

# Georgian

## Career Day 2003 — Choosing A Path

BY CRISTINA LUCUSKI

She cocked her head to one side and, with a wide grin spread on her face chortled, “Like, oh my God! Like, that is so cool. You know, like, I could do my whole, like, speech talking like this!” In an auditorium filled with more than 200 George School students, Emmy Laybourne ’89 mimicked the character she played in the 1999 comedy *Superstar*.

As one of 13 career workshops offered to students on April 7, 2003, Emmy’s presentation of her career as an actress was lighthearted and funny, holding the attention of the student audience for nearly an hour.

Always interested in comedy, Emmy joined an improvisational comedy troupe while she was a student at Vassar College in Poughkeepsie, NY. Upon graduating from college, Emmy landed a job with an improvisational troupe. “When I started getting paid for doing improvisation, I thought, ‘wow, I can get paid to do this.’” That’s when she knew comedic acting would become her ultimate goal.

A lot of hard work eventually landed her a supporting actress role in *Superstar*. She later did a one-year stint working on the NBC sitcom *DAG*, playing a Secret Service agent. Her second film *The In-Laws*, released Memorial Day 2003 weekend, included co-stars Michael Douglas and Albert Brooks.

Emmy told the student audience that the most important thing in life is to be yourself. She then quoted a line from the movie *Field of Dreams*, “If you build it,

they will come.’ It’s up to you to make your art, whatever it may be, and do the best that you possibly can. If you are doing something that you believe in, then people will come and pay good money to see it.”

Besides Emmy, there were several other alumni, parents and friends who gave workshops. Antonio (Tony) Pierre Jackson ’71 and Marie Hooper Jackson ’73, both alums and parents ’03, talked to students about their respective careers. Tony, an attorney, described his private legal practice, and Marie spoke about her experiences as an obstetrician, gynecologist and certified menopause specialist.

Dickson Sorenson, parent ’04, talked about his work shooting photography and film for famous commercials, celebrities, movies, and concerts. Amanda Sozer, parent ’06, shared her experiences of providing expertise, education and management for DNA identification issues. Helicopter designer and manufacturer Franklin Carson, parent ’04, explained how he built his first helicopter from spare parts and started his business with the profits. Luke Titus, parent ’03 and ’04, a program manager, spoke about his role in the design and production of spacecraft systems, subsystems and components. Lou and Amy Grossman, parents ’05, illustrated the role of a public relations firm in crisis communications and strategic communications planning.

Kingdon Swayne ’37 gave a presentation to over 50 students who were interested in learning about his career.

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Emmy Laybourne '89 was happy to be back on campus to give a career workshop and to see that her favorite teachers were still here.

“...If you are doing something that you believe in, then people will come and pay good money to see it.”

### INSIDE THIS GEORGIAN

#### A QUAKER IN THE MILITARY

A pacifist reflects on a special government mission.

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#### AN ENVIRONMENTAL CHARGE

Owning an electric car helps an activist demonstrate concern for the environment.

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## A Quaker in the Military: Reflections of a Pacifist Among the Warriors

ADAPTED BY REBECCA WILKINSON

**A**fter a twenty-year career as an applied mathematician, Quaker Loren Cobb '66 wrote a paper on catastrophe theory that caught the attention of the CIA. So much so that a CIA recruiter took him to lunch and offered him a job as an analyst. Loren turned down the job offer but was soon approached by the US Office of the Joint Staff. This time, Loren accepted the position and began analyzing simulations of the Soviet Union's invasion of Europe. He ultimately helped confirm a preexistent military theory: the use of tactical nuclear weapons during military conflict leads to a rapid escalation and nuclear holocaust. The military was impressed and Loren was offered a contract to provide mathematical simulation

"I prefer to work with the institutions whose weaknesses cause the problems in the first place: court systems, legislatures, civil services, militaries, police, unions, political parties, organized religions, and education systems."

support for military exercises in UN peacekeeping and complex humanitarian emergencies.

Loren has used his time working with the military and the UN to examine and reflect on the social elements that contribute to instability and violence on nation-

al levels. He writes, "I have come to believe that war has causes on three levels: personal, psychological and institutional. The most direct and immediate cause of the outbreak of war is an institutional failure, a breakdown at the highest level that occurs within the institutions responsible for conflict resolution."

At a personal level, Loren states, "People can be swept up in war enthusiasm, or they might support a war out of a desire to achieve a goal as rapidly as possible, through sheer mili-

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Loren Cobb '66 believes that the following statement by Mahatma Gandhi bears close study: "Man for man, the strength of non-violence is in exact proportion to the ability, not the will, of the non-violent person to inflict violence."



Matthew Wilkinson Crocker '94 is a captain in the US Marine Corps and a C-130 Hercules pilot. During Operation Iraqi Freedom this spring, he flew 37 combat support missions in 25 consecutive days. He will receive seven medals, including three Air Medals and two Navy Achievement Awards. The *Town Journal* of Allendale, NJ, featured Matt in a January 2003 cover story highlighting his lifelong interest in Navy and Marine flying. Matt's father served in the Army in Vietnam in 1969. Matt's paternal grandfather was a bomber pilot in World War II. His maternal grandfather served in Europe in World War II as well.



David E. Bassert Jr. '70 (shown here with wife, Linda) is currently deployed in Baghdad. A colonel in the US Army Reserves in the specialty of Civil Affairs, Dave is coordinating the humanitarian aid the Army is providing in the Baghdad region. Before relocating to Baghdad, Dave had been in Umm Quasr setting up distribution lines for food and aid to flow into the country. Dave's son Daniel is an Army sergeant on active duty, currently flying Hunter UAV reconnaissance planes, while deployed to Mosul in the north.

## How is George School Addressing Issues of War and Peace?

BY HEAD OF SCHOOL NANCY STARMER

**A**t George School this year we've been working hard to promote knowledge and understanding about the war in Iraq and the issues surrounding it, and to help our students sort out their often conflicting feelings and opinions. Much of this work has taken place in classes, in meeting for worship and in informal conversations, but there have also been several student- and faculty- initiated programs organized around these issues.

**Fall Assembly Series.** Last fall, George School hosted a three-part assembly program featuring:

- Mary Ellen McNish, Executive Director of the American Friends Service Committee,

who reminded us of the Friends' peace testimony and addressed some alternatives to violence against Iraq and against the threat of terrorism;

- Scott Simon, journalist and *National Public Radio* host, who gave a thoughtful and challenging presentation to our students analyzing what he sees as our responsibilities in Iraq and discussing his own journey from someone who embraced pacifism to someone who supports war with Iraq;
- Robin Wright, *Los Angeles Times* correspondent and author of books on militant Islam, who presented a scholarly overview of Saddam

Hussein, Osama Bin Laden, the rise of militant Islam, and the relationship of all of these to the growing conflict with Iraq.

**Young Friends-Sponsored Activities.** This winter, our Young Friends group organized 80 students, parents and faculty to attend an anti-war protest in Washington, DC. Young Friends also sponsored George School's participation in the Friends School Day of Peace held on February 23 in Philadelphia.

**Voice to Voice, or Kol L'Sot.** Initiated by George School teachers Polly Lodge and Jackie Coren, this program — focused on creating dialogue about issues related to the Palestinian-Israeli conflict

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## Anne Thomas Moore: Peace Activist With an Environmental Charge

BY ANN LANGTRY

**B**ehind the quiet walls of The Hickman, a Quaker retirement facility in West Chester, PA, Anne Thomas Moore '47 and her husband Tom make their modest home. Yet if you enter their world, you will soon discover why this is no ordinary senior couple. For instance, there is Anne's large loom situated prominently in their apartment. Look further — and yes, that is their electric car being charged. Ask them about how they spend their spare time, and a deep commitment to achieving international peace bursts forth in the Moores' explanation of their part in a growing international group known as the Nonviolent Peaceforce.

Anne and Tom are active Quakers with special passions for both the environment and world peace. Using the electric car, Anne says, "allows us to put our environmental beliefs into practice." She was raised with an awareness of electric cars. A great aunt, Martha Amoss Thomas, a former George School Committee member, owned an electric car in the early 1920s, as did Anne's grandmother.

Today, the Moores are members of the Eastern Electric Vehicle Club, an organization that was instrumental in helping them locate the company that built their first three-wheeled electric

vehicle in 1991. "My husband is 6'6" and they needed to alter the design of that early model to allow for more headroom," explained Anne. The car's unusual shape drew lots of attention and the Moores found themselves describing the benefits to everyone who asked about it. "We had to be careful not to be too smug," said Anne, pointing out how the electric car creates less pollution, is more energy efficient, is virtually silent but for the sound of rotating tires, and causes less vibration, thereby extending the life of the vehicle. The only major cost is occasional battery replacement.

The Moores now drive a converted Dodge Colt that runs on eight batteries and can speed along up to 55 miles an hour. "Many of today's electric car owners start with a regular combustion vehicle," said Anne. "The engine and gas tank are removed and replaced with an electric motor, controller and new wires." Anne describes the "hybrid" car that is growing in popularity as "a real breakthrough," citing the Toyota Prius and the Honda Insight as examples, both of which have a combination of electric motor and combustion engine.

Concern for the environment is just one of the Moores' special causes. Their activities in connection with the Nonviolent

Peaceforce also take up much of their time. "The mission of this organization is to build a trained, international civilian peaceforce committed to third-party nonviolent intervention," says Anne. The group's pilot project in Sri Lanka is scheduled for later this year. Anne is quick to mention that the Philadelphia Area Affinity Group of the Peaceforce was initiated by Clarkson Palmer '47, a George School classmate. After extensive recruitment and training, the Nonviolent Peaceforce enters into a country's conflict situation at the invitation of local groups. According to the organization's

informational website ([www.nonviolentpeaceforce.org](http://www.nonviolentpeaceforce.org)) their work involves deployment of "hundreds of peaceworkers to protect human rights, prevent violence and enable peaceful resolution of conflict."

While the peaceworkers are active in a specific location, "the members of Affinity Groups around the world will relay information to appropriate governmental officials if there are human rights violations or other matters needing immediate attention," according to Anne. The Moores help the Nonviolent Peaceforce with local fund-raising efforts and provide support for any peaceworkers who are recruited from this area.

Peace activism, environmental conservation, Quaker ideals. Anne Thomas Moore and her husband Tom couldn't be happier as they remain active in all three. ●



Tom Moore

Anne Thomas Moore '47 can be seen driving this electric car to the many board meetings she attends. Currently she is clerk of the General Services Standing Committee of Philadelphia Yearly Meeting.

### A Quaker in the Military...cont'd from page 2

tary force." On a psychological level, childhood abuse and neglect leave scars that lead to easy acceptance of institutional violence in adulthood. Loren credits Quakers with the positive impact they have had on these first two areas by being role models for pacifism and for working to eliminate slavery and domestic violence.

It is in the last area, the institutional level, where Loren believes that "Quakers are conspicuous by their absence." While Quakers and Quaker-based organizations such as the American Friends Service Committee are extremely

effective in working with the victims of conflict, they seldom focus on restructuring the institutions that failed to resolve the conflict before the outbreak of violence. Loren states, "I prefer to work with the institutions whose weaknesses cause the problems in the first place: court systems, legislatures, civil services, militaries, police, unions, political parties, organized religions, and education systems."

Loren's vision of future success includes an atmosphere of global cooperation and stabilization where appropriate international action — up to and

including UN-sanctioned governmental reform, backed by the threat of military intervention — is taken to preempt the need for civil wars and wars between sovereign nations. He writes, "I think it is beginning to dawn on the international community that before-the-fact preventive UN action can save literally millions of lives a year, at far less cost, compared to what we are able to achieve now." ●

### Addressing Issues...cont'd from page 2

— met four times this spring. The program was open to all members of the GS community and was facilitated by Lisa Santer, a founding member of the Jewish Dialogue Group and representative of the National Coalition Building Institute.

#### Students and Faculty Speak.

Ten George School students and faculty presented their perspectives and opinions about the war with Iraq at an all-school assembly in Walton Auditorium in April. The presenters expressed a range of opinions, raised important questions, and were met with attention and respect by all members of the audience. ●

## UNC's Thomas Wolfe Scholarship Awarded to '03 Graduate Hannah Poston

BY ANN LANGTRY

**S**he moved an assembly of teachers and students to tears with an impromptu speech immediately after September 11, 2001. She sought out every possible writing opportunity during her four years at GS and won awards and recognition along the way. So in spring 2003, when the scholarship committee at the University of North Carolina at Chapel Hill awarded Hannah Poston '03 the Thomas Wolfe Scholarship, providing full, four-year financial support for her "exceptionally focused literary ability and promise," it came as no surprise to those who know her well.

"The streets of Hannah's poems are lined with gold," said Terry Culleton, George School teacher and former poet laureate of Bucks County. "It takes courage for a young writer to project her voice as confidently into the world as Hannah does and it takes courage, too, to focus her energies so single-mindedly on an art as technically obscure as poetry."

The Wolfe Scholarship is offered by UNC-Chapel Hill to one incoming freshman each year and is based solely on writing. "I always have my radar out for opportunities for writers, and I found out about this scholarship during my junior year," said Hannah. She submitted about 50 pages of her work — "mostly poetry, with one short story" — and after a personal interview with the judges, Hannah learned the good news. She is the second recipient of this annual writing scholarship.

How did her GS career help to nurture Hannah's writing abilities? "Teachers are always willing to meet outside of class with students, even to talk about something unrelated to class, like my poetry. Larry Leverett, Stephanie McBride, Ralph Lelii, and Terry Culleton have all helped me immeasurably as I've worked to develop as a writer."

Hannah's unique set of youthful experiences also fostered her emerging perspective. From 1993 to 1996, her family lived in a small

village in East Jerusalem in the West Bank. Hannah's parents (Catherine Peck and George School teacher Chip Poston) were doing peace and reconciliation work with Palestinians and Israelis. Later, she traveled to Russia on a brief exchange program. "Most of the world does not live as we do, and I learned that at a very young age. I'm thankful for these experiences, because they spur me to want to explain or express my feelings about the world, and inevitably that expression is writing."

Although she knows she will miss her family, Hannah is excited to be going off to college. "UNC is a huge school, which is what I want. I've gone to tiny schools all my life. One can only start to discover one's identity when separated from the familiar. I want to talk to people with a sense of the world that is totally different from my own, which is why I love to travel so much."

Poetry is also one of Hannah's passions. "I have been writing and reading mostly poetry for the past year. I like poetry because it has to be tight. Writers get away with a lot in novels that they couldn't get away with in poems. In a poem, an extraneous line or a not-quite-right word sticks out and begs to be fixed." She enjoys writing in general because of her belief that the written word can be a powerful tool. "I know poems and books can affect lives, because they have affected mine."

Yet it is the craft and the technique that intrigue her. "I do it because I get ideas. I like the writing, the rewriting, and I like the end product. I do it because I feel that if the world is ever going to listen to what I have to say, it's going to be because I can communicate through writing." ●

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Bonnie Bodenheimer

Hannah Poston '03 returned to the Middle East in June 2003 as part of the George School-sponsored, 17-day Listening Pilgrimage.

### Career Day...cont'd from cover

Kingdon served as a career diplomat in the US Foreign Service in East Asia after he volunteered to learn Japanese. Kingdon was recruited by workshop planning committee member Vince Murphy '03 who was curious about the man who had his name carved in granite on Red Square as a donor from the Class of 1937. Erik Falk '05 recruited his family's friends, Carolyn and Rick Waghorne, parents '99, to talk about how they selected small companies to buy and to explain

how important philanthropic efforts are to them.

"The overall goal was for students to learn about careers that they are not normally exposed to," said career workshop committee chair Lisa Dayton, parent of Sara '05. "Kids are really interested to learn about the process of pursuing career goals and the path they have to take to follow in a certain career. Career workshops give them this opportunity." ●

## A Greek Perspective on American Student Life

BY CRISTINA LUCUSKI

**W**hen Alex Germanacos '03 starts to feel nervous, he eases his tension by retrieving his silver worry beads from his pocket and mechanically flipping them over the top of his hand and massaging each bead between his fingers. Alex, a boarding student from Greece, flips the beads so methodically that it soothes and relaxes him.

"This is a Greek remedy for stress and anxiety performed mostly by the men," Alex explained. Called Komboloi in Greek, these worry beads usually contain 16 to 20 beads that can be made of marble or even silver, strung on either leather, string or a metal chain with one bead tied and set off and usually adorned with some kind of pendant or tassel.

Using his worry beads was one culturally Greek thing that he did on a regular basis while attending George School. For Alex, adjusting to American culture was a challenge. "It's hard to feel that you are keeping your loyalty to your country when everything you do is American," he said. During his first year at George School, he was a little bit shy when talking to people. By his senior year, he found it hard to stop. Alex enjoys learning about people and maintaining relationships. "I think it is important to be yourself and take initiative," he added.

Alex's strong relationship skills served him well as both a prefect, supervising a hall of junior and senior boys in Drayton dorm, and as a student council senior class representative. He was also the assistant junior varsity basketball coach and a stagecraft member, working on lighting, scenery, properties, sound, make-up, and stage management skills for GS student performances.

Alex values the lessons he learned at GS. He admits that he had to learn to cope with his new environment. "I really value the way [George School] makes you think deeply and how you learn to voice your opinion," he explained, "especially, the sense of open-mindedness towards new issues and cultural differences." ●



Bob Krist

**Although Alex Germanacos '03 has graduated from GS, he will be surrounded by a lot of the same Quaker values as a freshman at Earlham College this fall.**

**"I really value the way [George School] makes you think deeply and how you learn to voice your opinion...."**

**"MY NEW LIFE GOAL IS TO BE REBORN AS A GS STUDENT"**

— GSC Member

The annual class visitation by George School Committee members took place this year on April 11, 2003. Committee members attended whichever classes they wished to visit, beginning, if they chose, with an 8:00 a.m. class. At 9:50 a.m., they attended assembly with the entire student body. Lunch followed, and they continued with classes until the end of the day.

This year, for the first time, the visiting GSC members were invited to a debriefing meeting in Head of School Nancy Starmer's office. A new practice suggested by the GSC last year, the wrap-up time allowed visiting members to share their experiences with one another rather than go their separate ways at the end of the day.

"It was extremely gratifying to hear the positive comments from our visiting committee members," said Nancy. "They appreciated the warm welcome by our faculty and students. I took notes during our closing meeting so that I could share their reactions with everyone." What follows are a number of the comments by GSC members Deborah Spitalnik, Betsy Eschallier, Tacie Yerkes Trull '74, Joe Evans, Jackie Bowers, and Cindy Sussman.

*"I have two new books on my list to read this weekend."*

*"The assembly was fantastic [all agreed with this comment] and I really liked how the students responded to their peers and to the adults who gave announcements."*

*"What comes across so strongly is how much GS teachers love their students."*

*"I thought it was great that the last two questions on the freshman English quiz had to do with current events."*

*"There is a balance of accountability for detail and ease of interchange that makes the classes rigorous but relaxed."*

*"I was impressed with the level of inquiry and also with the engagement of the students — even the couple who clearly didn't want to be engaged!"*

*"There is a wonderfully non-judgmental tone in GS classes."*

*"Adults clearly manage behavior here but it doesn't seem effortful or adversarial. This must come from the effort you've all taken to teach mutual respect."*

*"The day just made me want to come back Monday to see what happens next!"*

**NOTE: Pages removed from this document to protect the privacy of GS alumni.**

**Alumni may login to the alumni community at <http://alumni.georgeschool.org> to view the full version of this issue.**

## Diverse Groups Get Along

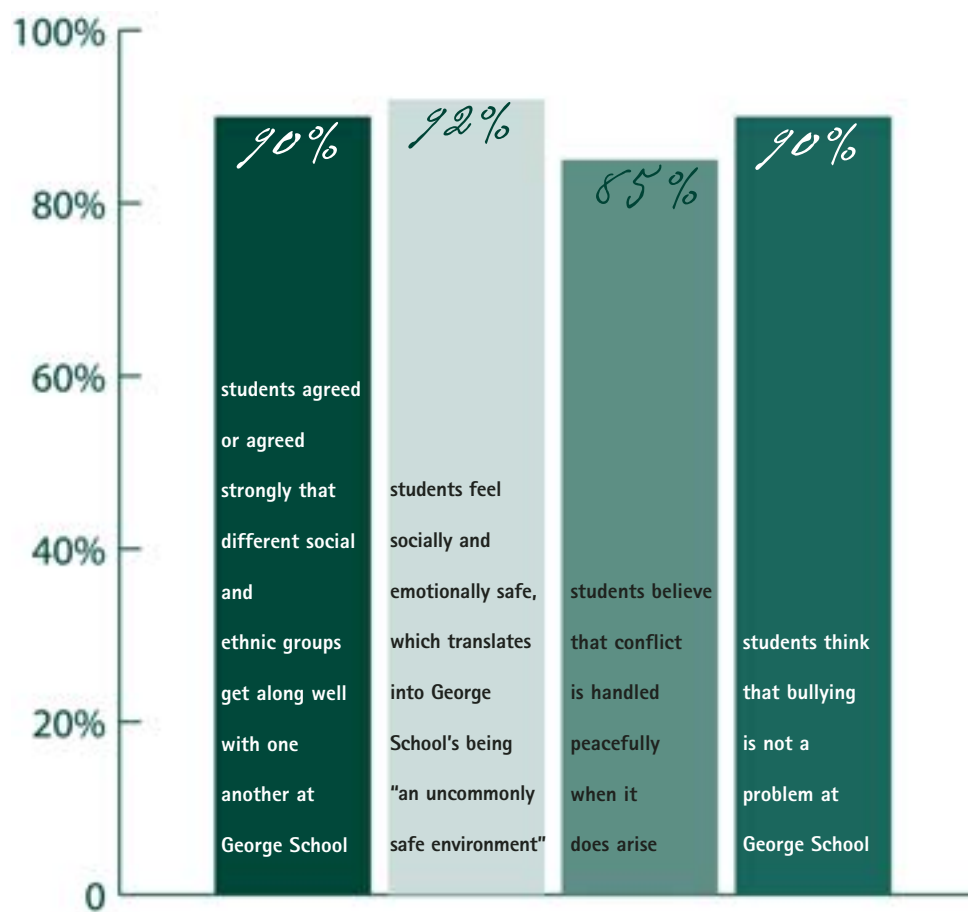
“George School tries to create, in microcosm, the world as it could be, not the world as it is,” said former Head of School David Bourns in 1992. For over a century, other heads of school have had similar goals: to instill in students a respect for others, and to create a community that embraces differences and teaches tolerance. Probably for the first time, the school can prove its success with statistical data. In January 2003, 385 of 540 students returned a questionnaire that was designed to gauge their feelings about prevailing attitudes on campus. The questionnaire was a joint project of George School and the Peace Center, a local 21-year-old organization that creates programs to help reduce violence and conflict through a multicultural, community-based approach.

According to the survey results, 90 percent of the student respondents either agreed or agreed strongly that different social and ethnic groups get along well with one another at George School. This positive outcome is all the more remarkable in a secondary school that, as Associate Head of School Scott Spence said, “has a profound commitment to representing in its student body the widest possible range of the human family....” He comments that the school has learned “through the extraordinary vision and hard work of many people, going back many years ...to embrace and resolve the tensions which are inevitable in such a community. [Teachers and administrators] work hard to teach and model peaceful resolution of any conflict that arises from the broad range of people and values within this diverse community.”

Ninety-two percent of respondents feel socially and emotionally safe, which translates into George School’s being “an uncommonly safe environment,” according to Chris Porter, program director of the Buck County Peace Center. His perspective was influenced in part by a January 2003 National Crime Prevention Council survey release that showed 61 percent of US teens see bullying incidents one or more times a day. George School students, on the other hand, rarely see a bullying incident. Almost 90 percent of students think that bullying is not a problem at George School. Over 85 percent of students believe that conflict is handled peacefully when it does arise.

James Grumbach, dean of students, believes that George School is successful because of the school’s fundamental Quaker values. “Answering that of God in every person is at the root of expecting peaceful resolution of conflict. We have conflict here in the community, but students know that should not lead to violent verbal or physical confrontations. Hence, most of them feel safe most of the time. They also receive and give a high degree of respect to one another and to adults; again, they are answering that of God in every person.”

There is one area in which James sees room for improvement: enforcement of rules on campus. One third of the students felt that the GS rules



2003 survey results reveal prevailing attitudes on campus.

were unfairly applied. In response, explained James, “the deans have met with Student Council to discuss this, and next year we intend to form a student/faculty committee to review all of the current rules to begin a dialogue about what they are and how they are administered.”

Current Head of School Nancy Starmer feels “that the action James took to elicit student input on perceived inconsistencies in rule enforcement exemplifies our institutional inclination: to respect others’ points of view.” She continued, “George School is an institution that solves problems from the ground up, not the top down. Sometimes the inclusive process of discernment takes longer than we want, but the quality of the outcomes, and the character of the school are enhanced.” ●

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*During the process of converting to a new administrative database system, we discovered that some alumni information did not convert as we had anticipated and may be incorrect. Please let us know if you receive something from GS with incorrect mailing information on it.*

*Georgian*

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