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On the cover: Members of the Wildcat Girls Varsity Soccer team celebrate their advance to the state finals in an upset over the #3 seed. Photo courtesy of Martha Polley, CDS parent.

This page: Key Middle School students, on their annual excursion to Big Bald Mountain Bird Banding Station, participate with scientists who monitor the migratory, breeding, and wintering habitat for numerous bird species, including songbirds, raptors, and owls.

“Stop being so lazy!” Sarah Holt ’19 Makes a Stand

Investigative Journalism
Journalism Students Hone Critical Thinking Skills

Discover Something New
A Science Day Immersion for Students, Alumni, and Faculty

You Belong Here
Celebrating our Community in Pictures

Eyes on the Prize
Faculty Recognitions

CDS Leadership
Board of Trustees, Alumni Board, Parent Association, Regents Council
“There is no cookie-cutter graduate at CDS. We do not aspire to create a stereotypical graduate who would be indistinguishable from all other graduates.

What we do best is meet students where they are, continue to push them to perform at their highest level, along the way encouraging them to question everything, especially us.

Our kids, our graduates, are independent thinkers who relish in asking questions and want to make a meaningful difference in the world—a difference that is unique to each and every one of them.”

—David Hertzinger
Faculty Address to the Class of 2019
In today’s world, students must do more than memorize facts and take tests to be prepared for their futures. Real learning involves authentic application of skills and ideas to meaningful tasks. The CDS approach to teaching engages students in a process that is active and generative, which leads to deeper learning and outstanding academic outcomes. This is and has been the hallmark of the academic experience at CDS—and our predecessor schools—since 1908.

The stories of students, teachers, and alumni in this publication illuminate our community’s passion for intellectual pursuit and character development and highlight the special relationship between teacher and student for which the school is renown. Enjoy!
This is how the CDS mission is nourished and made real. This is how our teachers inspire students to become innovative thinkers who communicate with intelligence and clarity, create with vision and purpose, and act with courage and compassion to confidently make a meaningful difference in the world.

“Knowledge, skills and agency—kids learn things, learn how to do things and then discover that they can use all that to make a difference in the world.”

—Stephanie Sanford, Global Policy & External Relations, The College Board
Developing Lifelong Learners

The Transformative Power of Engagement

There is so much more to learning than memorizing facts and practicing skills. Knowledge can be found anywhere: in school, online, in the library. But true learning, the kind that “sticks,” is something deeper and everlasting. True learning empowers the learner to make use of knowledge and apply it to the challenges and problems of everyday life. This teaching method combines foundational skills with the deeper engagement required to succeed—and make a meaningful difference—in the world.

Students in Nate Crimmins’ United States History class have studied the facts, dates, and contextual events surrounding this time period in 18th-century American history. They began by learning foundational knowledge using textbooks, scholarly articles, and reliable online resources. Now, the true learning—the engagement—can begin. Students are immersed in research, creative thinking, role play, discussion, writing, and debate surrounding the meaning of the facts and events. Throughout the process, each student participates, each is respected and respects one another, each forms a singular, unique insight. “This deeper approach to teaching and learning inspires me as well as the students,” says Crimmins.

The unit on early American history conjectures what life was like in 1733 when European colonists wanted to establish a new town along North Carolina’s Cape Fear River, a region populated by Tuscarora Native Americans. The clashing of cultures, ideas, values, and traditions provides the perfect backdrop for students to engage in the navigation of conflict, development of deep understanding of others, and the creation of innovative problem-solving.

Students role-play—costumes may be worn when historically accurate and grounded in student research—to debate the future of the Cape Fear River land and also to broaden their perspectives on those individuals involved and their best interests. Assigned a specific character, ranging from Tuscarora Elders to Naval Stores laborers to Scots-Irish farmers, each student conducts research into their alter-ego, focusing on what daily life was like, what their hopes and dreams for the future might have been. Role-play encourages and inspires students to put a human focus on historical events of the past and to understand the reasons behind conflict, as well as the motivations for change from a humanist standpoint. Students relate to the past in imaginative ways that nurture critical thinking and social interaction.
“In the role-play component of the class,” says Crimmins, “students can be creative in how they embody the spirit and identity of a person from history.” The creative output for this type of project, whether it is visual art, a podcast, a journal entry, a written essay, or a poem, is predicated on mastery of the core content knowledge and concepts. And always, as part of the process, students are asked to reflect on their learning and understand their strengths and weaknesses revealed throughout the process. On their journey of discovery and insight, they examine where they stumbled as well as where they excelled.

“How have I grown?” Reflection is the key to setting students up for success in future lessons, because they are in the process of becoming aware of how they learn best. This awareness and understanding of one’s own thought processes is proven to augment learning outcomes.

As a result of this immersive, humanistic approach to learning history, students experience “a-ha” moments of deeper understanding and connection. Suddenly, the lessons of history are relatable and often applicable to today’s world. More importantly, each student has identified and values the learning process and the skills they learned through immersive engagement, allowing them to dig deeper into issues, thoughts, perspectives, and modern attitudes. An excellent example of this is the immediate connection this project can have with housing policies in the mid-20th century and urban renewal programs in the 1970s, as well as modern-day affordability issues and concerns in our own community.

Today’s world is complex. It demands thinkers who can masterfully research an issue or problem thoroughly and understand it deeply; creators who can engage personally with compassion, honesty, and critical thinking; and leaders who can act confidently and courageously, moving forward with problem-solving, new ideas, and new directions. Our students are preparing to thrive in, lead, and impact tomorrow because of what and how they are learning today.

Steps of Deeper Engagement
from the Student Perspective

1. Research: I find and study the facts from reliable sources and put them into a logical, organized written format.

2. Create: Responding to a prompt, I use my research to make something (art, essay, poem) that helps me express what the facts mean to me.

3. Demonstrate: I share what I’ve learned with my peers and teachers in a format that makes sense to me and uses my strengths.

4. Reflect: I ask myself: What worked for me? How did I learn best? What did I learn about myself that will help me in other classes and situations? I think about these things, write them down, and discuss them with my teacher. I get a final grade that incorporates my test scores as well as my ability to express what I know with confidence, accuracy, and skill.
Design CHALLENGE

Grade 8 Students Develop 3D Solutions
by Brett Mayer

Upon my arrival to Asheville and Carolina Day School in summer 2018, I was eager to embrace the transition from boarding school to teaching Grade 8 science. I enjoy teaching most when I am able to place students in situations where they have an opportunity to explore material through a real-world context to achieve outstanding academic outcomes. These kinds of learning environments provide students with a chance to move from fact recollection and concept exploration toward applying information to new situations, drawing connections among ideas, and ultimately creating original work.

It was exciting to find a like-minded group of Grade 8 teachers when I arrived. Early on, we began talking about the disciplinary relationships in mathematics, science, and humanities, and drafted a version of Bloom’s Taxonomy—hierarchical models that classify learning objectives into levels of complexity and specificity—to guide our own design thinking about how to deliver content in ways that would push students towards thinking about how to create sustainable, ongoing, and desirable change in a world that is changing so quickly. We asked how we might best prepare students to develop a sense of efficacy in the face of increasingly complex social, environmental, and economic challenges. We wondered what kinds of things we might do in our classrooms to create opportunities for students to apply content in ways that fostered a sense of creativity and impact.

The Grade 8 team pursued an iterative process of design work throughout the school year with students. These efforts ultimately led to the emergence of a final collaborative effort that engaged teachers and students alike. The Carolina Day School mission statement aims to inspire students to become innovative thinkers who communicate with intelligence and clarity, create with vision and purpose, and act with courage and compassion to confidently make a meaningful difference in the world. The mission statement served as the basis for:

“I am proud to work with colleagues who are committed to establishing a high level of academic rigor in environments that build lifelong learners ready to tackle the world’s most pressing issues.”
— Brett Mayer
for a trans-disciplinary project, using a style of learning that blends disciplines through a real-world context. Math, science, and humanities combined individual, subject-specific visions of a final project into a collaborative effort that tasked students with designing a three-dimensional solution to a real problem in Asheville.

Students designed their projects by applying the iterative phases of Design Thinking, based on the Stanford d.school model: empathize, define, ideate, prototype, and test. Prior to designing a solution, students were asked to create a community profile that showed how a group of people in Asheville might be affected by a specific issue, such as affordable housing. Students thought about what a group might want or need in order to clearly communicate the varying aspects of their issue. They then moved to create a value proposition of their design idea in order to clarify improvements their design might bring to the community, and to define remaining challenges.

This led to the establishment of specific design criteria, an iterative storyboarding process to model how a user group might interact with a new design, and ultimately a prototype—which they modeled digitally using the TinkerCAD 3D design app—and in real space using a variety of materials and methods, including 3D printing. Student work was ultimately “tested” by the reactions and evaluations of a real audience.

Students learned that sustainable design encompasses people, planet, and profit. Design criteria must ensure that the design does not compromise the ability of future generations to meet their needs. They had the opportunity to employ technology through the use of TinkerCAD to create real

Essential Question: “How might we promote greater sustainability and resiliency within Asheville’s ongoing growth & development?”

Task: Design and create a 3D solution to a real problem that employs knowledge of math, science, and humanities standards.
models, data through the analysis of complex problems, systems thinking, and entrepreneurship through new and novel ideas. In science, students learned to apply scientific principles to design a method for monitoring and minimizing human impact on the environment; in math, they applied spatial reasoning and used geometric concepts to model real-world situations; and in humanities, they learned to evaluate the sustainability of social, economic, and environmental systems.

The winning group addressed food insecurity issues in western North Carolina. They discovered that despite the region’s abundance of natural resources, many people face food insecurity on a regular basis. In their words, their design proposal “is to switch sources of food in public schools to local farms with a commitment to environmental sustainability.”

Their design included, “model gardens in schools to foster an understanding of the farming process, to empower students to grow their own foods, and to educate students on the importance of sustainable farming practices.” Their design effectively showed how they would reduce environmental impact through carbon emission reductions, and they connected their design to the UN Sustainable Development goals through the promotion of good health and well being, responsible consumption and production, and the reduction of hunger.

As I wind down my first year at Carolina Day School, I could not be happier to work at such a forward-thinking school, in the context of an amazingly creative city, and adjacent to the inspiration of millions of acres of public lands. Carolina Day School is a unique place and I am excited for what comes next for me, and for my students.
Arts Spotlight

CDS students participate in learning and competing in a wide variety of performing, visual, and fine arts. Our student theatre, debate, and literary magazine teams consistently bring home awards. **Eva Schneider ’25** took first place in the annual Carl Sandburg Student Poetry Contest this year, and many other CDS students achieved outstanding recognition in the pursuit of their passions off campus as well. We are pleased to shine a spotlight on the following fine arts students for their outstanding performance in the WNC Regional Scholastic Art Awards:

**Gold Key**
Kate Wood ’20 - “Gentle” (Painting)

**Silver Key**
Ellsworth Sullivan ’23 - “Election Day” (Painting)
Kellam Warren ’20 - “The Humble Flour Sack” (Film & Animation)
Kate Wood ’20 - “Seeing Red” (Photography)

**Honorable Mention**
Genevieve Beatty ’20 - recipient of four honorable mentions
   “Where Artists Dream” (Painting)
   “R.B.F.” (Painting)
   “Gender Reversal” (Painting)
   “Tranquil” (Painting)
D’Angelo Elliott ’19 - “Crowd Pleaser” (Photography)
Ben Goodrum ’20 - “Spring Bowl” (Ceramics & Glass)
Dylan Maginnis ’22 - “Transparent Focus” (Photography)
Katie Rudins ’22 - “Reflecting on American History” (Photography)
Will Watson ’21 - “Early Thinker” (Photography)

At right: **Riley Turner Oswald ’23**
takes the stage for the Middle School spring show.
GOODBYE to our Butterfly
by Peyton Jenkins ’20

This spring, Carolina Day celebrated the transcendent career of a treasured faculty member whose impact will never be forgotten, as her wonderful gift of tradition has brightened the lives of so many.

Over the past 24 years, Pre-K and Key School teacher, Cathy Walters has filled her classroom with boundless curiosity, whole-hearted joy, and youthful spirit. Her undeniable passion for teaching not only inspires this community, but it also embodies the vision of cultivating and fostering the unique imagination of every student on their journey of excellence at CDS.

During the celebration, Interim (and former!) Lower School Principal Claudia Sherry shared with Ms. Walters and attendees that, ”It was so clear that you were a natural fit, and that you were meant to be a pre-kindergarten teacher at CDS, but I had no idea then about the tremendous impact you would have on our community, and the world—literally.”

Mrs. Sherry was referring to one of the many traditions Ms. Walters brought to Carolina Day: the CDS Iditarod race. Ms. Walters is an avid follower and admirer of the famous 938-mile, annual Iditarod sled race in Alaska. Known as the “Last Great Race,” the Iditarod inspired her to teach students about the character skills and qualities that it requires to be a musher braving the extreme conditions of the Alaskan terrain. But she took her teaching a step further by applying for the “Teacher on the Trail” program sponsored by Target, which gives selected educators the opportunity to experience the Iditarod race in Alaska for themselves while committing one year to bringing an engaging curriculum to classrooms around the world. When Ms. Walters applied in 2007, she was one of three top finalists, and the entire school gathered to celebrate. However, the top award went to another that year.

Despite this setback, she wasn’t going to let it discourage or hold her back from realizing her dream. Over the following year, Ms. Walters re-applied, this time under the radar, and faced the immense application process with the support of only a few. It seemed as though everything was coming together for her when her perseverance would be tested once more. Just months before she would make the journey to Alaska, Ms. Walters was diagnosed with cancer. Now faced with a prognosis of months of extensive and taxing treatment, her dream appeared to be out...
“When I found out I had cancer, I called Claudia Sherry to tell her I was ill, and that I wouldn’t be going to Alaska, even if I was well in February. I didn’t feel I could leave the school and my students for all that time. She told me that of course I was going, and that too many people at CDS were counting on this adventure for me to back out. So I called Diane Johnson, the head of the Iditarod Educational Program, and told her I had cancer, and I tried to resign, because I truly didn’t believe I would be able to fulfill my obligations—not just the actual trip, but the countless postings and lesson plans that I was supposed to produce prior to the race. She said she didn’t care about all that—someone else could do it if necessary—because I had earned this position. She said I had to stay with the program if there was any chance that I might be able to make it. So then I told my husband Bob that I couldn’t do it, I just couldn’t go, and he said that oh, yes I was going—that we had all been through this together for almost three years now, and besides, the therapeutic value alone was worth it. He said if I had a goal, something to work towards, then I would more likely be a good patient, mind my doctors, and get healthy sooner. I was going to Alaska if at all possible.” —Cathy Walters

With support and encouragement from the CDS community, Ms. Walters was able to make the journey to Alaska and ride on the Iditarod sled as an honored educator. She would spend the next year leaving a great impact on the rest of the world with her admirable passion for learning. Ms. Walters came back having accomplished what she had thought to have been out of the picture with her diagnosis. Her tenacity, determination, and ceaseless positivity earned the admiration and respect of so many. Her journey to Alaska allowed her to further enrich the Iditarod study of the Pre-K class as she incorporated her own story of experiencing the race for herself. Every year, she has shared that same experience with her students through a re-enactment of the Iditarod (on main campus in the grass!), in which Pre-K students take on the leadership position of mushers as they are pulled on sleds by their Grade 4 buddies. Through song and storytelling, Ms. Walters teaches her students about compassion, leadership, determination, respect, and integrity, instilling the characteristics CDS strives to encourage.

In her speech this spring, Mrs. Sherry also said, “Her work as a teacher at CDS has touched the lives of hundreds of students and their families. And her work as the Iditarod ‘Teacher on the Trail’ was a gift that touched the lives of thousands of teachers and students, literally all over the world.”

In addition to Ms. Walters’ passion for the Iditarod, her fascination extends to the world of monarch butterflies. She established one of the most famous
traditions that the school is known for today. The Pre-K classes explore the world of the monarchs and learn about the enchanting lives of butterflies. Students get to watch in awe as caterpillars emerge from their silk cocoons and spread their orange and black wings for the first time. What’s special about monarchs is the long journey they make every year, as they migrate in the fall from all over the U.S. to southern Mexico, where they spend the winter months in the warm climate. Ms. Walters established the tradition of the monarch migration that has become a nostalgic trademark for this school. Every fall, the Pre-K class makes their own monarch wings and embarks on their own journey as they migrate to different checkpoints in all divisions around campus. What makes this event even more special is the participation of the Hallelujah seniors, who also began their CDS journeys in the Pre-K class. These seniors now lead the Pre-K class on their migration, just as they were led by the seniors when they were in Pre-K. Ms. Walters has helped wrap every child’s cocoon for 24 years so that they can go out into the world with wings of excellence. Hundreds of students who have been through Pre-K with Ms. Walters all can speak to the great impact that Ms. Walters has had on their lives. Frances Dowden ’20, a rising Hallelujah senior, said, “Ms. Walters has been here for so long, but she remembers every student and treats them like an equal, no matter their age. She warms up every room she walks in, and has established traditions that I’ve been able to be a part of and will remember for years to come.” Frances and countless others have had their lives touched by this incredible educator filled with humility, courage, tenacity, and joy.

At the spring gathering celebrating her retirement, Ms. Walters—with help from her talented Pre-K class of singers—shared the Iditarod story. The whole room ended up participating in the songs they have come to know and love through the years. And as a special surprise, all current students who began in Pre-K at CDS were asked to bring their monarch wings to the event. At least one hundred students gathered on the stairwell leading up to Alumni Gym, and, at the end of the commemorative video, students processed, singing “Adios Mariposa,” a favorite song of the Pre-K class. The room filled with admirable applause and the orange and black wings of the many students who had their beautiful beginnings with Ms. Walters.

Beloved around the whole school, Ms. Walters will be greatly missed in years to come. Her time at CDS has been cherished to the fullest and all express the utmost appreciation and admiration for her legacy, which embodies the mission of our school community. We honor Ms. Walters as she spreads her wings to embrace a new chapter of her life.
Connections to Research

Main Puzzle 1 Good News Everyone: Graph Theory (Hamiltonian Decomposition)

Main Puzzle 2 Extraterrestrial: Computational Geometry (Art Gallery Problem)

Main Puzzle 3 Wibby-Wobbly Timey-Wimey: Topological Data Analysis (Persistent homology)

Main Puzzle 4 Jumping Through Hyperspace: Algebraic Topology (Idempotent Relations)
When the SPORT is MATH

by Dan Chase

When math is the sport, winning is about intellectual agility, competition is about how quickly and accurately the problem is solved, and teamwork is about how—collectively—each member contributes to the whole. In fact, many of the Upper School math team members are also student-athletes. Students at CDS don’t have to fit into anyone else’s definition of what a “jock” is, or what a “geek” is. Our students use their brains and athleticism at CDS without being stereotyped. The love of competition gets to show itself in both worlds.

The CDS Math ‘Cats (student-named!) gather weekly to build their strategy for upcoming contests. Some competition takes the form of written examination in algebra, geometry, advanced algebra, trigonometry, pre-calculus, analytic geometry, probability, and logic. Other times it will be a live “ciphering” competition, in which questions are displayed on a screen and students answer as quickly as possible to gain the most points for their team. Individual scores and team scores combine for the end result. So far, those results have been outstanding.

With a competitive spirit and intellectual curiosity serving as motivation, a group of team members competed in a national MathWorks Math Modeling (M3) Challenge, which is a contest for high school juniors and seniors involving modeling and solving a real-world problem by applying math tools, technology, and concepts.

Math ‘Cats placed second out of eleven teams at a regional Mathematical Puzzle Program competition held at UNC Asheville. In March, the team traveled to Furman University for its contest: The Wylie Mathematics Tournament, a one-day challenge among top mathematics high school students throughout the Southeast. Students competed in two styles of competition: a written exam and a ciphering match, in which teams compete in small groups “live.” Congratulations, Math ‘Cats! #wildcatpride
We sometimes take for granted that language provides the critical key to understanding. But language—especially when taught in an enriched educational environment with experienced teachers—truly is a catalyst for gaining deeper knowledge about ourselves and the world. The direct positive effects of a culture-rich curriculum on academic excellence are proven. At CDS, there are many points of entry for our students to access this world of understanding.

Language is just the beginning.

Making Global Connections

by Paula Carson

I love this community; I love the opportunities for meaningful learning we provide for our students. Most of all, I love being a world language teacher at Carolina Day School. I teach Spanish, but beyond its sounds, structures, and norms, I’m aware of the importance of starting my students on their path towards becoming effective inter-cultural communicators and global citizens. This process may be unfamiliar to most, but it’s intrinsic to the goals and practices of teaching World Language. We want to develop students so that they will thrive in multilingual and multicultural societies, including their own. There are many ways to make meaningful connections that can reach beyond the language classroom. For example, in Lower School’s week of exploration about houses and homes—tied to the CDS Habitat for Humanity student build project—a serendipitous opportunity presented itself for our youngest students.

Two of my friends, Carol Bushar and Christine Harrower, live “off grid” in a temperate rainforest in southern Chile. Carol is an artist and children’s book author with a background in urban planning, and Christine is an academics text translator. They
World language at CDS is taught in all divisions with the goal of opening the doors for our bright and curious students to enter new worlds. These two articles, written by CDS faculty members, demonstrate how this process is at work at Carolina Day.

are multilingual, conscientious global citizens who care deeply about the planet. They recently built their dream green home in Chile using mud and other nontraditional building materials in accordance with permaculture principles. This house will serve as a permaculture teaching and learning space.

We began by introducing them to our students via Carol’s book (Little Ann Lion and the Sustainable Path), which we read with our students in English and Spanish. The story follows Little Ann’s quest for a new, kinder, and more sustainable home. We concluded by connecting our students with Carol and Christine, who were ready to communicate with us via Skype all the way from the southern hemisphere. They welcomed the children in Spanish and gave them an online visual tour of their home under construction. The students asked many questions, most revolving around mud and how it makes for a perfect building material. Other differences in their daily living choices caught the students’ attention as well: “How do you keep food without a refrigerator?” “Do you really wash your clothes by riding a bicycle?” “Can we visit you?” were a few of the questions asked. The conversation has continued beyond the presentation with the students sending follow-up written questions and our new friends in Chile responding in kind.

We all—students and teachers—made deep connections with Carol’s book and witnessed a different way of living, building, and communicating, using our languages and curiosity to expand on our knowledge of the world. And it all started in the CDS Spanish class. Our students continually make deep connections and expand their learning as we make the school’s mission tangible through our daily teaching practices.

Paula Carson teaches Upper School Spanish, and taught Spanish in Lower School from 2008–2019. She earned a Bachelor’s degree, a Master’s in Fine Arts, and a Minor in Latin American Studies from the University of Los Andes (Uniandes), a top-ranked research university located in Bogotá, Colombia.
The Difference Between Speaking It and Living It
by Kathryn Garrison

A French class, or any language class at CDS, is ultimately about connecting students with a culture other than their own. Without question, this process makes students stronger academically. Adding a travel experience to language instruction serves to bolster not only students’ language skills, but also their inner strength, confidence, and independence level. For a time, they need to manage life in a different country, where the dominant culture speaks a different language and much communication is unspoken.

Since 2008, Lycée Notre Dame in Dijon and Carolina Day School have fostered an exchange program between our two high schools. On odd years, Carolina Day School students travel to France for two weeks, and in even years, Lycée Notre Dame students visit CDS Upper School. CDS students studying French in Grades 10-12 at Carolina Day School have the opportunity to spend almost two weeks with a host family in Dijon over spring break, with a brief excursion to Paris at the end. While in Dijon, the students attend classes and explore the Burgundy region of France.

French host families do not speak English, and only one CDS student is placed in a host-family home; in order to communicate with anyone, French is a necessity. French classroom teachers do not speak English. Cell phones are not permitted in classrooms, and there is no wifi or classroom technology. Instruction is very traditional and teaching is not student-centered. (Suddenly our students begin to appreciate the benefits of their CDS experience!) Almost everything they have known to be true has flipped, and this is so good for them. This trip is also an amazing experience for me as a teacher, seeing our CDS students in daily situations that are outside of their comfort zones and observing how they persevere and thrive.

After the home-stays in Dijon, the group travels to Paris. For this portion of the trip, the students are “in charge.” Each is given a daily task that involves taking care of the needs of the group—being the navigator, hydration manager, restaurant/food finder, or group leader. The students also plan the itinerary. In the end, the trip to Paris is a real-world application of collaboration, creative thinking, and adaptability.

Governor’s School: World Language Students 2018-19

Governor’s School is a 5 1/2-week summer residential program for intellectually gifted high school students, integrating academic disciplines, the arts, and unique courses on each of two campuses. Congratulations to our three rising seniors who received invitations!

Eva Carter ’20 - French
Peyton Jenkins ’20 - Spanish
Mary Scott Robinson ’20 - French

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From the beginning of the trip in Dijon to the end in Paris, the whole trip celebrates community with our friends in France and with each other. To this day, many former students are still in contact with their exchange families. Through its beginnings in a French language class in western North Carolina, our students have learned so much more about the world and how to be successful in it.

“In addition to teaching me the discipline and empathy required to learn any language, CDS French taught me the relationship between French itself and all of the various cultures around it. Particularly, reading French philosophy with Mrs. Garrison and learning about the history of imperialism taught me the intrinsic link between French and Arabic, and gave me the critical context I needed to begin to understand the Arab world and beyond.”
—Kieran Clark ’18, Davidson College ’22

Kieran studies Level 3 Arabic at the Qasid Institute in Amman, Jordan. He is there on a two-month immersion experience with a grant from the International Studies Department at Davidson College. When he returns to Davidson, he plans to work as an Arabic tutor and study Arabic 4 and Farsi for Arabic Speakers. He expects to declare a major in Linguistics/Middle Eastern Studies sometime next year.

“Though I studied French at CDS in Middle School, it wasn’t until my classes in Upper School that I realized how helpful language skills could be for my future career. My AP scores, as well as the oral understanding I gained of the language from Mrs. Garrison’s class, allowed me to place out of all intro-level French in college and fast-tracked me to a major in the language. My major in French helped me secure an internship and later a job as a journalist for VOA Afrique, the francophone division of a global news agency. I work and live in Dakar. Without my classes at CDS, which focused on oral comprehension and the global use of French (as opposed to only studying the country of France), I would not be anywhere near where I am in my career today.”—Esha Grover ’09, BA English UNC-G, BA French UNC-G, MA Political Science UNC-Chapel Hill
Congratulations to the Class of 2019!

The commencement program featured opening remarks from Upper School Principal Peggy Daniels, music from the Upper School ensemble, the graduate address by Alexandra Zahn, and the faculty address by David Hertzinger. Each senior presented remarks before the assembled family members, friends, and faculty in Nash Athletic Center. Athletic Director Steve Henry presented the Canie B. Smith Scholar Athlete award to Madeleine Bauer; Peggy Daniels presented the Faculty Prize to Bryan Tabor; and Board Chair Tom Oreck presented the Trustee Prize to Anna Kate Baechtold. We are proud of each and every one of the students in this class!
Congratulations to the 43 students of the Class of 2019!

$2.75M + in merit scholarships

mu alpha theta

Chapel Hill Acceptances

College Athletes

24 Colleges Attending

2,000+ Service Hours

Ivy League Enrollments

Thespian Society Members

Gap Year Experiences

Hannah Matin
Lauren McCarthy
Alyi McLoughlin
Harris Montgomery
Matthew Morrison
Kylie Olp
Carly Oreck

Ji Seong Park
Eva Ridenhour
McKenna Riley
Mateo Rosero
Matthew Schultz
Jeffrey Short
Brooks Sullivan

Bryan Tabor
Sam Trupiano
Ray Turpin
David Veach
Trainer Veach
Ellen Weaver
Elizabeth Wood
Alexandra Zahn
Our mission is to inspire students to become innovative thinkers who communicate with intelligence and clarity, create with vision and purpose, and act with courage and compassion to confidently make a meaningful difference in the world.
Sarah Holt ’19, left, was a talented member of the Upper School theatre program. In 2014, she was one of only five winners of the Scholastic Book Club writing contest. Among many other accolades and achievements, she also attended Governor’s School of North Carolina for the Arts.
In her address to Key School students at their moving up ceremony this spring, Sarah Holt ’19, Key School alumna, had a lot to say about what it means to have a learning difference, and how uniquely Key School manages dyslexia versus other schools. She told the following story from her Grade 3 public school experience:

“Dear Third Grade Teacher,
All I clearly remember are these two sentences. You said to me, “Sarah, I can’t hold your hand all the way through high school. You’ve got to start trying, I mean, stop being so lazy.”

I was going to respond but then I of course said nothing. But now, well, yeah, you could have held my hand through high school. But I just graduated. And I worked hard, so I could get the Blue & Gold Scholarship* (University of North Carolina Greensboro). And of course, I have had so much help from the Upper School to get me here. But it was my work. In your classroom, my old school, dyslexia didn’t exist. I was ‘lazy.’ Sure the test indicated that the left hemisphere of my brain failed to function in the way that most brains function, manifesting itself in difficulties with word recognition, decoding and spelling in general. As part of an educational institution, you should have been familiar with this.

Simply, if it looks like a duck, quacks like a duck, and acts like a duck, it’s a duck. So it’s just very real. And let me tell you this, it was so wonderful to go to a school in fourth grade that realized this. It changed the way I viewed myself in a learning environment—with potential.

The key to unlock your learning potential was the cheesiest thing I had ever heard. But Dr. Milner really understood how to do that. And I can’t thank her enough. I remember going to class with Mr. Driscoll, and I remember becoming extremely excited for things like history, which had never happened before. And the reason I actually got into reading and winding up where I am today is because the dedicated Key School teachers set me up for high school and beyond.

Twenty percent of the population is learning in a different way. Maybe you just had a rough year in third grade and so you took it out on me, and maybe you just really couldn’t understand. That’s okay. And so in the end—sincerely and with no hard feelings—from your former student, Sarah”

*University of North Carolina Greensboro: Approximately thirty renewable scholarships (ranging from $1,500 to full tuition, fees, room and board) are offered annually to entering freshmen. Blue & Gold Scholarship recipients are chosen on the basis of superior scholastic and personal achievement and potential.
This spring, we celebrated Wildcat student-athletes at the annual awards ceremony. We’re pleased to spotlight the following students, who received special recognitions:

Will Watson ’21
Richard Washburn Award

Ella Dockendorf ’20
Katie Rudins ’22
William C. Owen Memorial Award

Elizabeth Wood ’19
Jackie Robinson Gouge Senior Female Athlete Award

Devin Elliott ’19
James L. Hamilton Senior Male Athlete Award

At Left: Jacob Allen ’19
signed to swim for Davis & Elkins College.

Congratulations as well to Madeleine Bauer ’19, who will swim for the University of Michigan.
Hannah Massen ’18, now a student at Elon University, said, “Carolina Day School prepared me by teaching me to handle serious academic work. I was the editor-in-chief of the CDS newspaper, so having those journalism skills coming into the Communications School and working with Elon News Network, I already had a lot of the background knowledge that allowed me to go full steam ahead with my work.”
The lively chatter of high school students begins to fill Room 208 as they enter Cat Evans’ journalism class at Carolina Day School. Evans is prepared. On this day, they’ll press forward with individual stories for a themed issue of the school newspaper, *The Scratching Post*, curating many weeks of research and interviews and pulling together their thoughts by writing “nut graf(s)” (which summarize story content in a nutshell.). A driving goal is always to publish the school newspaper in a timely manner, but the larger objective is to impart in these young people a mastery of skills that will serve them well into adulthood.

Evans created the journalism class, now in its fourth year, so her students could be immersed in consistent, real-world projects. She also saw the need for a student-produced forum for them to present ideas and debate.

The course is an advanced English class, officially titled “Honors Literature of Civic Life: American Journalism,” and the course description offers an invitation to students to “practice the tenets of effective interviewing, reportage, and journalistic style” as they write articles intended to uncover the truth about real-world problems.

They will find and pursue stories about which they can write with seriousness and passion, contributing articles to Upper School’s newspaper, *The Scratching Post.*

This semester, the topics do not shy from real-world problems or controversies. The theme of the spring issue of *The Scratching Post* is, as Evans describes, “around a very general sort of container of diversity and inclusion.” Topics in this stage of the process include gentrification in Asheville, local socioeconomic disparities and race-based achievement gaps, efforts within CDS to advance the curriculum to be more inclusive, and issues surrounding local law enforcement. As students collected...
more information and conducted interviews, their topics evolved. A key feature would be an interview with Upper School Principal, Dr. John Daves.

“My goal is for them to hone their specific skills and show them how these skills are transferable,” said Evans. “We talk a lot about the scientific method of inquiry and how a journalist should approach their project from that perspective, and we make connections between what they’re doing in, say, biology or science, to journalism. The other goal is to help them learn to suspend their judgment while investigating. We practice empathy, in that we always think about the subject we’re interviewing and what they might perceive, believe, or assume. Just to get them talking to people, and really listening to what their subjects have to say about these often really sticky issues. It’s a great way to practice all those skills.”

The students are leaning into complicated subject matter, while also tackling fairly advanced journalistic practice. Evans says one topic they discuss often is the idea of “false balance,” a media bias in which journalists present an issue as being more balanced between opposing viewpoints than the evidence supports. “Part of a tightrope they have to walk as journalists is making sense of the story for a reader without making an argument, and then also making sure that you’re not giving two sides equal play just because there are two sides. There’s often a whole spectrum of ‘sides,’ and sometimes we just hear the loudest voices, but that doesn’t mean that the truth is encapsulated in those loudest voices.”

Evans notes that this tightrope walk can be hard for students. “They’re accustomed to thinking about issues as ‘pro/con’ or ‘against-and-for,’ when actually, the real world is a lot messier, and the majority of people are much more nuanced or moderate in their views. We want to make sure that we’re giving as diverse a range of voices as possible—giving them the space to be heard—ultimately the job is to judge which perspectives are most useful for the reader to hear and understand. It’s super-challenging, even for adults.” As difficult as the task is, Evans is impressed with the students’ work and growth throughout the process.

“These kids—I mean, I’ve seen them grow so much. And, oh my goodness,” she beams, “What they’re doing with these articles!”

Of course, it goes much deeper than the story for the paper. “I think our job as educators, throughout CDS, is to help them become critical thinkers,” said Evans. But what does that actually mean?

“Ultimately, to me, it means being able to hold two simultaneous truths in your mind at the same time—or more—and recognizing that, for example, you know there are multiple truths…. So yes, it can get very philosophical in here.”
Mary Manning Holmes ’20, a journalism student and one of the design editors for The Scratching Post and its companion website, compared the journalism class to her experiences in other writing classes by saying,

“I think in every CDS English class I’ve taken, we were given prompts and a scope of what we needed to talk about. Here [in journalism class] it’s just, find something to talk about that inspires you. That’s been really different for me.

“At the beginning of the year, I thought, ‘Oh my! How do I even start thinking about this?’ And then as the year went on, I got more creative in different ways than before.”

Maria Bottom ’19, one of the editors of The Scratching Post, described how the class has opened up opportunities for her by saying,

“I’ve always been really deeply invested in the news, both locally and abroad. Joining this class has really broadened my perspective, I’d say, on actually creating journalism. I’d always had an interest in writing and reading journalism, but I had never written journalism myself. So that’s actually opened up more opportunities in college.”

Even the way she consumes the news has shifted. “I’ve gotten a lot better at analyzing news sources for their credibility and being able to detect possible biases in news sources, and reading more straight news articles and being able to form my own interpretations on those.”

This sentiment is echoed by Alex Schultz ’20, another editor of The Scratching Post. “Before entering the journalism class, I didn’t feel as well-versed as I could be,” said Shultz. “I was still interested in what was happening in the world around me. But I think journalism has really amplified that. It’s really honed my critical thinking skills.”

There were unexpected lessons to be learned, as well. “I didn’t expect how difficult it would be to get all your information for a story,” said Schultz.

“There are just so many barriers. And if you want to do the story well—Ms. Evans is doing a great job at teaching us—you have to go through several steps. I would say it’s not as difficult to actually write the story as it is to find that information, and then deliver it in an important and well-organized way.”

Despite the challenges—or perhaps because of the sense of victory in working through them—the students seem to universally love the class and their teacher.

“Journalism is a great class,” said Schultz. “I highly recommend it, as it makes you a better citizen, a better reader, and a better writer—and it’s a great group of people to learn with.”

You may read The Scratching Post online at scratchingpostonline.com
“...The heart of what we are—an institution strengthened by community and relationship—is what I remember about my first few days here and what I treasure now. Many, many people have come through this place and brought their own energy. Sometimes they’ve brought their own agendas. But the soul of the school where I began my career is still very much here. And I think that’s pretty cool.” —Joanne Bartsch
What is it like to discover something new?

A Science Immersion for Students, Alumni, and Faculty

Upper School science teacher and department chair Joanne Bartsch has been on campus since 1981, when she began teaching at Asheville Country Day School. She is often cited among many alumni and current students as “my favorite teacher.” The fact that she is humble about that makes her all the more beloved. We talked with her this summer about the return of Science Day to Upper School.

For school year 2018-19, Joanne and her team of science teachers brought Science Day back to Upper School. Science Day roots are decades deep, beginning as a half-day Science Olympiad competition in the morning. At that time in the school’s history, one morning a year was dedicated to an immersion experience for each discipline, including arts, math, science, and others. Joanne recalls that in the second year, “We held a science fiction film festival. We got all of these really old science fiction movies, showed them to the students, and then discussed the science behind them. It was a fascinating way to look at science, through the film-making lens, and the students learned to look at scientific principles in new and interesting ways,” says Joanne.

The following year, Upper School began the annual tradition of a full-day Arts Day, in which teachers led students in artistic experiences ranging from painting to dance (Arts Day is now student-facilitated). Arts Day has continued as an annual event for many years, and variations of it expanded into other divisions. “After many successful years of a phenomenal Arts Day, led by Marbie Kollath, David Dvorscak, and the fine arts department faculty, we began to wonder how we might model a Science Day—as a full day—after their program. So that’s when we began re-envisioning Science Day for 2018-2019. After all, we were being shown up by the arts department!,” Joanne says, her signature friendly competitive spirit shining through. “But seriously, now we’re thinking we could alternate: one year is Science Day, the next is Arts Day, and so on.”

The faculty planning team for Science Day 2019 included science department teachers Bill Wolfe, Dora Nelson, Meera Shah, Andy Lammers, David Montgomery, Patrick Williams, and Joanne, who serves as science department chair. They built on the earlier years of Science Day and expanded the program to include not only a Science Olympiad competition, but also a panel and hour-long science exploration sessions. Working with CDS Director of Alumni Relations Elizabeth Garland ’09, they gained support from the CDS Alumni Association to include alumni as panelists and facilitators in addition to students and faculty. The entire Upper School faculty fully supported the program, working with speakers and helping transport students to off-site

“As a teacher, it was wonderful to see former science students not only sharing their experiences but also thanking CDS teachers for encouraging them to follow their passion. I think that our current students truly benefited from hearing the stories, the expressions of appreciation, and the words of gratitude for their experiences in the CDS science program.”

—Dora Nelson,
Upper School science teacher
(above with students)
sessions. “We were really grateful for the whole faculty’s buy-in. This kind of thing cannot happen without it,” Joanne said.

The day began in the auditorium when students organized themselves into teams and captains for the Science Olympiad competitions. Science teacher Bill Wolfe, bull horn in hand, introduced the day’s plans, reviewed instructions about the rotation and different rooms and topics, games, and exercises for the day, as well as the basic rules of play. The students were fully engaged from word one. The excitement in the auditorium grew as they gathered around Bill to hear the plan. Then, at precisely 8:25 a.m., he sounded the horn, and they (history, math, science, English... all students) were off, heading to their first science-based competitions of the day.

These competitions were more than games or exercises. To solve the challenges inherent in each
competition, students had to employ critical thinking and problem-solving skills using key scientific processes of discovery. By doing this, they discovered something new to them. The challenges required them to use empirical evidence (what they can see, smell, hear, touch, or taste), logical reasoning (evidence without emotion), and skepticism (It worked this way once, but will it work this way again?). The students were engaged in the fun of it, the intellectual pursuit of it, and the competitive nature of it.

During the break for lunch, Joanne said that the science faculty and visiting panelists, “had a great conversation about science education. Because as high school teachers, we wanted to know—not from the admissions department of a university, but from a science department—what do you need to see in students coming in to college? How should we prepare them? What are the things that are important to you that we may not recognize? We also talked with them about teaching method. And they all agreed: science needs to be hands-on; it needs to be engaging; it needs to be interactive. And that’s what we do here at CDS. This means we are definitely on the right track.”

After the morning activities and lunch, all gathered in the auditorium for a panel discussion with Dr. Graham Reynolds ’00, Dr. David Montgomery, Hope Peterson ’13, Dr. John Brock, and Peyton Jenkins ’20. “The idea for the panel was for each to share what it feels like to discover something new, something that no one else had known. That sense of discovery is what we wanted to pass on to the students.”

The panel shared stories about their work in science, what it feels like to really discover something new (“thrilling,” “exciting,” “amazing,” “surprising”) how they became interested in their topic, and their advice for college and beyond for those interested in science study after CDS. Key take-aways included these nuggets: “Be persistent.” “Ask: Is this really true?” “Let the process lead you, be open; what you discover may not be related to your original subject.” “Always ask yourself: Am I asking the right question?” Following a lively Q&A with students, the panel adjourned and students moved into their afternoon sessions, which featured guest and student presenters.

“We were so happy to have the folks who were here from off campus,” said Joanne, “but really what thrilled us most was the quality of the afternoon student presentations from our ocean studies, robotics, and astronomy classes. I hope that Science Day, following the Arts Day model, becomes more and more student-driven and facilitated.”

By the time the full group reconvened in the auditorium in late-afternoon, tired and science-full, the science department team knew Science Day had been a success.

Joanne, leaving the interview, turned with that smile that accompanies the light of intellect and joy in her eyes, and said, “This campus has always had an eye towards being progressive in its teaching methods. In my second or third year (so we’re talking eons ago), we had something we called Synergetics Day, and rather than just a science fair, the students could choose a project from any subject area. Some chose to write a short story, some to build models, some wrote papers, some did science experiments. We held an all-discipline, Grades 6-12 curriculum fair. This is why I believe that our tradition of innovation is the best in Asheville. Other schools will come and go with the latest edu-speak or academic fad, but at CDS we have always been the place, the school, with the different and better way.”
#WildcatPride
#cdslearns
#journeyofexcellence
Being a Wildcat means being part of a vibrant, warm, and supportive school community. From back-to-school gatherings and divisional parent coffees, to larger community events like the Spring gala, Homecoming, and Holiday Hoopla, being a Wildcat parent, student, faculty member, alumni, grandparent, or friend, means that you belong here.

You belong here.
The CDS Alumni Board brought a panel of career professionals to campus to answer questions about and discuss opportunities in their fields. Upper School students met in small groups with alumni panelists, who shared insights about how they chose their careers, how certain classes and life experiences prepared them for college and their career, and what a typical day is like. Panelists also discussed what they wish they had known about career choices when they were in high school. This event is just one of the many ways CDS creates unique opportunities that prepare students for the college experience and beyond. A big THANK YOU to the CDS Alumni Board and our professional panelists for making this valuable experience possible.

Career Panelists:

Fletcher Armstrong ’12 (seated left)
Jeff Baker ’06
Ana Cabello ’09
Dr. Jim Cummings ACDS ’82
Jonathan Gach ’05
Ryan Guthy ’04
Hope Larson ’00 (seated right)
Dr. Nathan Mullins (CDS parent)
Graham Reynolds ’00
Brian Turner ’92
On the last day of the 2018-19 school year for our faculty, there was a community breakfast followed by inspiring remarks from Interim Head of School Peggy Daniels. We honored longevity at the 5-, 10-, 15-, and 20-year marks, and celebrated teachers with awards for excellence. The Lynn Waple Award for Teaching Excellence was presented to Annie Monaghan. The Betty Lou Davis Award was presented to Ian Riddell for his devotion to promoting academic achievement with compassion. Elaine Dephouse received the Melissa Ogden Award for outstanding contributions to the school. No award, however, can express the gratitude our community feels for its teachers, who every day bring their very best to the classroom.
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