or join a yoga class. Then meet at meeting for worship at 10:45 a.m. and brunch at 12:00 p.m. Put a great cap on the weekend by attending the student-sponsored All-Community Fair, where you can mix and mingle with alumni, students, faculty, family, and friends.

Alumni Weekend offers opportunities for everyone to celebrate their George School days, whether through a quiet walk on campus, sharing favorite places and memories with family, or a lively gathering of classmates and friends.

## Alumni Weekend 2011

### SCHEDULE OF EVENTS

#### Friday, May 13

10:00–11:15 A.M.

Enjoy the George School Chorale Performance at the All-School Assembly

11:30 A.M.–12:30 P.M.

Have Lunch with Students, Faculty, and Alumni

12:30–1:15 P.M.

Take a Campus Walking Tour

1:30–2:15 P.M.

Join John Davison's Class: *Eisenhower Years as Seen through the Eyes of Cartoonist Herblock*

2:30–3:00 P.M.

Celebrate the Dedication of McFeely as a History Classroom Building

4:00–5:30 P.M.

Cheer on Student Softball and Tennis Teams

5:30–7:00 P.M.

Attend the Volunteer and Leadership Donor Reception (*Invitation Only*)

7:30–9:30 P.M.

Kick up Your Heels at the All-Community, Multi-Generational Square Dance

#### Saturday, May 14

8:00–9:00 A.M.

Visit with Alumni and Current and Former Faculty for Breakfast

9:00–9:45 A.M.

Attend Memorial Meeting for Worship

10:00 A.M.

Play Tennis with GS Tennis Team Members

10:00–10:45 A.M.

Take a Master Class

- *Primary Caring* with Alumni Awardee Mack Lipkin '61
- *Empowering Community* with Alumni Awardee Sheena Wright '86
- *Coming of Age during a Watershed Era* Class of 1971 Authors Roundtable

11:00 A.M.–NOON

Celebrate Awardees, Retirees, and Reunion Classes at the All-Alumni Gathering

NOON–1:00 P.M.

Enjoy Picnic and Buffet Lunches\*

1:00–2:30 P.M.

Pose with Your Class for Reunion Photos\*

1:30–2:30 P.M.

Watch the Equestrian Demonstration

2:00 P.M.

Play in or Cheer on Alumni Lacrosse, Baseball, and Softball Games

3:30 P.M.

Relax at the Cougar Tailgate

4:15 P.M.

Participate in the Farewell Celebration for the Athletic Field and Track

EVENING

Off-Campus Reunion Class Events\*

#### Sunday, May 15

9:00–10:00 A.M.

Take an Anusara-Inspired Class Led by George School Yoga Teacher Andrea Barberio

10:45–11:30 A.M.

Attend Meeting for Worship

NOON–1:00 P.M.

Enjoy Brunch in the Main Dining Room

12:30–2:00 P.M.

Support Your Favorite Cause at the All-Community Fair

\* For more information visit [www.georgeschool.org/alumniweekend](http://www.georgeschool.org/alumniweekend) or call the Advancement and Development Office at 215.579.6564.

*Alumni Award Recipient:*  
*Mack Lipkin '61*



BY SARA DAYTON '05

“I remain committed, down to my bones, to making a major difference in the world, primarily by changing medicine through my scientific work, ideas, and programs; through my students and mentees; and through my patients,” wrote Mack Lipkin '61 in a letter to his classmates for his George School reunion. Mack's career and accomplishments in the field of medicine and beyond indicate that he has spent the last fifty years doing exactly that.

Mack credits George School biology teacher John Carson with inspiring his career path. “I left George School convinced I wanted to be a biologist, because John made it so exciting to me,” Mack says. While he considered following other passions—including photography—Mack chose medicine because he felt a calling to make lasting contributions, thanks in part to values that were developed at George School.

After completing degrees at Harvard University and entering Harvard Medical School, he considered specializing in neurophysiology. A year of lab research convinced him otherwise. “I realized about halfway through that the part of the week I looked forward to most was teaching. So I started to think more about it and realized that I probably wanted to work more with people than crayfish,” Mack recalls.

Mack went on to a fellowship at Strong Memorial Hospital in Rochester, New York, where he worked in both medicine and psychiatry. “I ran a free clinic and started to do research on doctor-patient communications,” Mack says. “At the time it was taught charismatically; it wasn't empirical and it wasn't rigorous.”

So Mack developed a course on the subject, eventually creating and running a post-residency

fellowship program in the psychosocial aspects of primary care. “I realized early on that we needed to have a course to teach the teachers—first skills, then teaching skills, and then implementation skills.”

Known as the Lipkin model of psychosocial education, the course is a widely used method of teaching the doctor-patient relationship and the medical interview to students, residents, and practitioners. It has also been adopted for teaching a number of other subjects, including addiction and pain management.

In 1979 Mack began work as a visiting research fellow at the Rockefeller Foundation, where he developed the Health of Populations program (now INCLEN: International Clinical Epidemiology Network) with Kerr White. The program trained young faculty and created centers for clinical epidemiology in developing countries.

Mack describes the program's primary goal as creating infrastructure for studying the health of developing countries' populations “so that decisions like budgeting and prioritizing among all the devastating health needs could be done on a sound, empirical basis rather than a political basis.”

Today, Mack is a professor of medicine at New York University School of Medicine and chief of Primary Care Internal Medicine at NYU. The most important part of his life is his family: his wife Ellen and their seventeen-year-old daughter Annarose, whom the couple adopted from Wuhan, China, when she was five months old.

Despite his long career, Mack isn't ready to wrap up his contributions to the medical field just yet. He has a couple of new projects in mind, including developing strategies for families with a loved one in a medical crisis and establishing an organization to support patients who feel underserved by their doctors.

Mack looks back on George School as a place where he developed his social commitment and proclivity to leadership, and where meeting for worship taught him the value of deep reflection. Most important though, were his relationships with his fellow students.

“I had just wonderful classmates. We pushed each other in a constructive and energetic way,” Mack says. For his fiftieth reunion, Mack wrote, “My sense of quality and what to expect from peers was strongly influenced by my amazing peers at George School. Four years in their intellectual and academic company truly readied me for anything.”

## Alumni Award Recipient: Sheena Wright '86



BY SARA DAYTON '05

As President and CEO of the Harlem-based Abyssinian Development Corporation (ADC), Sheena Wright '86 has dedicated the last nine years to developing Harlem's community and economy. Her commitment to service and empowerment, inspired in part by her time at George School, began at an early age.

Sheena's mother, Debra Fraser-Howze, set a powerful example: she was extremely active in her community, founding the National Black Leadership Commission on AIDS and motivating Sheena with her personal achievements and community advocacy.

"My mother's faith and commitment to family, community, and social justice were impressed upon me very early on, and are tangible notions that have guided me throughout my life," says Sheena. "She was and still is an influential force in my decision-making and inspires me at every point to work toward the betterment of my community."

Sheena's mother was also committed to providing Sheena and her older sister Tanya '85 with the best education possible. Debra's decision to send her daughters to George School played a major role in Sheena's personal growth and career path.

"George School was one of the most seminal experiences of my life," Sheena recalls. "To be able to come of age in such a supportive environment that was committed to social justice, with such a diverse group of amazing people, has had a profound impact on me. Because of that support and community I have a level of confidence and commitment that I will carry with me for the rest of my life."

After high school, Sheena majored in history and sociology at Columbia University, where she

also earned varsity letters for track and field and cross-country, founded the school's Pan African House, and was an executive of the Black Students' Organization.

Sheena spent a year as an editorial assistant for the *New York Times* in Washington DC, before going on to Columbia Law School. "Honestly, I went to law school because I was not exactly sure what I wanted to do in life," Sheena explains. "I figured a law degree would give me a good foundation to pursue a wide variety of opportunities, and it did! Studying law opened my eyes to the corporate business world while at the same time illuminating social justice principles."

After working as an associate at two New York City law firms and as the general counsel and executive vice president of business development for software company Crave Technologies, Sheena decided to turn her career towards community empowerment.

In 2002, she was named president and chief executive officer of ADC. ADC aims to improve the quality of life of Harlem residents by providing social services, increasing educational opportunities and civic engagement, and fostering economic revitalization.

"I wanted to make a difference in my community," says Sheena. "I wanted to have a tangible impact on people's lives and I wanted to feel fulfilled every minute of every hour of every day. I wanted to be challenged and have wonderful opportunities to grow. Working at ADC has fulfilled each and every one of those desires."

The corporation has doubled in size since Sheena started, significantly increasing its ability to serve community residents. Sheena initiated and oversees ADC's Displacement Prevention campaign, which acquires, rehabilitates, and maintains affordable housing in Harlem.

ADC is also committed to improving education in Harlem, in part through the ADC Education Movement. Under Sheena's leadership, ADC completed construction on the first public high school built in Harlem in over fifty years, the Thurgood Marshall Academy for Learning and Social Change.

Sheena remains grateful for George School's dedication to community and social justice, and her fondest memories are of South Lawn, where she spent "the absolute best times relaxing with friends, ruminating about life, plotting, scheming, dreaming, and playing. It is one of the best places on earth to grow, to live, to dream."

# *A Legacy of Giving: Remembering Barbara Dodd Anderson*

BY ANDREA LEHMAN AND ODIE LEFEVER

A lot has been written about Barbara Dodd Anderson '50, George School's longtime benefactor, who passed away in November 2010. And yet, the occasion of her death naturally calls for an examination of her legacy. In her over sixty-year relationship with the school, Barbara had a phenomenal impact on it. Her gifts, personal as well as monetary, have been felt in every corner of campus.

As Head of School Nancy Starmer says, "Barbara gave in gratitude. She believed George School was a very special place, where teachers believe strongly in students. Teachers cared for her and had confidence in her intellectual abilities, and she wanted to make sure that continued into the future."

Barbara's contributions to George School were always important, but they started small, with donations to the Annual Fund. In 1990 she made her first truly sizable gift that would make a continuing impact with the endowment of a faculty chair designed to attract and retain strong teachers. Barbara named the chair in honor of her father David LeFevre Dodd, a Columbia University economics professor, and she requested that the recipient would be "an accomplished senior teacher who demonstrates unusual strength in classroom teaching and personal values."

Dean of Faculty/Director of Studies Scott Spence describes the spending formula of the Dodd endowment as "a brilliant system," because it not only provides a stipend to recognize the work and commitment of a single chairholder, but it also distributes funds among all senior teachers so it is egalitarian in nature as well. Over the past twenty

years fifteen teachers have been honored by a one- or two-year chair appointment, and dozens of other senior teachers have benefited by increased compensation from the Dodd endowment.

The Dodd endowment fund also assigns a few thousand dollars each year to the chairholder to be spent at his or her discretion to benefit the mission of the school. When Pam Grumbach was chair from 2006 to 2008, she spent the funds each year to provide a series of up to six art-focused weekend field trips to venues from Washington DC to New York City. Norm Tjossem, a history teacher and the current Dodd chairholder, plans to use some of his chair funds to make the new History Department home, the renovated McFeeley building, an even more attractive and stimulating environment for the study of history.

Chairholders also use monies for causes beyond their own departments, routinely funding assembly performers and student travel for service trips or conferences. Current Science Department Head Polly Lodge funded a series of dialogue sessions about the Middle East and, with two other recipients, merged chair funds to purchase furnishings for the Retford Community Lounge. Math teacher Mary Dart bought history maps and orchestra instruments.

As time passed, Barbara turned her attention toward providing tuition assistance for students with demonstrated financial need. In 1993 she established the Barbara Dodd Anderson '50 Financial Aid Endowment. Later, in 1996, the fund was reconstructed as a recognition scholarship to

**“We all knew that Barbara had given us an experience whose worth was far greater than the dollar amount of the tuition she funded. She had really given us our futures.”**



be considered regardless of financial need and renamed the Barbara Dodd Anderson '50 Scholarship. Initially four \$10,000 scholarships were awarded each year for new boarding students. In 2007-08 the scholarship increased to \$15,000, approximately one-third of a boarding tuition.

Anderson scholars, like Dodd chairholders, are selected based on both classroom achievement and character, as they must be “socially involved, respectful towards others, and committed to academic excellence.” In any single year, as many as sixteen students receive this merit scholarship.

“I think it’s common for Anderson scholars to have an instant and abiding sense of the magic of George School,” says Jasmine Bailey '01, one of the program’s first scholars. “We all knew that Barbara had given us an experience whose worth was far greater than the dollar amount of the tuition she funded. She had really given us our futures.”

Noorjahan Akbar '10, from Afghanistan, points to the scholarship’s potential to affect more than the recipient. “They pick people for the scholarship who, if given a chance, will do something important and give back to their community.” In Noorjahan’s case, her goal is to get a great education in the United States and then return home to help women in Afghanistan.

Recent female boarding students benefited from another gift from Barbara. In 2003, Barbara gave a major gift for the renovation of Main dormitory where she lived from 1947 to 1950. That gift and the gifts of others helped transform a monolithic Main dorm into three separate, age-

segmented dorms, West Main, Central Main, and East Main. This new configuration resulted in facilities that better meet the developmental and maturity needs of each age group.

The entire school community benefited from Barbara’s 2006 lead gift for the Mollie Dodd Anderson Library, which opened in 2009. The gift not only made the larger, technologically advanced, and environmentally friendly facility possible, it also transformed the role of the library to what its director, Linda Heinemann, refers to as “a place of community-building, collaboration, and exploration. Housing the Religion Department, IB program office, and learning center, the library is integral to everything. We work in a web of connectedness.”

That web extends to the dorms, where Campbell head Norm Tjossem reflects, “Now that we have more space for more students to study in the library, our study environment in the dorm has improved. Anywhere from eight to a dozen boys sign out to the library each evening at study hall time. This means that many boys in the dorm have their rooms to themselves and are less likely to be distracted.”

In 2007, Barbara astonished the school community by announcing her intention to create a charitable remainder trust which will provide the school with \$128.5 million by 2027. To date, the trust has paid out \$5 million each year. “Eighty percent of that amount goes directly to endowment, with the income split between financial aid and compensation for the faculty and staff,

**Though Barbara’s charitable lead trust is often referred to as a transformative gift, at the heart of all her gifts is the desire to keep and enhance what George School has always done well since she was a student—providing an atmosphere of challenge and support.**

for whom she clearly had so much affection,” says David Bruton. Twenty percent, or \$1 million, provides \$100,000 for the Annual Fund and the balance is used for physical plant projects, sustainability initiatives, financial aid, and faculty and staff compensation.

“The \$15.5 million that the school has received to date from the Anderson charitable lead trust has made an amazing difference to George School. With it, the school has been better able to weather the recession than most other independent schools,” explains Business Manager Cynthia Coleman.

Though Barbara’s charitable lead trust is often referred to as a transformative gift, at the heart of all her gifts is the desire to keep and enhance what George School has always done well since she was a student—providing an atmosphere of challenge and support. David sees the gift as allowing George School “to set itself apart as a distinctive Friends school. These things won’t change the school in its fundamental values or mission. It will only go to making it better.”

Barbara’s final gift to George School was a surprising \$30 million unrestricted bequest that the school will receive in 2011. In deciding how to spend the bequest, the George School Committee considered what meant most to Barbara—the students, the faculty, and the sustainability of the school.

Nancy comments, “In keeping with Barbara’s desire to ensure the future of George School, the bequest makes it possible for us to accelerate the implementation of our top two strategic priorities—faculty/staff compensation and enhancement of athletic facilities—so that they will benefit faculty, staff, and students sooner than we had previously imagined. As a result, we will also be able to consider the other elements of our Strategic Plan sooner than expected. All of these developments will ensure the excellence of a George School education for future generations of students.”

The George School Committee earmarked half of Barbara’s \$30 million bequest for endowment, with income slated to raise faculty and staff salaries to the top quartile of independent schools. The remaining \$15 million will be directed toward athletic facilities which will give the school a head start on raising the funds needed for proposed athletic facilities improvements which are estimated to total approximately \$25 million.

“With the help of gifts from other alumni, parents, and friends added to Barbara’s bequest,” says David, “we can now envision our students using the new athletic facilities within the next three years.”

Reflections of Barbara paint a picture of genuineness and integrity. “What struck me,” remembers Linda, “was how down-to-earth and kind and gentle she was.”

Jasmine reflects on the depth of Barbara’s commitment to George School and the students she helped, “In her decision to give to George School, she was, whether she articulated it this way or not, acting out the Quaker principles of bearing witness, service, simplicity, and minding the Light.”

Alcora Walden ’01, also one of the first Anderson scholars, continued her friendship with Barbara after her graduation and “felt that Barbara was interested in what we were doing throughout our lives.”

Indeed it was the people of George School that Barbara felt most strongly about. Her greatest connections were with students and teachers, with whom she corresponded and whose photos she displayed in her home.

“I am so thankful for the opportunity to have known Barbara, and for the very many things she did for George School,” says Nancy. “She set an extraordinary example of a humble and generous life.”

BRUCE WELLES



## A Quiet Success: Nancy Starmar's First Ten Years

BY SONYA ARONOWITZ AND SUSAN QUINN

When George School opened for the 2010-11 school year, Nancy Starmar quietly celebrated her tenth year as head of school. In the first decade of her tenure, Nancy oversaw a major curriculum review, the formation of a new campus master plan, new initiatives directed at sustainability and environmental stewardship, the construction and completion of a new campus library, and the largest donation to an existing independent school in the nation's history.

Before coming to George School, Nancy was a visiting scholar at the Wellesley Centers for Research on Women and a visiting practitioner at Harvard Graduate School of Education during a sabbatical from Milton Academy, in Milton Massachusetts, where she spent twenty-seven years as a faculty member and administrator. During that time, she studied the issues of diversity and community, completing research for her thesis, "Reconciling Diversity and Community," which was included in the 2001 Friends Council on Education publication *Schooled in Diversity*.

"My research project is an attempt to help schools that have made a significant commitment to diversity as they move toward the next phase of

that work," Nancy told a *Georgian* writer. "I've discovered that reconciling diversity and community requires a shared purpose that clearly exists at George School. Not many schools are in that position. This is very exciting to me."

In the fall of 2002, Nancy initiated a major curriculum review at George School. The review, which spanned five years, resulted in changes that included a new core curriculum, a new set of graduation requirements, significant additions to the school's International Baccalaureate offerings, the introduction of Mandarin Chinese and a half dozen other new courses, a change in the way students are grouped in classes, and even a new daily schedule. The review process added ongoing professional faculty development around new research into learning and the brain, and twenty-first century pedagogies.

"The faculty's understanding of the nature and obligations of communal decision making was key to the success of the review," says Nancy, expressing gratitude for the faculty members' openness to discussion and compromise throughout the process.

Nancy, who became a member of Newtown Monthly Meeting in 2005, was well aware of the

**“The ‘magic’ of George School—the trust, respect, curiosity, openness, and good humor that are the foundation of this culture—are as evident now as they were ten years ago.”**

importance of Quaker values in her role as head of school and in the George School community at large. Before even completing the interview process at George School, she realized that many of those values were already present in her life.

In 2003 she told a *Georgian* writer, “I have been very much aware, in my role as head of school, of how different and how powerful the Quaker decision-making process is.” Nancy’s account of the tangible ways in which these values shape the nature of discourse at George School became part of the Friends Council on Education publication *Readings on Quaker Pedagogy*, a volume that is used to orient new faculty at George School and in a number of other Friends schools.

Nancy also has been at the forefront of the school’s efforts to become a leader in environmental sustainability. Under her guidance, changes initiated by the Food Service Department, the Physical Plant Department, and the Arboretum Committee, among others, helped the school become a model in environmental sustainability.

In addition, George School reevaluated plans for its new campus library, integrating sustainable design elements and materials. After its completion in 2009, the Mollie Dodd Anderson Library earned gold-level certification under the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) Green Building Rating System. George School also published its first Sustainability Report following the 2007–2008 school year.

In September 2007, Barbara Dodd Anderson ’50 donated a record-breaking \$128.5 million to George School—the largest single gift to an existing independent secondary school in the United States. In press conferences and interviews, Nancy emphasized that much of the donation would go towards financial aid and faculty compensation, to strengthen George School’s commitment to

socioeconomic diversity and an outstanding faculty.

In January of 2009, Nancy was awarded a fully-funded fellowship to the Klingenstein Center for Independent School Leadership for the 2009 Heads of School Program. The Klingenstein Center, located at Teachers College, Columbia University, selects twenty heads of school annually based on outstanding accomplishment or potential for excellence. During a two-week program, participants (independent school heads from the United States and abroad) examine educational issues and policies facing independent school educators.

David Bruton, clerk of the George School Committee, congratulated Nancy, saying, “We are delighted that Nancy will have the honor of taking part in this distinguished program. The Klingenstein Center is known for its dedication to the quality of independent education, to collaboration and teamwork, and to social justice and diversity. Its philosophy is an excellent match for George School’s Quaker values and academic rigor.”

While her accomplishments during her first decade as head of school are significant, in a letter to George School parents in January 2010 Nancy writes, “it’s actually the unchanged aspects of George School that make me the most proud as I reflect back on the past decade.

“The ‘magic’ of George School—the trust, respect, curiosity, openness, and good humor that are the foundation of this culture—are as evident now as they were ten years ago. That this is true despite the very anxious times in which we live is a testament both to the quality and commitment of our faculty, and to the generosity, sensitivity, and reliance of your children.”

Indeed, both the constants and the changes during Nancy’s tenure stand as a testament to her skills as a leader and an educator, and a suggestion of her future achievements at George School.

# Campus News & Notes



BRUCE WELLER

## Renovated McFeely Opens

George School students are learning history in seven new, high-tech, and eco-friendly classrooms now that the renovated McFeely building has opened for classes with the start of the new school year. A seven-month green renovation has transformed the McFeely building, once the school's library, into the home of the History Department.

The renovation strove to maintain and complement the design of the building's original architect, Charles Hough, a 1944 George School graduate. The building's purpose, though new, also bears a connection to McFeely's past. The structure's namesake, Richard H. McFeely (1904–1966), was once a George School history teacher. Known to students as “Mr. Dick,” Richard McFeely also served as George School's director of studies before becoming the school's fourth head of school, a position he held from 1948 to 1966.

## Four Days Celebrate Dr. King

George School was in session on January 17, 2011, for its twenty-second annual all-day commemoration of Martin Luther King Jr. Day. The celebration was expanded this year to include a full weekend of student activities on January 14 through 16. Unity Weekend explored Dr. King's message of multiculturalism, diversity, service, and peace.

The King Day events on Monday centered on the documentary *The Prep School Negro*, which addresses the internal struggles of students of color from lower-income backgrounds who attend independent schools. The film's director and producer, Andre Robert Lee, participated in a question-and-answer session with students. Workshop sessions later that day encouraged participants to discuss the themes of the documentary.

Unity Weekend events included a variety of service and community-building activities. Students hosted a dance with the Miracle League of Northampton Township, an organization that provides opportunities for individuals with mental and physical disabilities to participate in sports. They also participated in a community service trip to KIPP DuBois Collegiate Academy in Philadelphia.

## Literary Journal Features GS Teacher

George School English teacher Terry Culleton is the Featured Poet in the latest issue of the *Schuylkill Valley Journal*, a biannual literary magazine of poetry, short fiction, essays, and commentary. In the editor's note, Publisher and Editor Peter Krok describes Terry as “a master of craft and a poet of exceptional range.”

JOHN GLEESON '06



### Winter Term Sports Highlights

*Wynn Reaches 1,000-Point Milestone.* Senior captain Kirk Wynn scored a 3-pointer in the third period to record his 1,000th point in the varsity boys' basketball game against The Phelps School on January 29, 2011. Surrounded by his teammates and family, Kirk was presented with a ball to commemorate his achievement at the end of the game.

*Loescher Wins Friends League Title.* Freshman Grant Loescher won his first Friends Schools League (FSL) swimming title for the 100-yard backstroke at the FSL Championships held at Swarthmore College on February 12, 2011. Grant, although new to the backstroke event, finished in 59.45 seconds. Both the boys' and girls' varsity swimming teams finished the season 5-1 in the league.

*Winter Track Takes Yale by Storm.* George School's varsity winter track teams broke several indoor school records and the girls' 4x400 meter relay team, Allie duBoulay '12, Emily Mapelli '12, Chrissy Haney '12, and Priscilla Wiggins '12, took first place at the Yale University High School Invitational in New Haven, Connecticut, on January 21, 2011. They broke the indoor record and qualified for the Pennsylvania State Indoor Championship. The boys' 4x400 team of Desi Smith '13, Kyle Conklin '11, Oliver Brady '11, and Richie Schulz '11, placed sixth in their division and set a new George School indoor record.

*FSL All-League Team Honors.* Eleven George School athletes representing basketball, wrestling, and swimming were honored on the Friends Schools League's roster of winter 2010-11 all-league teams. In girls' basketball, Stephanie Heys '12 was named to the first team. In wrestling, first team honors

went to Tommy Lodge-Yanez '12, Cyrus Vakili '13, and Rex Roskos '11; Aidan Greer '14 received an honorable mention. In girls' swimming, first team honors went to Chesa Sacchi '14 and Ali Sacchi '14; Gabi Griffin '11 received an honorable mention. In boys' swimming, first team honors went to Grant Loescher '14 and Keenan Halpin '12; Vladi Highland '11 received an honorable mention.



CALEB SAVAGE '11

### Grease Debuts at George School

George School Musical Theater and Stagecraft students performed *Grease*, one of America's favorite musicals, on February 18 and 19, 2011.

Theater teacher Maureen West noted that *Grease* is about the energy of youth as well as about the style and energy of the music and dancing. "I think kids today can really relate to self-expression through their music."

Harry Rosenthal '12 played the hip Danny Zuko and Julie O'Mara '11 played the wholesome Sandy Dumbrowski. Danny and Sandy, who enjoyed a summer romance, are surprised to find themselves both at Rydell High. During the school year, they work to resolve the problems caused by their mutual attraction, with the teasing and support of their friends, the Burger Place Boys and the Pink Ladies.

"One of the challenges of this play is to find dimension to our characters," said Liz Reynolds '11 who played Rizzo, one of the Pink Ladies. "I have had to work very hard to make sure my actions are cohesive and not just play a stereotype."

Ryan Krockner '11 played Kenickie, Rizzo's boyfriend and Danny's best friend. He performed "Greased Lightning," one of the cast's favorite songs from the play. Ryan has been part of the musical production cast each of his four years at George School. "I remember when I was a freshman and a sophomore how helpful the older cast members were to me," said Ryan. "I try and fill that role now for our younger cast members now that I am a senior." To turn George School 2011 into Rydell High in the

1950s, Scott Hoskins and his stagecraft class, who are responsible for set design, lighting, and sound, worked to make the show very one-dimensional visually, almost cartoonish, so that it resembled a rendering in a photo album or a diary.



PAT RENSHALL

### *IB Science Students Conduct Energy Experiments*

Do you know if goldfish breathe more quickly at higher temperatures? If caffeine affects mouse activity levels? Or if faster noises change the oxygen consumption of hamsters? Just ask one of the forty-five George School International Baccalaureate (IB) students who studied these and seven other energy-related questions at the IB Science Retreat on January 14 and 15, 2011.

The students, who are enrolled in George School's IB classes in biology, physics, and environmental science, conducted group research projects in which they designed and implemented experiments around the common theme of energy.

"What's so good about the retreat is that students are doing real science, observing, measuring, waiting, and theorizing," explained Polly Lodge, head of George School's Science Department. "They work from start to finish, beginning with a question and finishing with presenting their results."

### *George School Celebrates Chinese New Year*

Bidding good-bye to the Year of the Tiger and hello to the Year of the Rabbit, George School Chinese language students and their Chinese and Taiwanese schoolmates celebrated the Chinese New Year on February 1, 2011 with poems, songs, food, a variety of traditional games, a short play, and dance.

The event was a collaboration of the approximately eighty students in the school's Chinese Club, both those who are currently studying Chinese and

those for whom it was their first language. "Our New Year celebration is a good way to learn about Chinese culture and to make connections and friends between students in Chinese classes and native speakers," said Chinese teacher Ning Yuan Yu.

### *Students Recognized at Model United Nations Conference*

Thirty-eight George School students and two faculty advisors joined 2,200 others from around the world at the Ivy League Model United Nations (ILMUN) Conference at University of Pennsylvania in Philadelphia, Pennsylvania. Four days and countless committees later, the students returned happy with their performance, with three students—Arne Nelson '13, Dan Simon '13, and Sabrina Verleysen '14—receiving verbal commendations at the closing ceremonies.

Club members researched the UN committees on which they would serve and wrote position papers on the topics to be addressed. Committees include both standing UN committees and so-called crisis committees, dealing with real or hypothetical world problems.

"Model UN helps you understand the world from a different perspective by showing you, not only the magnitude of the issues, but also how you can possibly solve them," says Arne Nelson '13.



CALEB SAVAGE '11

### *Live Music Weekend Showcases GS Talent*

For two nights, George School's McFeely building became a black-lit, jam-packed club that pulsed with music at historic volumes. The 2011 incarnation of Live Music Weekend, a longtime George School tradition run by student organization Goldfish 'n Java, was held on January 28 and 29, 2011 and was by all accounts a huge success.

About twenty acts—ranging from an a cappella group to rappers, acoustic duos to big electric bands—took to the McFeely stage for a total of ten hours on Friday and Saturday nights.

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PHOTOS: **Inside Back Cover:** "Students Gather for Meeting for Worship, 1997" is a photo from the new *Our History* website. Please help us identify the people in this photo and other photos online at [www.georgeschool.org/history](http://www.georgeschool.org/history). **Back Cover:** McFeely Library became a new history classroom building, following a seven-month, green renovation. It will be dedicated on May 13, 2011. (Photo by Bruce Weller)



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