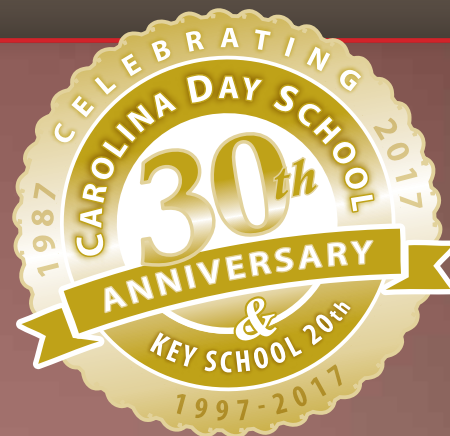


Lower School • Key School • Middle School • Upper School

CAROLINA
DAY SCHOOL

MAGAZINE

Summer 2017



www.carolinaday.org



*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.*



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Building a Context for Meaning

Head of School Kirk Duncan

“Meaning is something you build into your life. You build it out of your own past, out of your affections and loyalties, out of the experience of humankind as it is passed on to you ... You are the only one who can put them together into that unique pattern that will be your life.” —John Gardner, author and leadership guru

Gardner’s words are a reminder of what we hope to provide for our students—a context within which meaning is built. Affections, loyalties, and experience in relationships with others are key components of a healthy life. We empower students by giving them opportunities in the classroom, on the playing field, and on stage, or by serving others to create a “unique pattern that will be your life.” We encourage students to take responsibility not only for their academic achievements and successes, but also for creating connections to things greater than the self.

We aspire for CDS students to have the tools to distill truth from their everyday existence. Sam Shepard, the playwright and actor, wrote about his work, “If you can reveal some glimmer of the truth, whatever that might be, however that’s interpreted, people recognize it when they see it. If you can do that, then you become an inspiration in some kind of a way. But you don’t set out to become an inspiration; you just set out to do something simple and truthful.”

Excellence is our outcome, and excellence means something different for each child. We prepare students to drive their own futures—in a rapidly changing, unpredictable world—equipped with the characteristics and skills of adaptability, flexibility, and agility.

Kirk Duncan





Community

"In our community, relationships are intentionally built among parents, teachers, students, staff... so there is a mutual respect that grows and fosters better communication and learning for all." —Middle School parent



No student here is "just a number." We know each child. We help each of them grow and learn, from childhood to adolescence to young adult.

At CDS, our school family is an extension of a child's community life. We support, nurture, and challenge students' ways of thinking, build their intellectual confidence, and teach them to know and understand on a deep level. As seasoned educators, we know that falling, failing, and making mistakes are necessary

ingredients for success. No matter what our innate talents and abilities are, everyone must work, try on different solutions, build and tear down, start over, rethink, and revise, using resilience, patience, and determination.

To excel, it takes a wholly invested school community of professional and experienced teachers, coaches, guidance counselors, student peer groups, and administrators working alongside young people. We stand behind them. We know

when to step in and when to step back. We are a community that fosters excellence, service, strength, flexibility, and forgiveness in a world that is sorely lacking in these important characteristics.

Students' lives are enriched by being part of a close-knit community where meaningful relationships with adults and peers create a safe, caring environment to play, work, and learn. Faculty/ student relationships are the heart of our school.

Lower School Transformation

Love Hall Lower School and Oreck Library Open

Our newly renovated Lower School and library improve the learning experience, provide community gathering spaces, and expand performing arts capabilities. Lower School teachers now have the space to comfortably accommodate the innovative, creative teaching that maximizes student learning. Oreck Library serves as the central learning center for Pre-K/8



students, and the refurbished Alumni Gym features professional stage lights and sound, and a new floor for athletics.

NC Green School of Excellence

Sustainability Committee Achieves Highest Recognition

NC Green Schools Program Director Katie Cavert Ferrell presented the award for NC Green School of Excellence to Carolina Day School during a special ceremony with a gathering of students, faculty, and staff on the main campus field. In addition, Marbie Kollath, CDS faculty member and chair of the sustainability committee, received the program's award for outstanding leadership.

The NC Green Schools recognition program honors North Carolina Pre-K/12 public and private schools that encourage cultures of sustainability in five designated areas: culture and community, school sustainability, healthy schools, curriculum integration, and innovation. The NC Green School of Excellence designation is the top level of recognition awarded to schools, showing the highest level of commitment to a sustainable campus and environmental education curriculum.





Wildcats in Athletics

CDS Athletics Celebrate Big Successes

What a year it's been! Hard work from talented students and dedicated coaches resulted in hundreds of personal bests for our student-athletes in 11 sports and 26 teams, two NCISAA State Championships: girls varsity basketball (seventh consecutive) and girls track and field (third consecutive). CDS is ranked as the number-one NCISAA 2A school in the Wells Fargo Cup, which recognizes the best overall athletic program in the state. Ten seniors will continue their playing careers at the university level. A trophy went to our girls swim team as state runners-up, and we've earned individual state honors across sports. We've also had conference players of the year in girls soccer, girls basketball, and boys golf. Conference titles have been added in girls basketball, girls cross country, girls track and boys tennis. We competed at the state level in girls tennis, boys tennis, golf, basketball, field hockey, cross-country, and track.

Through athletics, we see the value of opportunity, the value of experimentation—where students feel safe to try a new sport regardless of skill level. Knowing that the journey to success—whether defined by playing time, a certificate, a banner, or an athletic scholarship—is of value and is celebrated.

Wildcats Sweep Theatre, Arts Awards

One-Act Play Wins Statewide Recognition

Carolina Day's Upper School theater students performed "Middletown" at the North Carolina Theatre Conference Festival and came back to campus with many distinctions, including Sam Mycroft '17 for Excellence in Acting; Eva Peterson '17 for the Festival's Outstanding Female Actor; and David Dvorscak for the Festival's Outstanding Achievement in Direction.



CDS middle and upper school students also performed at the regional and state level with success in the Scholastic Arts competition, our literary publication, in debate, robotics, and music.





Student Life

*"Mom. I had the best day in chemistry today.
I held mercury IN MY HANDS." —Grade 10 student*



Intellectual experimentation is part of growing and part of life. CDS students explore, learn, and discover within a safe zone that is a natural extension of the school's mission and core beliefs.

For example, our students live by a school Honor Code. Yes, some step out of this boundary, and some make mistakes. What is critical in all cases is that learning take place. At this school, locks on lockers are unnecessary. There is no police presence on campus every day.

This is an institution of learning, where students are taught how to behave as responsible adults, how to be independently accountable for one's actions, and how to model this behavior and character in order to make a meaningful difference in the world.

Within this system of honor, student life thrives. There is an inquisitive academic spirit. There is joyful engagement, curiosity, and pride in good work. In the arts, taking

creative risks, exploring new means of expression, and confidence-building among peers are the standard. Athletes find themselves challenged to achieve not only personal bests, but also team bests.

Scientists, painters, goal-keepers, gardeners, actors, and linguists all weave in and out of each others' campus lives with mutual respect and social ease. At CDS, student life is rooted in the common bonds shared by peers and nurtured by the student-teacher relationship.



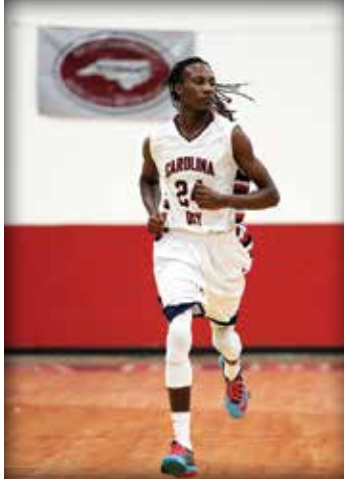
Student Profile

Shawn Austin '17

Q&A session with a student-athlete

Q: What is your best memory from your CDS years?

A: Meeting Mrs. Bartsch and taking her biology class



Q: What teachers or classes impacted you the most?

A: The teachers who impacted me the most were Mrs. Bartsch and Mrs. Mackenzie. The classes that impacted me the most were linguistics and biology.

Q: What experiences impacted you the most?

A: I would say opening my circle of friends more and letting new people in because you learn a lot from people with different backgrounds.

Q: How did those experiences prepare you for life after high school?

A: Having more people around has changed me as a person because once you get closer to people, you have people to lean on.



Q: What excites you about what's going on at the school currently?

A: What excites me the most is seeing the school being more diverse. When I first started at CDS there weren't a lot of African Americans—now I see many more.

Q: What would you tell a family considering CDS for their child?

A: It would be one of the best decisions you could make for your child because CDS really focuses on the “school” part and gets you well prepared for what's next in life.

Q: Why will it be important to give back to Carolina Day as an alumnus?

A: It would be great to give back to CDS because the school really cares for you as a person and wants to help you in any way it can.

Student Profile

Spencer Bock '17

Q&A session with a student-artist-athlete

Q: What is your best memory from your CDS years?

A: My best memory was our senior prank. We filled the fish bowl (study lounge area) with hundreds of balloons!



Q: What teachers or classes impacted you the most?

A: Advanced placement chemistry with Mr. Wolfe, because of the way he inspired us to love learning. The lab exercises helped me *visualize* the molecular reactions.

Q: How did those experiences prepare you for life after high school?

A: CDS has taught me how to think rationally and make good decisions. I feel prepared to attend the University of Virginia and I'm confident that no matter what happens during my four

years there, I can handle it. CDS has taught me to ask for help when I need it, and access to the alumni support network is going to be great.

Q: What excites you about what's going on at the school currently?

A: I'm most excited about the new facilities and upcoming changes to the campus. I know that they will impact future students positively.

Q: What would you tell a family considering CDS for their child?

A: I would definitely say that CDS will prepare your child for the future. It's important for parents to know that CDS has been doing incredible things for kids for decades, so parents can step back and watch their child grow as a fantastic student and person.

Q: Why will it be important to give back to Carolina Day?

A: It's so important for the school to grow and thrive! Alumni should always be thankful for where they came from and how they got to be where they are now.



The Esteemed Publication:

A creative writing project conceived
and edited by Ian Wasserman '18

It's one thing for a student to achieve excellence in class through projects and other work assigned. It's entirely different for a student to perceive a need at the school, conceive of a solution, and bring the idea to reality.



Ian Wasserman '18 saw a need to learn more about editing and—as an extension of his outstanding classroom experience and work on the school literary magazine—to stimulate creative writing in Upper School.

His solution: a student-run, student-written, and student-edited online magazine devoted solely to creative writing. Ian, self-proclaimed (tongue-in-cheek) “High King of Editing,” solicited writing (all forms) from his fellow students and produced several

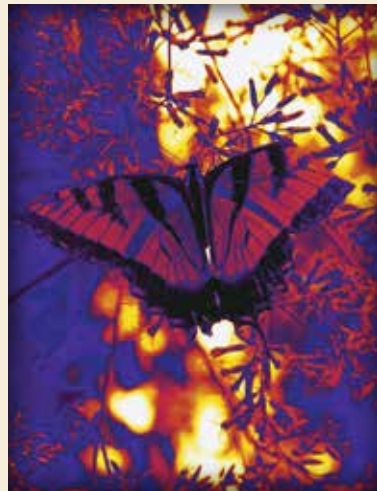
volumes of *The Esteemed Publication* this school year. Enjoy this poem as an example of published student work:

Twinkle, Twinkle
*Cerulean Winter**

Piece me together.
Fuse my broken parts.
Ignite me in uproarious fury
and let me burn.
Take me on an interstellar journey.
Make me a star.
And when your gravity stops.
When this star falls.
We will have traveled so far
that when my light
hits your eyes,
you will still believe
in shooting stars,
and I have one request:
Wish on me.

Ian plans on continuing the work. “I have a strong desire to keep doing this,” he says, “I feel like it really develops my creative skills, which will be useful in college and in the workplace.”

*Some students publish under pen names.



Creepy Butterfly by Cornelia Viper

yellow
reds, on the cor
throughout the wild
blurry blotches of the
including, but not limite
and the fleshy hue
forth from the ripple
donned by the y
roseary posies.
-sta

of wh
and wea
for a grow
softened by com
oranges & blues. I
daisy in concert u
lupine bubbles; the sun
poppies in harmony with
flower hued cornflower
which crayola get
“cornflower blue” cra
honey-stained dianti
in accord with th
cerulean painted
delphinium.

All this cacophony of colour is the
main attraction, the focal point, and
of the Simple, Subtle, Serene, o
verdant green. I collected coll
leaves, and chutes, of every i
Size, Shape, Scent, Shade, &
Displaying the infinite co
of

Splattered
 as and dappled
 reopsis that are sprinkled
 'lowers' bed that be brindled by
 of many shades and tints of pink;
 ed to: fuchsia - dye of butler's button.
 of salmon that leap energetically
 laden river, is the hue that is
 young chutes of fireweed, and
 and crepe tinted ballet
 pppers that tiptoe
 mutely upon
 the fragile
 fingers
 of dove's foot
 geranium; leaving the soft
 paint of baby's bottom hue.
 Purple comes in many forms.
 For instance, the mauve of
 asters and violet of untamed
 phlox. They polka-dot around
 id about, blending the orchestra
 uch the conductor is the rough
 ry suede gloves that are fit
 a lady's mitt. The oars is
 plementary pairs of
 The rusty african
 with the azure
 wet coloured
 h the corn
 ers from
 s its
 yon;
 hus
 he

the foreground, the
 l icing on the cake
 of the luscious.
 lage of stems,
 imaginable
 Species.
 variations
 cellulose.

Left: The Garden
 by Ollie Diamond '18

Drop Box:

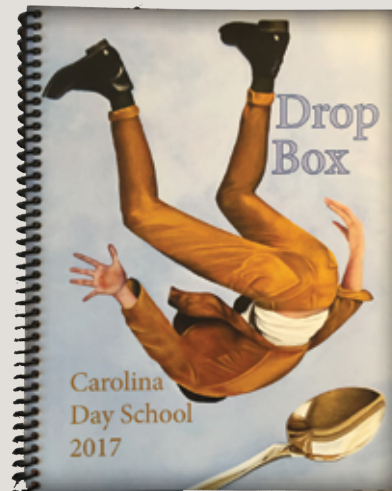
Carolina Day School's annual
 literary and arts magazine

"One of the best things about Carolina Day is how committed the school is to the arts. My child has had art and/or music every day since Pre-K; this is important to me as a parent. I want my son to be well-rounded as a learner and as a citizen of the world."

—Middle School parent

Annually, Carolina Day Upper School students and faculty publish their poetry, paintings, op-eds, drawings, photography, pottery

(via image), and prose in an award-winning, printed magazine. This year, the publication features 93 submissions that show the breadth of talent and expertise of their creators and authors. Enjoy the following excerpt from *The Fisherman*, written by Hannah Massen '18:



Yanka Kostova '17

My father returns home smelling of grouper and lime. I can feel its wave before I can see him, but his figure stumbles in on the backs of my eyelids: the encrusted yellow windbreaker, collar running parallel to his jaw, the

sand on the back of his knees, black rubber boots, the cleanest thing about him. The sliding glass door treads shut behind the back of the couch. My blanket is halfway on the carpet so his breath and the weight of his eyes cover me instead as I lay curled in child's pose. He places a cool hand on my cheek, his lifelines calloused over.

The 2017 edition was edited by Elizabeth Mangone '17, Ian Wasserman '18, and Ollie Diamond '18.

Congratulations to all

of our artists for their outstanding contributions, for their artistry, craftsmanship, creativity, and courage.



A Couple of Tigers by Chilton Curwen '20



Playing Smarter

From Little Cat to Wildcat

What We Do on the Field Mirrors What We Do in the Classroom

At Carolina Day School, we are proud of our successful athletic program, and especially proud of the *way* in which we achieve these successes.

With an emphasis on the whole student-athlete, our balanced approach creates young men and women who process, reflect,



find their voice, analyze performance, and learn how to use mistakes to their advantage—as learning tools for understanding—both in class and in uniform.

Through a wide variety of programs directed by committed, professional, highly qualified coaches, we shepherd athletic growth Pre-K/12 with age-appropriate activity and perspective.

We believe in love of sport, importance of competition, and passion for improvement and success. At CDS, we play smarter! Our program is designed to create growth for all students, whether their goal is to participate in a new sport or prepare for college-level athletics.



Lower School, Key Lower School: We teach good sportsmanship, love of the game, teamwork, and basic skills; everyone who wants to play is invited to play. Teams are structured as co-ed with a light schedule of practices and games. We partner with the YMCA to offer our “Play for Your School” program. In Grades Pre-K/5, we offer team play in basketball and soccer through local recreational leagues.

Middle School, Key Middle

School: We take everything up a notch with a deeper approach to skill-building, still rooted in love of sport.

We train Middle School student-athletes to become leaders. Teamwork becomes critical not only philosophically, but also as a performance strategy for success. We encourage more skilled athletes to mentor those newer to the sport and to support them on their path to a higher level of play. Coaches work with all skill levels to help students reach their maximum potential.

Upper School: Elite athletes with a passion for their sport are provided the leadership and resources needed to pursue college careers. At this level, we teach mastery of skills with raised performance expectations. Competition is intense and depth of character is required. The importance of time-management is emphasized so these young athletes learn to balance the double-intensity of a challenging academic workload with a vigorous practice and game schedule. More than 35 student-athletes placed in collegiate-level programs since 2009.



We're proud of our record as a top athletic program:

- More than 100 individual and team state championships since 1995
- One of the top ten 2A independent school athletic programs in North Carolina for 12 consecutive years, as recognized by the Wells Fargo Cup for athletic success and achievement

We are equally proud of how open our students are to trying new sports *for the fun of it, for the camaraderie, as well as for the competition.*



**PLAY
SMARTER**
*A winning strategy brought to you
by CAROLINA DAY SCHOOL*



Class of 2017

"I have learned not to underestimate my classmates. You all are constantly striving to do better at what you do. We have a chance to change the world. We have the resources Why should we even be comfortable with comfort? We have a responsibility not to be." —Geronimo Owen '17



From Grade 2 Students: Advice for Graduates

"Never forget your friends."

"Take a picture of your family."

"Don't forget your old friends."

"Remember that education is important, and not everyone can get a good education."

"Pack a photo of your friends."

"Take a guitar."

"Make new friends."

"Come home to visit."

At left: Grades 2 and 12 pose together on the steps of Nash Athletic Center, a photo tradition celebrating the two classes, which will share alumni reunion years.

Lilly Attwood
Shawn Austin
Ryan Bastin
Spencer Bock
Ben Broshar

Barry Campbell
Henry Chandler
SungChul Choi
Jackson Coker
Michael Connelly

Georgia Dover
Sam Ellington
Elijah Fiveash
Halei Gillis
Elizabeth Goldstein

Camilla Halsey
Scott Hilderbran
Emily Holden
Emily Hull
Ryan Keever

Yanka Kostova
Ralene Kwiatkowski
Xiayang Li
Meredith Linhart
Ben Lochen

Class of 2017 Colleges

Members of this class were accepted into the following colleges and universities:



Alfred University
American University*
Appalachian State University*
Arizona State University
Bard College
Berry College
Brevard College
Carleton College
Carson-Newman University*
Case Western Reserve University
Centre College*
Chapman University
College of Charleston
Colorado State University*
Drew University
East Tennessee State University
Eckerd College
Elon University*
Emerson College
Fordham University*
Furman University*
Gardner-Webb University*
Goucher College
Greensboro College
Guilford College*
Hendrix College
High Point University*
Hofstra University
Hope College
Indiana University Bloomington
Johnson State College
Lander University
Lehigh University
Louisiana State University
Loyola Marymount University*
Mars Hill University

Maryland Institute College of Art
Marymount University
Methodist University*
Michigan State University
New York University*
Newberry College
North Carolina Central University
North Carolina State University*
Northeastern University
Oglethorpe University*
Old Dominion University
Pepperdine University
Pratt Institute*
Purdue University
Queens University of Charlotte
Radford University
Randolph College*
Randolph-Macon College
Rutgers University–New Brunswick
Salisbury University
Santa Clara University
School of Visual Arts
Sewanee: The University of the South
Southern Methodist University
Southwestern Community College*
Stanford University*
The College of Wooster*
The New School–Parsons School of Design
The Ohio State University
The University of Alabama*
The University of Arizona
The University of North Carolina at Chapel Hill*
Tulane University
University of Cincinnati
University of Colorado Boulder*
University of Maine

University of Maryland
University of Mississippi
University of North Carolina at Asheville*
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Wilmington
University of Pennsylvania*
University of Richmond*
University of South Carolina
University of Vermont
University of Virginia*
University of Washington
University of Wisconsin–Madison
Ursinus College*
Virginia Commonwealth University
Virginia Tech
Wake Forest University*
Warren Wilson College
Washington University in St. Louis
Western Carolina University*
Wingate University
Wofford College

**CDS 2017 graduates
attend schools marked
with asterisks.*



**INSPIRED
TEACHING**
for Deeper Learning

Jaya Mamas
Annalise Mangone
Elizabeth Mangone
Angela McEverett
Baylis Mitchell

Sam Mycroft
Dylan Olp
Geronimo Owen
Maddie Paulus
Eric Perless

Eva Peterson
Austin Prichard
Luke Rutherford
Sam Ryan
Forrest Sleeper

Madeline Smith
Matthew Swedan
Peyton Truesdale
Coco van Dalen





Faculty

“My teachers actually care. I used to go to another school and the teachers there seriously lacked passion. It is so obvious that they want you to succeed here. I see my teachers as mentors who are excited to share the world with us.” —Upper School student



There is so much more to teaching than downloading content. Any computer can do that.

The real substance of teaching is made up of an intentional, professional approach that pulls from a variety of methods, depending on the content and the individual students in each class.

For students to feel safe as they explore—to feel they won't be criticized or laughed at for their answer or idea—that is the true



test of quality teaching founded in mutual trust.

This is the classroom, the playing field, the stage we set at Carolina Day School. It's about trust, exploration, and learning.

CDS teachers want their students to meet our school's high standards, and they go to extraordinary lengths to make sure students succeed.

We care deeply about who they are and who they are becoming.

Mike “Congo” Congleton

Middle School Teacher Serves as Artist-in-Residence

Last year when Amy Graham, director of the Robert Lehman Art Center at the Brooks School in North Andover (Boston), Massachusetts, saw Congo’s batiks at a show in Asheville, she knew she wanted to exhibit his work and to invite him to participate as a visiting artist faculty member at her school. Friends since summer camp in Maine as children, Amy knew Congo’s art and his teaching would be ideal for her program. “We have an incredible artist-in-residence program that allows our students to work one-on-one with professional sculptors, painters, and photographers. We were so pleased to have Mike come and work with our grades 9-12 students this spring,” she says. Congo’s work was also



on exhibit in the Brooks School’s 2,300-square-foot gallery in Lehman Art Center.

Congo, who has taught art at CDS since 2002, learned batik from African artist Olabayo Olanini. Many of his paintings were inspired by his time teaching and sailing in the Caribbean, Maine, and North Carolina. Congo says that he is honored to have been chosen. “It was an amazing experience to work with another art teacher and to share ideas and techniques,” he said.

Annie Jewett

Lower School Teacher Presents at National Convention

The NAEA National Convention, the largest gathering of visual arts educators in the world, provides substantive professional development to teachers for the purpose of improving visual arts instruction in American schools.

This March, CDS Lower School art teacher Annie Jewett was selected to share her knowledge on cross-curricular projects for Grades 1-5. Her 30-minute presentation gave teachers from across the country five original lesson plans and ideas on how to integrate curricular subjects into their arts instruction.





Dr. Diane Milner

Key School Principal Receives Doctoral Degree

Diane Milner, principal of Key School and Key Learning Center at Carolina Day, recently completed her doctoral work at Western Carolina University (WCU). WCU's Ed.D. Program in Education Leadership is a Carnegie-inspired executive doctoral program that prepares skilled scholar practitioners to lead educational organizations in solving complex problems of practice.



Milner, known nationally as a leader in education for dyslexic students, focused her dissertation on “Increasing Reading Independence for Students with Dyslexia.” An excerpt from her abstract follows:

Children with dyslexia struggle with acquiring basic literacy skills due to their unique brain profile; reading instruction must activate the express reading systems in the brain to ensure that dyslexic children can decode accurately and automatically to build reading fluency. Once basic skills are acquired, these students still may struggle greatly with generalizing their skills to new contexts.

Researchers have found that 75 percent of children identified with reading problems in third grade still struggle with reading in ninth grade.

Based on federal, state, and local test data, early reading interventions have not been highly successful for students who are at risk for reading failure, many of whom are showing indicators of dyslexia.

The early indicators of dyslexia must be recognized, addressed, and overcome.

To help these struggling readers achieve their potential, we need to know who they are, understand their challenges better, and put effective plans and practices in place to support them. However, to do any of that, we need to first start saying the word: dyslexia. The brain studies have shown us the why; we now know the neural signature for dyslexia. **Eighty percent of children who are struggling with learning to read are dyslexic.** Extensive reviews of reading research have shown us the what: we know that effective literacy instruction must include the instruction of Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension strategies.

Dr. Milner, Key Learning Center Director Concha Wyatt, and the faculty work tirelessly with students with language-based learning differences at Key School, and teach educators from around the country on the Orton-Gillingham multisensory approach to teaching and learning.



It All Begins *with a Fortune Cookie*

DAVID DVORCAK * *Upper School Theater and Debate*



The Synesthesia Project is an artistic journey wherein faculty participants create new works in response to novel inspirations. To begin, participant #1 opens the fortune cookie, reads it, then creates a work in a preferred artistic medium. In three weeks or so, #1 shows the work to #2, but does not reveal the fortune. #2 creates a work inspired by the work of #1. Three weeks later, #2 shows to #3, who then creates a work inspired by the work of #2. And the cycle of create/show/create continues throughout the year. Each participant only sees the work that will be an inspiration. Only #1 knows the fortune. In spring, the works

are revealed for the first time in front of an audience at a gala performance. No one has seen any work but the one that that came before them—which was the inspiration—so the revelation is for the participants as well as the audience. We try to place artists in interesting juxtapositions



when possible: a classical pianist responding to a chef, for example. The intent is to put artists in a time and space of intentional creativity and risk. New are works created and shared, and our bond as a community is strengthened.

In the culminating performance/showing, the students and audience see their faculty taking risks and embracing vulnerability.



Sometimes the common thread from the original fortune runs through each creation, sometimes the theme is lost in new thoughts and takes on entirely different meaning. The process is inspiring, energizing, and illuminating for faculty as well as observers.

Written Language, *Living Fossils*

SUSAN WHITE ✦ *Upper School Writing*



Writing, like a fossil, preserves the impression of a living organism. Though unlike fossils, which offer static glimpses into past lives, writing comes alive in voice and meaning each time it is rediscovered. Writing speaks for itself. Today, our mind-boggling connectedness allows us to broadcast our impressions to friends and strangers instantaneously—an ability that is both exciting and terrifying. Equally astounding, the writing we share may assume its own life journey, reaching readers beyond our knowledge or control. Delivery speed and capability are not the only monumental changes since the genesis of social

media; these new, terse modes of writing have shaped linguistic trends in terms of numbers, acronyms, playful lingo, and lack of punctuation and capitalization. Many older people are alarmed by this radical departure from the language they are accustomed to writing and reading.

Language is ever-changing. Around the 1500s, the convergence of Anglo-Saxon/German, Norman/French, Greek, and Latin evolved into English words we can recognize. Though the printing press made it possible



to define words and prescribe grammatical usage, English, like all languages, has continued to change in vocabulary, usage,

and grammar. Since the late 20th century, this evolutionary process—thanks to the internet expressway—assumed the velocity of a Bugatti Veyron Super Sport. Not only are five hundred words plus sprouting in our OED quarterly, but emoticons are also blooming in written communication—so much so that people are hired to translate these image-based expressions. While English teachers have the difficult task of teaching students how to write cogently in what we call “formal” or “standard” English, those standards are also always changing (though not as rapidly or radically as the casual writing in social media). Consequently, holding students to the “rules” taught two decades ago is stubborn and counterproductive. However, a constant in writing instruction is that students need to thoughtfully consider audience and purpose. And what will always hold true for effective writing is that it must be meaningful, clear, accurate, fluent—and, ideally, original. (People who are forty or older might be cringing that I began



Susan's favorite quote
about learning:

*"Twenty years from
now you will be more
disappointed by the things
that you didn't do than
by the ones you did do. So
throw off the bowlines. Sail
away from the safe harbor.
Catch the trade winds in
your sails. Explore. Dream.
Discover." —Mark Twain*

a sentence with a conjunction; they have not noticed that 10% of sentences in excellent, professional writing begin with "but," "and," or "so.") Don't even get me started on the ludicrous lengths people go to not split infinitives (a practice stemming from Latin, which makes little sense regarding English). We cannot pin down a language or how to communicate through writing. Nor is it fair to bemoan the fact that teenagers are not writing as we wrote. We should celebrate the ways we discover to express ourselves and connect through writing.

My students write more than I did at their age. When I was in high school, I wrote essays for school, letters to long-distance friends, and thank you notes to older relatives. My "blog" was a diary with a lock, which I hid under my mattress.

Teenagers text, Snapchat, tweet, and comment on blogs and forums much more often than I make phone calls or email my friends, family, and colleagues. Additionally, many adults,

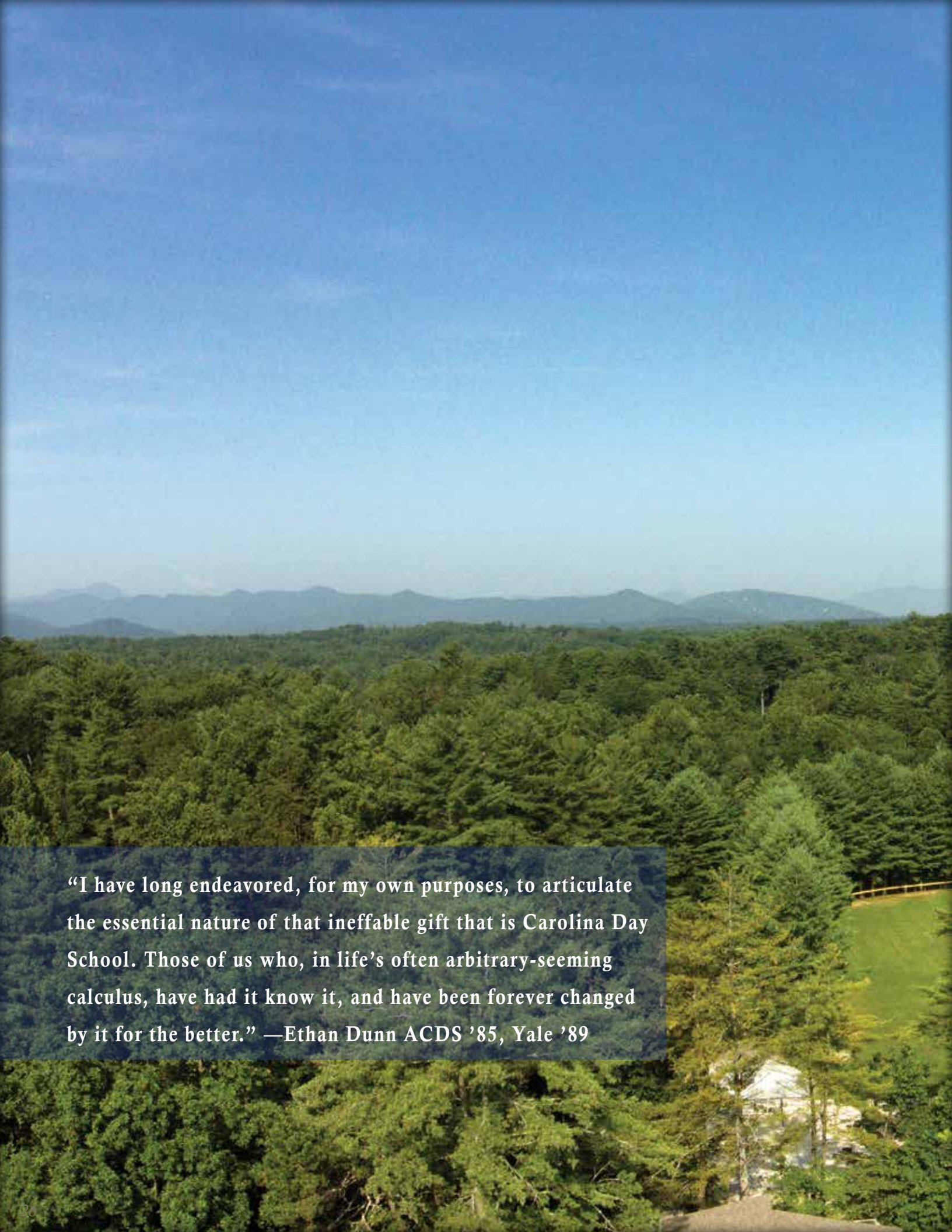
including the United States' president, regularly release winged words to countless recipients through Twitter. Electronic writing is impulsive and can be refreshing—but also problematic.

Perhaps more than ever, people's reputations can be enhanced or marred through their writing. Rather than issuing a stern warning, I'd like to encourage people to hone their linguistic skills in order to take advantage of these abundant opportunities. Learn the words and improve the skills to craft something that matters. I also encourage people to think, write, reconsider, and revise before sending—so they will not regret the impressions they make, but, instead, deliver the necessary tone and point to achieve their purpose.

Teenagers' writing is certainly not limited to social media or school assignments. This spring, I helped two students write their college essays, one student apply for a summer writing program, and another student apply for a job. Did their writing matter?

Absolutely. Their writing is their impression: an authentic imprint of personality, wit, and sincerity. The recipients of their writing meet and evaluate them through the life of their written pieces. Again, writing has a purpose and an audience, and effective writers tailor their phrasing accordingly.

Humans have distinguished themselves from other animals through the complexity of their speech and the connective, expressive, informative, persuasive, art of preserving their ideas through writing. Whatever the approach or subject, writing makes a difference and has the potential to live for centuries. My students and I have just set sail on the wine-dark sea, living the ancient Greek song of Odysseus' nostos, composed 2,800 years ago and, thankfully, preserved in writing—then translated into English. I can't wait to show them the Twitter version of this epic poem my former students created.



"I have long endeavored, for my own purposes, to articulate the essential nature of that ineffable gift that is Carolina Day School. Those of us who, in life's often arbitrary-seeming calculus, have had it know it, and have been forever changed by it for the better." —Ethan Dunn ACDS '85, Yale '89



Craftsmanship.

Pride. Precision.

IAN RIDDELL * Lower School STEM



As the STEM coordinator for Lower School, I spend so much of my time looking at the future and asking questions. Specifically, I wonder what impact new technologies will have on the students I see on a daily basis. I wonder how I can prepare them for their future careers, when the jobs they will hold don't even exist yet. I wonder how I can make the highest levels of technology more accessible to young minds. But recently my imagination was captivated by something from the past. Not the recent past either. An image from the turn of the 20th century. And it gave me some unique insights into the challenges that we face at present.

I happened upon a book called “Paper Sloyd: A Handbook for Primary Grades.” It was available for free through Google Books. This book was written in 1905, and it offers an interesting glimpse into the mindset of educators at a time before we began to reinvent education to suit our rapidly industrializing economy. The author, Ednah Anne Rich, herself a schoolteacher, unpacks the notion of sloyd in her preface thusly: “Sloyd is tool work so arranged and employed as to stimulate and promote



vigorous, intelligent self-activity for a purpose, which the worker recognizes as good.”

There is a compelling black-and-white picture that accompanies

the preface, showing young children engaged in very intricate handwork, using the classic geometer's tools: straightedge and compass. The children are drawing lines with precision, cutting, and folding— and on the wall behind them are the fruits of their efforts.

This image calls to mind a conversation I had with my peers as we discussed how to integrate STEM at all grade levels at CDS. My colleagues in Upper School commented that many high school-aged students don't take the time to draw lines precisely with a ruler when the assignment requires it. And when they cut, they allow themselves too much margin for error. They don't have an appreciation for the importance of measuring and cutting precisely. And here was an archival image of young children (third grade, I'm guessing), 100 years ago, practicing exactly that skill.

Paper sloyd, the author says, was written to explore how to best prepare students for wood crafts and sewing crafts beginning in Grade 4. Again, this was at a



time when education was largely intended to prepare young people for trades, most of which were in manufacturing. The author says that working with paper is a great way to instill some of the same values (pride in craftsmanship, precision) that come with sewing and wood crafts, but with younger students.

I became fixated on this image as a primary inspiration for a way forward in Lower School STEM. Craftsmanship. Pride. Precision. These are values. Not skills. But they are manifested through skills. They require practice and patience.

There is an air of impatience among them. It is a little clichéd at this point to discuss our on-demand culture and how it affects young people. But I have noticed, as a parent and as an educator, the way that our technology-driven world presents young people with discrete and well-organized challenges. When we think of toys that build young minds, we think of Legos or crayons, which are crafted with intention and logic to

make them accessible. What about the challenge that is presented by a block of unshaped wood? Or a blank piece of paper? We might think of educational apps that help to strengthen a specific skill in math. But the app has been built to be intuitive and easy to learn for young people. In this way we are clearing the path for them, taking away the obstacles that can help them learn.

For example, a student might assume, “I don’t have to make a straight line, because when I draw a nearly straight line, the computer application straightens it for me.”

If, as a society, we lose the ability to create with our hands, using deep patience and problem-solving, we lose critical intellectual capacity. It is my hope that my students gain and retain knowledge that will help them navigate the world, no matter what technological advances bring.

“Woodworking requires precision and attention to detail. Woodworking allows students to actually apply the knowledge learned in other classes. Woodworking can involve geometry, chemistry, and physics. Students will be able to see the practical applications of different algorithms and formulas. This real-world context makes it easier to grasp increasingly complex concepts later.” — Peter Wendt, master craftsman



Equity & Inclusion

Building Multicultural Competence

MISSY SULLIVAN ✦ *Middle School Counselor, Diversity Committee*



During the 2014-15 school year Carolina Day School embarked upon a comprehensive examination of its strengths and shortcomings in order to generate a strategic plan for growth and development. With input from hundreds of constituents across all areas of our community, a mission statement and nine core beliefs were born. A clear and urgent message was also communicated: a more diverse community is essential.

The CDS core belief: “Create a Diverse Community” means adding quality to our community by cultivating a richness of ideas, broadening of perspectives, and respecting others. We are

committed to building a faculty, student body, and school culture which reflect the greater world around us.

In order to be more diverse, we must learn how to be more inclusive; and in order to be inclusive, we must build our multicultural competence. We are in the process of doing just that.

Last summer, faculty and staff read “Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do.” When we returned to campus we engaged in activities, reflections, and discussions. Juniors and seniors also read the book and participated in thoughtful discussions about the impact of stereotype threats.

The CDS diversity committee has hosted Lunch & Learn workshops for faculty and staff this year. One focus was on socio-economic status and the other on the experiences of students of color at Carolina Day. Both events were well attended with teachers, administrators,

and staff. Future topics for Lunch & Learn workshops include religion, gender identity, and sexual orientation.

Plans for more skill building are already underway, including workshops for students, faculty, and parents—with seasoned trainer and speaker Rosetta Eun Ryong Lee.

In the classroom, teachers are intentionally thinking about what they are communicating through the images on their walls and choice of content. In division meetings, they are talking about culturally inclusive practices. The curriculum team is examining how diversity is represented across the spectrum of learning at CDS.

Parents will be invited to participate in this growth as well. We know from survey feedback that many of our parents are eager to see a greater commitment to diversity and equity at Carolina Day.

We are proud to have sent faculty and staff to the National Association of Independent



As part of our strategic efforts to increase awareness about diversity at our school, three alumnae discussed their experiences as students of color at CDS. Director of Alumni Relations Elizabeth Garland '09, Zaria Lyles '16, and Ana Cabello '09, pictured at left, shared their experiences with a group of about twenty teachers and staff members. Their stories help inform us as we move forward.

Schools' (NAIS) Student Diversity Leadership Conference and the People of Color Conference (POCC) this year. POCC provides educators with knowledge and tools to create equitable and inclusive learning and working environments. This four-day event was packed with speakers, workshops, affinity groups, and opportunities to consult with other independent-school educators from across the country. Those who attended returned with much enthusiasm and many ideas for how to move the needle forward in diversity work at CDS.

Locally, we are seeking feedback from independent schools in our region and across the state about their work in diversity and inclusion. We have joined the Western North Carolina Diversity Engagement Coalition (WNC-DEC), a network of some of our region's largest employers, including Mission Health, MAHEC, and UNC-Asheville. Through the DEC, these organizations collaborate to build and support a more diverse workforce, and we are proud to join that effort.

Also this year, with the help of the National Association of Independent Schools, we surveyed our community using the Assessment of Inclusivity and Multiculturalism (AIM). Results of that survey clarified areas of strength and weakness, highlighted what concerns are most salient to our community, and provided direction for future efforts.

Carolina Day School is committed to creating an inclusive and equitable community that reflects the diversity of the greater world around us. In numerous ways, and with support from stakeholders in every area, we are making meaningful changes that ensure our vision becomes reality.



Citizenship *in the Digital Age*

PETER SULLIVAN * *Lower School Assistant Principal*



In the fall of 2014, the four assistant principals at Carolina Day School attended the annual Southern Association of Independent Schools (SAIS) conference in Atlanta. Matt Scully (Director of Technology at Providence Day School in Charlotte, NC), whose school was about to roll out a 1:1 iPad program, presented on the topic of digital citizenship as a necessity for any type of school.

Departing the conference, we debriefed on Matt's presentation and how digital citizenship might fit into our community; we all felt this was an important task for the school to take on.

As a result, during the 2015-16 school year we assembled a committee to begin building a digital citizenship program that would be tailored to fit our school's needs. Each division selected a faculty member to champion the program in the division, with the entire program overseen by Bo Attwood, chief technology coordinator at CDS.

Our committee traveled to Providence Day School in February 2016 to meet with Matt Scully and learn how to "roll out" a digital citizenship program. Matt graciously spent more than five hours with our group, walking us around campus and highlighting the aspects of their digital citizenship program. He gave us access to his digital citizenship resources and recommended many others.

Once we returned to Asheville, our committee switched into high gear to begin planning our version of a digital citizenship program. We created a common shared language about what tenets should be included in this program.

We followed the International Society for Technology in Education (ISTE) guidelines for creating a digital citizenship program in a school and used a digital citizenship audit to help us determine hot-button issues. These included the following:

- Using cell phones to text test answers to other students
- Using social media or messaging systems to intimidate other students
- Downloading music/video files illegally from the Internet
- Being unable to complete class projects or research activities because of a lack of access to technology
- Using technology excessively (e.g., late at night)
- Plagiarizing information obtained from the Internet
- Having devices cause distractions during class time
- Sharing private/personal information on the Internet
- Purchasing apps, music, or other items during school



The results showed different needs in different divisions. In the meantime, for the 2016-17 school year, our committee:

- Worked with the CDS marketing team to establish a visual identity
- Implemented a Digital Citizenship Curriculum for Grades 1-5
- Created a grade- and division-specific resource guide
- Hosted a viewing of the “Screenagers” movie for CDS parents and the general public, with discussion led by pediatrician Dr. Beth Vo

In Key Middle school we focus on the ethical use of technology, discussion about appropriate screen communication, expectations for use of technology as a learning tool, and safety issues. We also offer Lunch & Learn sessions for parents.

In Middle School, we teach “netiquette.” In Grade 7 Humanities, we teach responsible Internet research and then reinforce it throughout the

year—how to choose reliable web resources, how to cite them (images, too), how to avoid plagiarism. We look at the idea of bias in resources and discuss the need to look for a mix of perspectives. In terms of social media, we stress the importance of being positive and constructive when commenting on each other’s blogs created for school assignments.

In Upper School, we discuss the nine facets of digital citizenship with each of our freshman classes. The students write about ways digital citizenship issues impact their daily lives (both in and outside of school) and share their thoughts with each other in class discussion.

Throughout the school, we balance technology with traditional forms of communication. It is critical for students to be able to excel in both arenas.

“As we engage digital learners within the curriculum it is imperative to uphold our core belief to “cultivate strong character” by using technological resources responsibly. In these efforts, we plan to partner with parents—through consistent communication and additional parent education opportunities—as we provide the safety and support our students need for a productive and healthy future.

— Kirk Duncan, head of school



Promoting *Teacher Growth*

PEGGY DANIELS * *Associate Head of School, Upper School Principal*



Building an exceptional team of faculty is no accident. It is the result of hiring great teachers and then supporting them through continuous learning, strong practice, reflection, and hard work. An inspired and informed faculty is the most important factor influencing student achievement. At CDS we are fortunate to already have a faculty that is strongly motivated to learn and grow, and they love learning together and supporting each other in the process.

My experience of working with teachers over the years suggests that one of the most effective ways of promoting professional growth is by engaging teams of teachers

in collaborative efforts. Whether we do this divisionally, across departmental/curricular areas, or in small teams of teachers interested in the same topic, the advantage of working with others who share a passion and common interest is a powerful means of accomplishing our goals as a school community.

When teachers learn, create and problem-solve together through continuous professional learning, they all make significant progress. In our CDS core beliefs, you will find the following sentence: “Excellent schools attract outstanding faculty members who are highly knowledgeable and passionate about their disciplines and who derive energy and excitement from engaging with students and collaborating with

colleagues.” By increasing teacher motivation, engagement, and performance—and creating groups that share information and ideas and support each other in the process—everyone wins, including our students, who benefit from seeing their teachers as learners, too.

For the last three years, Upper School science teacher Joanne Bartsch has attended the Science Education for New Civic Engagements and Responsibilities (SENCER) symposium as a part of her professional development. SENCER is a national project focused on empowering faculty and improving STEM teaching and learning by making connections to civic issues. The first year, she did this on her own, but over the last two years, she has taken an ever-growing team with her. This past summer, it was a team of nine Upper School teachers. Joanne shared her impression of this symposium with a team of peers: “A SENCER symposium is an immersion experience in and of itself; I learned that the first year I attended. Going with a





group of colleagues amplifies that immersion multi-fold. As a group, we were able to divide up and attend different sessions and then share what we learned. This allowed us to immediately bounce new ideas and approaches off one another and see ways to work together in subjects we teach. We bonded as colleagues over meals. We brought back to the rest of the faculty a diversity of experiences that allows us to share with greater enthusiasm what we did, what we learned and how we grew. Back at school, our shared experience leads to a shared vision, and all of this allows us to support one another as we try new approaches.”

CDS also promotes collaborative professional development by bringing speakers to campus. Key School sponsored a workshop with author/speaker William Van Cleave to examine cognitive demands on the struggling writer and provide teachers with strategies for helping students more clearly express their thoughts in writing. Teachers from all divisions attended this six-hour seminar. According to Key School

director of teacher training, Concha Wyatt, teachers benefited greatly from collaborative work with peers at the workshop, and they will continue to work together to support this effort and further clarify grade-level writing expectations. Building a strong base of teacher knowledge left the faculty re-energized and inspired to continue to work together with clear student-centered objectives.

Whether attending a national conference as a team—as our world language teachers did this past fall—or learning together on campus—as our Inquiry Based Learning team did this spring—there is a huge advantage in working together with peers to grow professionally and to improve student learning.

“I love that CDS has encouraged me to attend several professional development opportunities, including Responsive Classroom Institute, Paideia Seminar, and Singapore Math. When I come to school each morning, I know that I will be surrounded by individuals who embrace positivity, seeing the potential and gifts in each child, and teachers who are always looking for new ways to improve their approach to education.” — Alicia Cardina, Lower School faculty



Let's Start at the *Very* Beginning

DR. MILTON CROTTS * *Upper School Music Director*



Meeting the challenge of building an Upper School music program at Carolina Day School began with two goals: provide an open environment conducive to creativity and understanding; craft a music curriculum offering a range of ensembles and courses to encourage CDS students to perform, create, study, and listen critically to music.

Fall 2016, the program's inaugural semester, featured "Music Cultures of the World," the Chorale, and Wildcat Band. Students discovered new vistas in "Music Cultures of the World." Others found fulfillment in ensemble performance, which gives students the opportunity

to experience both standard and unconventional repertoire as a cooperative effort.

"Music Cultures of the World" explores the music of many different cultures and music's value as a functional activity in

entirely new way of thinking and experiencing the world. Students are introduced to the basic language of music, after which they explore a variety of musical styles and composers, including classical, popular, Western and non-Western, jazz, rock, folk, and

Dr. Crotts is a graduate of the University of South Carolina, with a Doctorate in Musical Arts in conducting. He has served as Associate Professor of Music at Davidson College and the University of Guam, Director of Choirs at Warren Wilson College, and Director of the Orchestra and Wind Ensemble at UNC Asheville. He is Music Director of the Blue Ridge Orchestra.

people's lives, as a symbol of historical/national identity, and as a form of artistic expression. An understanding of music's fundamentals can lead to an



more. "Instrumental Ensembles" developed into a rock/jazz group composed of two guitars, a bass guitar, drum set, keyboard, viola, and cello. Performances this year included the school-wide Pep Rally, Homecoming, and our Fall Concert.

The CDS Chorale was a hit from day one and was sought after to perform at Homecoming, Parent Coffee, Morning Meetings, and the CDS Fall Concert. Our eight adventurous vocalists accomplished a great deal in one



semester, preparing a full spectrum of vocal music that focused primarily on a *cappella* literature. The varied repertoire was drawn from Western art music, shape-note, African traditional, Eastern European, and ethnic music from many cultures. Sung in many languages, this music promotes an understanding of the world and our place in it.

Among the accomplished student musicians at CDS, there are those whose horizons are limited by a lack of understanding of basic notation and general musicianship. While “jamming” can be a release of tension and an expression of individuality, it does not take the place of disciplined music study or comprehension of basic musical precepts. A course for which students receive academic credit must have clearly stated goals as well as a basis for formal assessment. Just as progress is expected in math or science classes, music students must improve upon their current level of playing and expand their musical understanding in order to succeed. “Jamming” is actually

more fun when it develops from a solid musical foundation.

As the Upper School music program moves forward, plans include formation of a Symphonic Band—an ensemble composed of orchestral string, woodwind, brass, and percussion musicians. The group will be open to students, faculty, staff, parents, and perhaps seasoned musicians from local retirement communities. The goals are to become familiar with all aspects of performance and improvement of individual instrument proficiency while developing musicianship, technical competence, stylistic interpretation, and performance etiquette. And, of course, to enjoy the uplifting experience of creating music as a community effort.

The Upper School music program has started in a very good place. The joy of music is infectious, and we look forward to the day when a majority of students are contributing to and experiencing in that joy.

“I strive to create and promote a healthy teaching/learning environment for positive interaction and exchange with three main goals for the student’s experience: 1) Leave a rehearsal or concert knowing you have participated in something worth your time 2) look forward to the next ensemble rehearsal or performance opportunity, and 3) Be inspired to practice.” -Milt Crotts



Elections Class

1800 & 2016

JIM GOODE * *Upper School History*



The Upper School's presidential elections class in fall 2016 was a one-time offering for students who enjoy government and politics. The course was designed to give students historical context to election politics by examining the evolution of political parties from the founding of the nation to today. By focusing on some key elections in the past, students gained better insight into the forces that drive elections today.

As part of the process, students created political media ads supporting John Adams or Thomas Jefferson in the very hotly contested 1800 election.

Students planned and participated in a mock debate. One group's assignment was to make a case for Donald Trump as the "new" Andrew Jackson. The other group debated whether Hillary Clinton was the "new" John Quincy Adams. This exercise was designed intentionally for students to discover parallels and differences between 1828 and today.



One of our goals was for students to become more savvy media consumers, and to learn how to use their own problem-solving skills when making political choices. Students were assigned

homework that involved analyzing each of the three final presidential debates.

Each student provided insight on how well each candidate performed, with respect to both policy content and media image.

Lastly, on Tuesday, November 8, our class held a mock election—for all students in the CDS community—in Love Hall. The ballots were cast in private, and all students were respectful. We emphasized that this was not a time to campaign for a particular candidate, but rather an opportunity to practice the most important democratic duty we have as citizens.

Our students have learned that if they possess deeply held beliefs and care about where they want their country to go, they need to be actively engaged in the political process. Democracy is a great gift that will be lost if taken for granted.

An Inside Job: *Emotional Intelligence*

BARB KING *Lower School Counselor



“We must change as we move into the 21st Century... that the whole species now has to move from a sense of power as brute force to a sense of power as soul force.” —Mahatma Gandhi

Perhaps Gandhi was speaking of emotions and the power in recognizing, understanding, labeling, expressing, and regulating feelings. For decades, independent schools have worked diligently to help students reach their potential academically. Faculty and administrators tuned into best practices for teaching the core areas such as math, science, social studies, and language arts. They placed the primary focus on academic intelligence and

less importance on the influence emotions play in learning. Despite the fact that exemplary teaching was occurring in schools across the country, it was apparent that a greater emphasis needed to be placed on social-emotional well-being. Mental health issues among children across the country were rising significantly. We’ve been taught that how we feel is secondary to how we think, yet have experienced time and time again how unpleasant feelings unaddressed hold us back from reaching our potential academically, socially, and emotionally.

Studying emotional intelligence (EQ) was perhaps more of an “unlearning” than “learning”—to step aside from a societal belief system that has placed IQ above EQ, when in fact they are in tandem. In July 2016, the Lower School leadership team—Principal Kim Broshar, Assistant Principal Peter Sullivan, and myself—applied and was accepted to the Anchors of Emotional Intelligence program at Yale University. The intensive training was led by Dr. Marc Brackett, Director of the

Center for Emotional Intelligence at Yale. For more than 20 years, Brackett has researched the science of emotions. He believes that “emotional literacy should be taught from womb to tomb, because the emotional challenges we meet vary as a function of our age.”

During the 2016-17 school year, we began training faculty and staff to educate students using Yale’s RULER approach to emotional intelligence, which states that recognizing, understanding, labeling, expressing, and regulating emotions is essential to experiencing greater success.

Our emotions are, in fact, in the driver’s seat when it comes to learning, making decisions, tapping creativity, navigating meaningful relationships, and maintaining good health.

After this first year piloting Dr. Brackett’s work in the Lower School, we look forward to moving strategically into other divisions of CDS.





Alumni

*Tradition and rites of passage instill identity,
create a sense of community, and foster school spirit.*

*We value and celebrate school traditions that evolve
and shape our community, link our past to the present, and
help us understand we belong to something larger than ourselves.*



The Carolina Day School family consists of more than 4,000 alumni (of Carolina Day School and its predecessor schools) throughout 50 states and the world.

Alumni are a crucial part of the history, philosophy, and mission of our school. Our expansive network of alumni celebrates each other's accomplishments, keeps up-to-date about what's going on at school, and supports our efforts to continue to shape and inspire the leaders of tomorrow.

Alumni serve as volunteers in our classrooms, support the educational careers of their children and grandchildren, cheer on our athletes and artists, and connect with Carolina Day students and graduates as a resource for internships and employment.

We are fortunate to have so many alumni who give back. Thank you, alumni, for your wisdom, support, and leadership.



Above: Alumni pose with the Bell in Love Hall Courtyard for a special edition of "Capital at Play" magazine.

This group of alumni graduated from the five schools which, over time, merged to become Carolina Day School. As entrepreneurs, leaders, and volunteers, they are each making a meaningful difference in the world in their own unique way. We thank our thousands of alumni throughout the country and abroad, for all they give back to and all they share with their communities.

Pictured are: Stephanie Smith SG-GH '89, Elizabeth Garland '09, Ryan Guthy '04, David Morgan GH '59, Kieta Osteen-Cochrane SGP '60, Darryl Hart ACDS '79

Distinguished Alumna 2016-17

Cissie Stevens SGP '58

*Eric Edgerton '07, Alumni
Association Board Chair*

Carolina Day School is pleased to announce that this year's Distinguished Alumni Award honoree is Imogene "Cissie" Stevens. The true measure of greatness can be found in the



achievements of our alumni. The C. Robert Bell Jr. Distinguished Alumni Award recognizes alumni who have distinguished themselves as leaders in their community, as well as at Carolina Day. This year's award winner, Cissie Stevens SGP '58, is an alumna of our predecessor school St. Genevieve-of-the-Pines, class of 1958. Her children, John, Scott, and Wyatt attended St. Genevieve/Gibbons Hall, and she

was on the Board when the school merged with Asheville Country Day School.

Cissie has gained a unique distinction through success in her professions, service to CDS, and contributions to the community.

She retired from UNC-Asheville, where she led the College for Seniors program in 2002. She was asked by Chancellor Ponder to serve as the Interim Director for the North Carolina Center for Creative Retirement in 2009-10.

Cissie is an active member of the community and has been involved with numerous boards of nonprofit organizations. She serves on the board of directors for Manna Food Bank and on the board of Asheville Area Habitat for Humanity.

In her address to students at Convocation 2016-17, Cissie said, "You are so fortunate to be at this school. Education makes a huge difference, and this school, because of its ability to meet the needs of all kinds of children, is the gift of a lifetime."



Previous recipients of the Distinguished Alumni Award include the following:

Pam Turner, SGP '61

Joel B. Adams, Jr. ACDS '71

C. Robert Bell, Jr. ACDS '62

Samuel A. Bingham III ACDS '62

Eugene M. Carr SGP '43

Jane Swicegood SGP '51

Gail Godwin SGP '55

Darryl J. Hart ACDS '79

Barbara Morgan Nesbitt ACDS '61

Charles D. Owen III ACDS '78

Mother Margaret Potts, R.C.E. '28

Sally Lewis Rhoades SGP '56

Canie B. Smith ACDS '50

Linda Rathbun Taylor ACDS '64

Mitchell "Mick" Wolfson, Jr. ACDS '56



“Besides the work and academics, I’ve had the chance to explore the beautiful sites New Zealand has to offer, from the Sky Tower in Auckland to the fjords and glaciers of the South Island.

The program coordinators have also made sure to inform us about the traditions of the native people—known as the Maori—and we’ve been able to immerse ourselves



in their culture by learning their legends, partaking in their welcoming ceremonies, and even having a traditional meal prepared by a Maori couple.

Overall, I’ve enjoyed my time in New Zealand immensely. I’ll carry a lot of the experiences I’ve had here with me for a long time, and I’m excited to share what I’ve learned through research with my peers back at Wake.” —Konan Beke ’15

Young Alumni

Study Abroad



by Konan Beke ’15

Wake Forest Program Offers New Zealand Academic Experience

I came into college knowing that I wanted to study abroad at some point, and I started planning for it before I’d even stepped foot on Wake Forest’s campus. It’s often tougher for pre-med students like myself to study



abroad given the prerequisites and time necessary, so I knew that good planning was important. With the help of Wake’s Global Programs Office, I decided the Auckland Internship Program in New Zealand was the best fit for me. This program has been a good match because I wanted to go to an Anglophone country with a warm climate where I could get my foot in the door in the world of medical research (hence the internship portion).

I have been in New Zealand taking classes at the University of Auckland and interning with a

clinical research facility. When the program officially ends this summer, I will stay in the country to write a sub-study report to present at a research symposium back at Wake. I was fortunate to receive a grant from the school to fund this summer research project. The research organization I work for is known as the Human Nutrition Unit (affiliated with the University of Auckland), and it is conducting a three-year-long clinical trial called PREVIEW, looking at the effects of protein intake and exercise on weight maintenance and progression of Type 2 diabetes. I help with general data analysis and laboratory blood-work in the PREVIEW study, and have recently taken up responsibilities as a lab assistant for a new study looking at the effects of prolonged fasting on blood-glucose regulation.

This experience is helping me gain a lot of insight into the field of medicine and giving me the chance to see how information I’ve learned in the classroom applies in real-world situations.

Memory Lane

Alumni Reflection



Jane Swicegood SGP '51

We spoke with Jane to ask about her favorite memories from her school days at St. Genevieve-of-the-Pines.

What is your favorite school memory? It is of the day my mother took me for an admission interview when I was 12. I met Mother Kathleen Winters and she stole my heart on sight. She was my second-grade teacher for one week, then she moved. She and I remained friends until she passed away in her eighties. She inspired me to establish the CDS endowment and writing award.



How did she impact you? With her sparkling eyes, her Irish wit, warmth, and interest in her students

In your opinion, what is CDS doing well?

CDS embodies the spirit of St. Gen (*sic*) and has created in students an awareness of responsibility within themselves and to those they are able to help. CDS has also created an awareness that we are not all alike; diversity is not only accepted but also encouraged.

What are three words you would use to describe SGP?

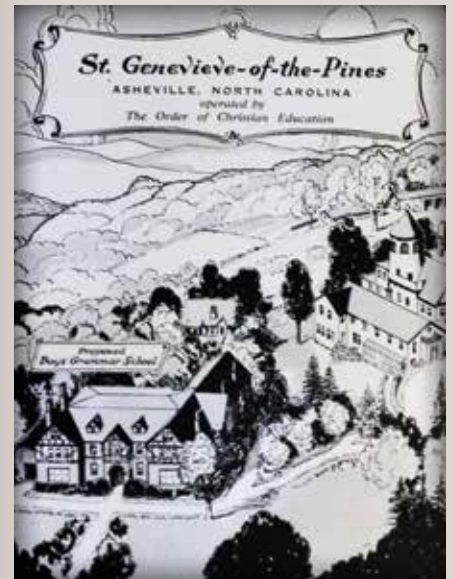
Refined, demanding, loving.

Please share something unique about yourself. I have lived a life I could never have even dreamed of. I have carried the torch for SGP and its successor for 72 years, and was the only student who received the school spirit award in grade school and in high school. I do all I can to support the SGP legacy.

What advice would you give a current CDS student? Take advantage of every opportunity available in academic studies, athletics, arts, and interpersonal relationships. Try things that are new and intimidating. Always have compassion and kindness. Be accepting and non-judgmental.

"My father was an engineer on the Southern Railway for 52 years and I'm sure he rang that bell thousands of times, so when I see 'The Bell,' it always reminds me of my daddy. What could be any better than that???"

—Jane Swicegood SGP '51



spotlight

St. Genevieve/Gibbons Hall blended the educational philosophies and traditions of Gibbons Hall School for Boys and St. Genevieve Prep when it was created as a non-sectarian, independent, coeducational day school for grades K-9 in 1971. The school emphasized development of the whole individual, including the spiritual, intellectual, social, and physical. SG/GH merged with Asheville Country Day School in 1987 to form Carolina Day School.





Class Notes & Memorials

Alumni Class Notes

"Life is wonderful but it does move forward at a fast pace! Therefore, it is important for each of us to make lots of memories to carry us through the years to come. And what better way to make memories than to stay in touch with your classmates and other alumni. Go to reunions and visit campus often. Stay involved! It is so much fun and you will never be sorry that you took the time to make a memory."

—Jackie Gouge



1951

We send our condolences to the family of **Mabel White Coakley**, who passed away on September 23, 2016, and to the family of Eileen Darden "Bunny" Betty, who passed away on November 27, 2016.



1967

The Class of '67's 50th Reunion is October 20-22, 2017!

Shelley Melinda Sneed, MD died after a long illness on March 18, 2017, at age 67. An Asheville

native, Dr. Sneed attended St. Joan of Arc Catholic School and St. Genevieve-of-the-Pines Academy. She graduated from UNCA and Georgia State University (chemistry), and she taught chemistry at Dekalb College (Atlanta) before entering the Medical College of Georgia ('83). After a residency in neurosurgery, she ran a general practice in Georgia for several years. She left to complete a psychiatry residency, accepted a faculty position at ECU, and became widely respected for her expert work in forensic psychiatry. She is survived by her husband, David L. Landers, family, and many friends whose lives she has touched through her healing care and love.

1997

Rachel "Daniels" Garrison is organizing 20th Class reunion for the weekend of October 13, 2017.

1999

Celeste "Morgan" Herrera is the incoming head of upper school at the Dalton School (NYC) for fall 2017.

2000

Joy to **James William Baley** and **Kit Meyer Baley '02** on the birth of James Andrew Baley, Jr., born September 28, 2016, at 4:05 p.m.

2004

Congratulations to Matt and **Morgan Partin Edmunds** on the birth of their daughter, Morgan Riley Edmunds. She was born April 27, 2016, and weighed 6lbs 13oz.

Congratulations to **Justin** and Aimee **Crouch** on the birth of twin boys on October 19, 2016. Camden Sutton Crouch



weighed 6lbs 2oz, and Brooks Thomas Crouch weighed 5lbs 14oz.

2006

The Class of 2006 celebrated their 10-year reunion at Weinhaus on Friday, December 23, 2016.

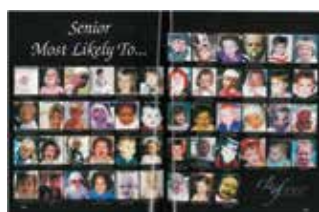


Prestina Smith received her Ph.D. in Molecular, Cell and Developmental Biology from University of California, Santa Cruz Medical School.

Congratulations to **Chase Pickering** and his wife Clary on the birth of their daughter Lachlan Price Powell Pickering on March 29, 2017, at 4:29 a.m. She weighed 9lbs 14oz.

2007

Marley "Burns" Lawrence & Chase Phillips are planning the Class of '07's 10th Reunion for December 23, 2017.



Lauren "Draddy" Kearsley married Brad Kearsley on May 20, 2017.

Congratulations to James and **Cecillie "Bartlett" Nelson** on the birth of their son Alyxandor James Nelson, who was born on September 7, 2016. He weighed 7lbs 0oz, and was 19 inches long.

Congratulations to Sara Beth and **Wilson Tindall**, who were married on September 10, 2016 at Falling Creek Camp.

Best wishes to **Charlene "Fidelia" Lowery** and Jamelle Lowery, who were married on October 16, 2016.

2008

Congratulations to **Rebecca Griffin** on her new position at Bustle Magazine as the affiliate marketing coordinator.



Jenny "Johnson" Bobbitt was admitted to practice law from the Washington University School of Law.

Congratulations to **Bissett Lee Parobek** and Christian Parobek on the arrival of their baby Ava Marie on March

23, 2017 at 4:23a.m., weighing 8lbs. 4 ounces. **Ana Cabello-De La Garza '09** was Bissett's Doula.



Alex Broadbent was accepted to study primate conservation in Borneo this summer through her graduate program with Miami University of Ohio.

Congratulations to **Austin Kieffer** on winning the 2017 Ski to Sea in WA, the original adventure race: a team relay from the Mt. Baker Ski Area to Bellingham Bay. Austin and his teammates competed in seven different sports: cross-country skiing, downhill skiing/snowboarding, running, road biking, canoeing (two paddlers), cyclocross biking, and sea kayaking.

2009

Congratulations to **Savanna "Clark" Poole** and Ian Poole on their marriage on June 4, 2016. Savanna gave birth to Madeline May Poole on June 1, 2017, at 11:45 p.m. Madeline weighed 8lbs 8.5oz.



Katie Edwards completed her Masters in the Art of Teaching degree at Salem College.

Elliot Skaggs was accepted into the master's program in Clinical Mental Health Counseling at Western Carolina University.



Ana Cabello took a position in Hawaii as program coordinator for Healthy Mothers Healthy Babies Coalition of Hawaii. Her



work focuses on improving quality of life and eliminating maternal and child health inequities throughout the life course for at-risk populations, especially the Latino community.

Esha Kaur Sarai is a reporter for Voice of America, and had the opportunity to cover the 2016 Presidential Inauguration.



Peg Pei Yang completed her master's degree at Columbia University in New York City, and she will work for a real estate developer in Los Angeles.

2010

Congratulations to **Anna Garrison** and Nicholas Plat, who were married on July 16, 2016.

Best wishes to **Brittany “Danner” Payne** and Brandon Payne on the birth of Kimber Elizabeth Payne on May 1, 2017, at 10:46 a.m. Kimber was 8lb 4oz.

Melissa Garrett was engaged to Vincent Mariano on April 2, 2017.

Stacey Adams was engaged to Aaron Klimchuk on July 2, 2016.



Devon Pickering took the expression “reaching for new heights” to a whole new level (a 22,841-foot level, to be exact) when he successfully and safely hiked to the summit of Aconcagua in Argentina.

2011

Congratulations to **Candice Olson** on her engagement to Wes Caulder on July 30, 2016.



Lily Roxburgh was accepted into the occupational therapy program at Emory and Henry.

2012

Lauren Hughes graduated from USC’s Master Accountancy program.



Fletcher Armstrong graduated with a degree in Performance in Theatre from High Point University in 2016. He has built a home recording studio and been working as a freelance voiceover artist/actor. “In that time, I’ve voiced many projects, from trailers and short films, to YouTube channels and games. I was even used in a handful of HPU graduation videos during the last year. While my projects have varied in size and type, I’ve had the most success in the gaming industry. After debuting in the Virtual Reality game, QuiVr (created by fellow alumnus **Jonathan Schenker**), I’ve since worked on over a dozen games, lending my voice to trailers, characters, and promotional materials.”

Congratulations to **Hayley “Baer” Hardwick** on her marriage to Matt Hardwick on June 17, 2017. Hayley’s sister **Peyton Baer ’15** was maid of honor, along with CDS alum **Chelsea Black**.



Darby Cox has been added to the Forbes list for building a multimillion-dollar company, Smoke Cartel.

Ciera Barrow is a professional dancer with the Power Company Collaborative. She also works as the Rehearsal, Production, & Costuming Assistant for the USC Dance Program at the University of South Carolina, and she is currently the Administrative Assistant for the SC Summer Dance Conservatory.

2013

William Watkins graduated from the University of Michigan and accepted an offer to work for Tableau Software in their Washington D.C. office as a product consultant. With a start date in late July, after graduation he headed north to Leland, MI, to begin a 33-day road trip encompassing 8,000 miles of driving through 23 different states/national lands.



Jackson Krupnick was a member of the eight-man Worcester Polytechnic Institute (Massachusetts) rowing team that won its first New England Rowing Championship in 38 years.

Grady Bradshaw recently graduated from UNC-A, and he is now a player for the new professional Asheville soccer team.

2015

With the help of Wake’s Global Programs Office, **Konan Beke** participated in the Auckland Internship Program in New Zealand.



Save the Date!

Upcoming Alumni Gathering:
Atlanta, GA
March 9, 2018

Pictured at left are alumni with Joanne Bartsch at an event in Chapel Hill.

Memory Lane

Alumni Reflection



Katrina Ferreyra (Sherry) '91

"A Citizen of the World"—as interviewed by Claudia Sherry

Give us some background regarding how your life became so "international."

After moving from Vermont to NC in 1987, my family joined CDS when I was in ninth grade. I quickly became interested in traveling, and I went to the Soviet Union the summer after tenth grade and then to Japan the summer after eleventh grade on a scholarship with the Japan-US Senate



Scholarship Program. I graduated from Duke University with a dual major in Public Policy Studies and Russian Language in 1995, and from Johns Hopkins University School for Advanced International Studies (SAIS) in 1997 with a Master's in International Affairs with concentrations in Economics and Russian Area Studies. During college and graduate school, I studied or worked in Russia, Switzerland, Italy, and South Africa.

Toward the end of graduate school, I met my husband Fernando, who is from a small town in Argentina. Learning Spanish along the way, I worked in project management and fundraising for a company that did energy efficiency programs in Eastern Europe, for a bilingual education program in Washington D.C., and for an agency providing immigrant and refugee services in New York. After spending time at home with our three children (living in Spain and then San Francisco), I went back to work focusing on fundraising and educational administration. We moved to Santiago, Chile, in 2013, where I now work as the Dean of Advancement and Enrollment for the International School Nido de Aguilas, a school of 1,800 students from all over the world.

What are your most meaningful memories of CDS?

Without a doubt, what stands out most are the close relationships I had with the faculty. I remember each of them, and moments of one-on-one time alone with them when they gave me advice and guided me. It was also very important to me to be able to play sports (especially basketball!), which would not have been possible for me in a large school. My most vivid memory is the parade of students and teachers from our temporary classrooms to the brand-new high school (now Stephens Hall Middle School) in November of my senior year. It was such a big deal to be the first seniors in that building, and then to be the first to play basketball in the new Nash Athletic Center in January 1991.

"My teachers and advisors very much supported the idea that whatever I wanted to do could be made possible, and I have come to believe in this approach in my life and my work."

—Katrina Ferreyra '91

How did CDS prepare you for your life now?

In many ways, my whole international life started while I was at CDS, and as my interests developed, teachers gave me so much support. After my trip to the Soviet Union, CDS worked out my schedule so that I could take Russian courses off campus. Mr. Marberger then told me about the Japan-US Senate Scholarship and urged me to apply. Those two experiences were the springboard for my love of travel and the international life I am living.

If you could say one thing to current students, what would it be?

Take advantage of everything CDS has to offer, but also don't be afraid to seize opportunities in the greater community and world. Push yourself to move outside of your comfort zone, and then don't hesitate to ask your teachers to support that. They will!





"I WILL STUDY AND BE READY;
THEN MAYBE THE
CHANCE WILL COME."

ABRAHAM LINCOLN



Colton Browder '19 visits the Lincoln Statue at Centre College, a liberal arts college located in Danville, Kentucky, with his classmates on the CDS sophomore college tour. The statue commemorates the many ties Lincoln has to the college, which was founded in 1819.





Memories, connections, and traditions come alive as alumni, staff, faculty members, and families participate in Homecoming. It's a chance for all of us to celebrate our school spirit, and for alumni to return home and reconnect with our school, faculty, and each other.

Homecoming 2017 weekend kicks off Friday morning with the annual CDS Golf Tournament at Grove Park Inn. And Friday evening is our official Homecoming community celebration, where current students, faculty, alumni, and their families enjoy a fun celebration at Sgro Athletic Complex.

We will also induct and honor Alumni Athletic Hall of Fame recipients during a special event. Sponsored by the Alumni Association, the Athletic Hall of

Fame recognizes members of the Carolina Day School family who have distinguished themselves as outstanding contributors to athletics at CDS or its predecessor schools, demonstrated good sportsmanship and citizenship character, and left a lasting impression of achievement and excellence on the CDS athletic family.



School Leadership

2017-18



Running an independent, nonprofit school takes a hearty mix of leadership styles and skill sets. We are fortunate beyond measure to have so many great minds and hearts supporting our mission to prepare students to make a meaningful difference in the world.

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Core Beliefs

Engage Intellectually

Cultivate Strong Character

Build an Exceptional Team
for an Exceptional Program

Foster Relationships

Tailor Learning to
Maximize Potential

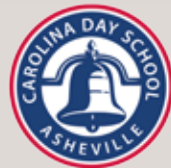
Embrace Challenge and Persevere

Reach Beyond the Classroom

Create a Diverse Community

Celebrate History & Tradition

***Our Philosophy of Inclusion** Carolina Day School is strongly committed to equal opportunity for all individuals. The School considers applicants without unlawful discrimination as to race, color, national or ethnic origin, citizenship, gender, sexual orientation, marital status, age, religion, creed, or physical challenge, or any other basis protected by law. In addition, all school employees, regardless of position, are expected to maintain and live up to the true meaning of non-discrimination.*



**INSPIRED
TEACHING**
for Deeper Learning