

ATES

The Magazine of Cary Academy

SUMMER 2018



Juniors work it
during Discovery
Term
page 4

Celebrating the
CA community
page 8

Voices carry:
debate, dialogue
& participation
page 10

**CONGRATS
TO THE
CLASS OF 2018!**

**ALUMNA
ON THE GO
WITH THE
WHO
page 16**

One of my favorite memories from this past year came while “shadowing” Kevin, a sixth grader, throughout his school day.

Kevin’s last class of the day was beginning strings. While Mr. Qiao, his teacher, helped students tune their instruments, he also tried to quiet the room. But each “shh” gave way to a swell of noise – fidgety 12-year-olds couldn’t resist the urge to strum, bang, or tap. Tuning complete, Mr. Qiao pointed to the notes on the board. As the middle schoolers tentatively plucked their violas and cellos, slowly – from a cacophony – arose a familiar melody: “Twinkle, Twinkle Little Star.”

Mr. Qiao looked up from his podium, beaming.

Why do I love this story? Normally, I might’ve popped in for five minutes, seen only the fray, and wondered if Mr. Qiao’s kids were learning anything. As an educator and parent, I sometimes ponder if we’re making progress across the ups and downs of our students’ journeys.

But this time, in my 45-minute visit, the value of being patient – of trusting the system – came into stark relief.

That long-term view was reinforced by Cary Academy’s first alumni commencement speaker, Lianne Gonsalves ’06, who spoke about how the skills and mindset she developed at CA helped guide her to her current position at the World Health Organization. (Read her story on page 16.)

Or look to Ben Davalos ’15, a UNC-Chapel Hill senior whose organization, NC Sli – which promotes academic and life skills training in the Latinx community –

is leading a tutoring partnership with CA. Or Madeline Thornton ’14 and her efforts with WISER, an international non-governmental organization that works toward the social empowerment of underprivileged women through education and health. Or Lindsay Wrege ’17, an NC State student who created 321 Coffee, an organization that provides work opportunities to individuals with intellectual and developmental disabilities.

This isn’t to say the only meaningful path is working toward social justice; it’s to say that, over their entire journeys through Cary Academy, our students nurture a compassion for others, develop a deep set of complex skills, and hone the curiosity and drive that allow them to move boldly within the world – wherever their interests may take them.

And to think, it all starts with “Twinkle, Twinkle, Little Star.”



Mike Ehrhardt, Head of School





The Magazine of Cary Academy

SUMMER 2018

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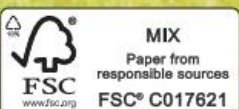


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In this issue



4 (Work) experience makes the best teacher

Rising seniors are taking their futures for a test drive. Through CA's Work Experience Program, they spend two weeks tackling internships tailored to their interests.

10 Finding common ground

From debating to legislating to creating healthy dialogues, we're showing students how to have powerful, informed, change-making conversations.

16 Alumni spotlight: Lianne Gonsalves '06 Gonsalves goes global

What does it take to shatter stigmas around the world? For Lianne: a passport, a candid conversation, and a mind for changing minds.

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Shakespeare. Home Ec. And... chickens? Students and teachers are dreaming up curricula for the subjects they're most curious about. **page 24**

Kudos and congrats to our faculty

The American Association of German Teachers interviewed CA German instructors **Wendy Burgbacher** and **Gabriele Verhoeven** for a video about German band Einshoch6's U.S. tour (youtu.be/qH1-voL3KbA). US history teacher and S.T.E.P. club advisor **Robert Coven** received his Ph.D. in Curriculum and Instruction from NC State University. Video Manager **Steven O'Neill** earned a Graduate Certificate in Teaching, Training and Education Technology from NC State University. **Richard Pellicciotta**, US economics teacher and debate

co-director, earned a Three Diamond degree of membership from the National Speech & Debate Association Honor Society. MS science teacher **Danae Shipp** received her M.A.T. in Biological Sciences through the University of Miami (OH) Global Field Studies Program. And **Meredith Stewart**, a MS social studies teacher, was featured in a fall 2017 Edutopia blog post – written by national journalist and education consultant Suzie Boss – on teaching respectful discourse (edut.to/2AqljCn).



CA ATHLETES FINISH 4TH

At the end of the 2017-2018 year, Cary Academy finished fourth in the prestigious Wells Fargo Cup. The Cup is the cumulative performance ranking of the entire year of varsity athletics. CA's fourth place finish came behind the three big Charlotte area schools (Providence, Latin, and Country Day). Ravenscroft finished 6th and Durham Academy finished 8th. *Check out highlights of the spring season and updates about our Athletic Leadership Academy at: <https://wp.me/p5S2zV-bJX>.*

CARY ACADEMY GRADUATES 109

CA hosted its 19th graduation ceremony on May 25, 2018. The 109 newly-minted alumni were accepted to 131 different schools and are headed to 56 different colleges and universities in 21 states, DC, and Japan. The schools with more than two CA students attending are: UNC-Chapel Hill, NC State, Davidson, Rice, Duke, Brown, and Cornell.

FINDING THE KEYS TO HAPPINESS - AT CARY ACADEMY?

It's a Herculean feat. But with our happiness-themed NHS Speaker Series, CA's been ahead of the curve. (After our Series began, 1,200 Yale students made headlines when they signed up for a psychology course known as the "happiness class.") Speakers Jenn Mann, SAS's Chief of Human Resources, and Brett Major, a UNC-Chapel Hill behavioral scientist, imparted lessons of creating a sense of well-being at work and having a sense of purpose through civic engagement (respectively). While Teresa Porter '02, owner of My Friend Teresa studios, shared a humorous take on rebounding from setbacks and the personal quest to be comfortable with one's self. *Check out Teresa's 2016 TEDxCaryAcademy talk that garnered 30,000 views: youtu.be/Z0xWpEckdYY.*

THANK YOU, AND GOOD LUCK!

This spring, we shared our memories and gratitude to celebrate our retiring faculty members: **Katy Allen** - US science teacher, former department chair, former grade leader, and Student Council advisor; **Cheryl Cotter** - Service Learning Director, Grade 10 Leader, and former PTAA president; **Denise Goodman** - Director of Admissions and Financial Aid; **Barry Rochelle** - 8th grade Science teacher, 8th grade Team Leader, MS basketball and tennis coach; **Liz Smith** - Library Director; **Margo Smith** - visual arts teacher and artistic director for many CA theater productions.

And we thank those moving on from Cary Academy: **Melissa Davenport**, MS language arts teacher; **Pam Hoffman**, US mathematics teacher; **Eric Grush**, Band Director; **Joselyn Todd**, Educational Technology Specialist; **Robin Edelstein**, US mathematics teacher; **Sue Sheets**, US mathematics teacher.



THE NATIONAL HIGH SCHOOL DANCE FESTIVAL chose dance teacher Jasmine Powell to be one of its only high school instructors. There, she ran two contemporary African dance workshops while CA students Elena, Adithi, and Shiloh attended contemporary and classical dance workshops.



A dimly lit room, possibly a home office or a radio studio. In the foreground, there's a desk with a computer monitor displaying a webpage, a keyboard, and some papers. A lamp with a red shade is on the left, casting a warm glow. The background shows a window and some shelves with various items.

(WORK) EXPERIENCE MAKES THE BEST TEACHER

What if 17-year-olds could perform surgical procedures on temporal bones? Go on the air with a local morning radio show? Design and sew their own shirts and ties? Or build 3-D models of homes?

What if someone could do all of that – before they even graduated high school?

Well, for starters, they'd be "co-creators and co-directors of their own learning," says Michael McElreath, assistant head of the Upper School. McElreath was one of the brains behind Cary Academy's new Work Experience Program, or WEP, an initiative exclusively for rising seniors to embark on two-week internships in fields and industries that pique their curiosity.

First introduced in spring 2016, WEP is a product of CA's strategic plan. One major goal of the plan: Foster authentic engagement.

But, McElreath's team questioned, what did that even mean? And, most important, what would that look like?

"CARY ACADEMY WILL FOSTER THE INTELLECTUAL AND CULTURAL ELASTICITY NEEDED TO ADAPT AND THRIVE IN THE WORLD."

- STRATEGIC PLAN 2020

It all boiled down to "experiential learning," hands-on learning opportunities outside of typical classroom settings. The twist? Cary Academy would facilitate experiences specifically catered to each student's interests.

"We wanted students to get opportunities in areas they're passionate about – and also in areas that they aren't familiar with to push them outside of their comfort

zones," McElreath explains.

Since then, juniors have spent their Discovery Terms at organizations ranging from veterinary hospitals to nonprofits benefitting kids with autism. They've shadowed district court judges. Gotten a crash course in newspaper publishing. Toured video game design companies. And even worked with polymers and nanoparticles in research labs.

With students immersed in such eye-opening opportunities, it's no wonder that more and more eleventh graders have signed up for the Work Experience Program every year since it started. In 2016, about 23 students participated. The next year, 55. And this year? About 75 juniors – roughly 70 percent of the class – interned.

It was such a big spike in interest that McElreath had to call in reinforcements – the PTAA – to help find internship placements for all of the students.

"This year, the PTAA created the Experiential Learning Committee, which helps support the Work Experience Program," says 2017–2018 PTAA President, Trude Bate. "As a group, we have vast connections in the local business community. While our individual networks vary, working together, we can reach far and wide."

Committee members tapped into those far-reaching professional networks to give rising seniors myriad experiences – like producing a project with a sound engineer and working with a lobbyist while the legislature is in session.

"Our primary responsibility is to network and build connections for CA. We've facilitated connections with professionals who are delighted to partner with Cary Academy," Bate continues.

And these collaborations have proven wildly successful. On the partner end, professionals get passionate students who are dedicated to putting in the work and





THIS YEAR, ABOUT 70% OF JUNIORS SIGNED UP FOR THE WORK EXPERIENCE PROGRAM.

time it takes to have real, purposeful interactions and experiences. They're surprised at everything these students do, from researching the companies beforehand to observing operating rooms to using Arduino knowledge learned at Cary Academy to make machines. As one mentor put it, that's all thanks to "CA providing students with tools for critical thinking, communication, and collaboration."

As for the rising seniors, WEP internships give them brand-new insights into potential career paths. Some face fears, others may have perceptions challenged, and some even change their minds. Which is totally OK, McElreath points out. "Students can really fall in love with a field. Or they can walk away thinking, 'This really isn't for me.' Which is a valuable lesson itself."

The Work Experience Program is about exploration, education, and reflection.



Rising seniors get to explore areas they're curious about and try them, whether it's broadcasting or forensics.

It's about giving students more opportunities to own their learning.



For this year's **UBUNTU CELEBRATION**, students engaged in culturally mind-opening workshops like "Africa is Not a Country," "Move Mindfully with Bhangra Dance," and "A Cultural History of BBQ," a live Brazilian music performance; and the crowd-favorite International Café prepared by CA families.



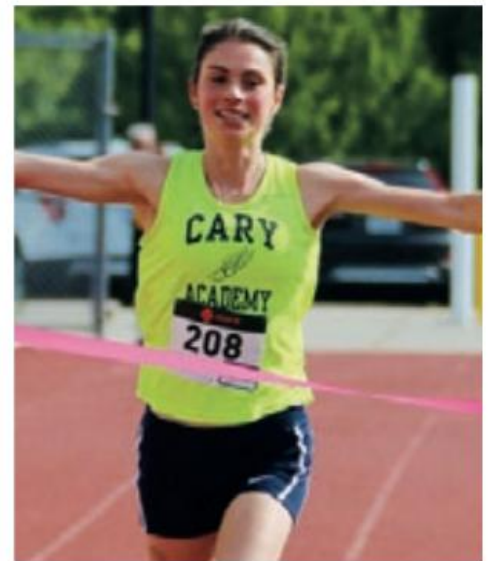
Snapshots

During our **EXCHANGE PROGRAM**, students from Argentina, China, Chile, France, and Germany stayed with host families, attended CA classes, and toured local colleges and sites, such as the Greensboro Civil Rights Museum.





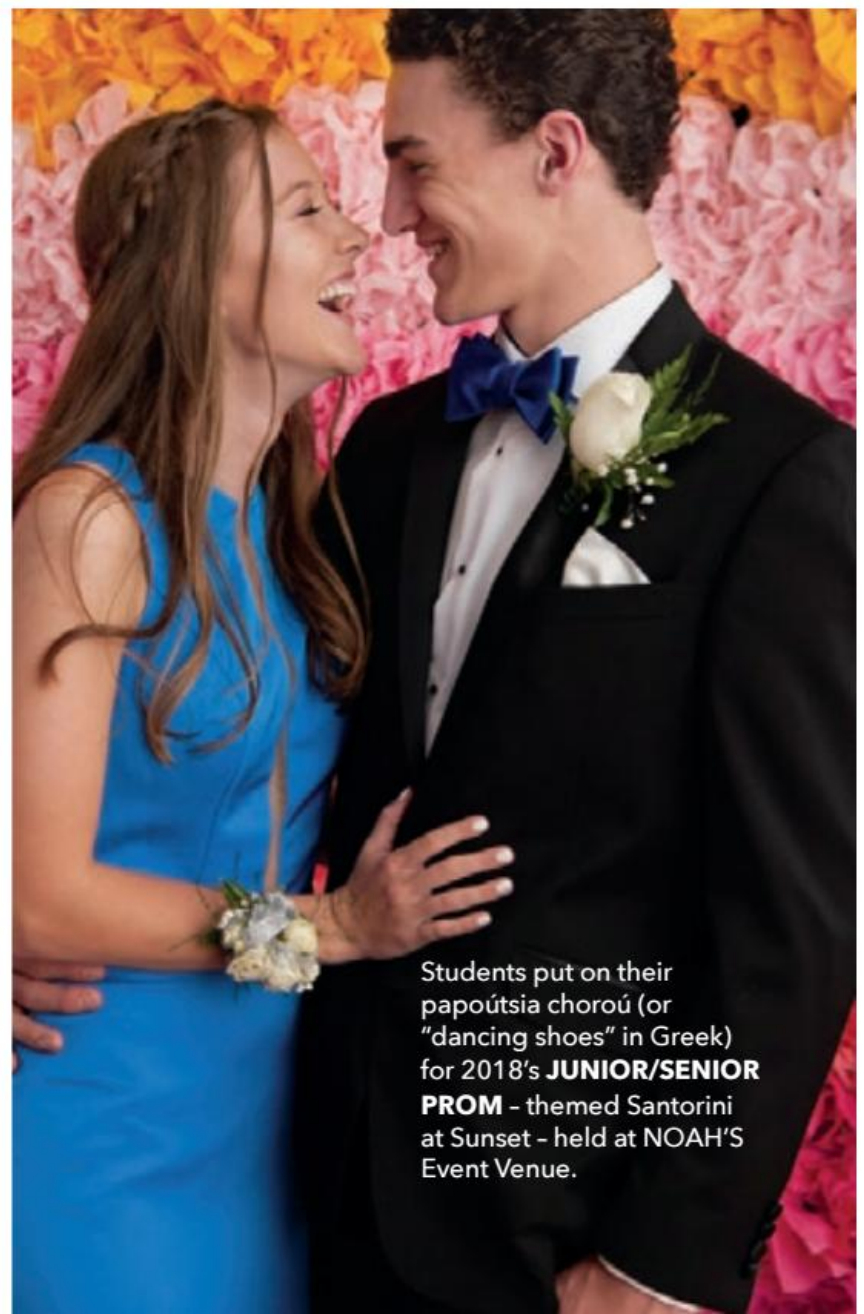
430 participants took off running in CA's third annual **CHARGER DERBY 5K**. This year, we also invited newly admitted families to get a jump start on getting to know the CA community.




Rising 9th graders gathered at the Wessex Clubhouse after their **8TH GRADE CELEBRATION** to have some fun and ham it up.



Alums reunite! Our regional alumni meetups this year included lunches at NC State, Duke, and UNC-Chapel Hill and dinners in Boston, Washington, DC, and New York City. **OUR DC ALUMNI ARE PICTURED.**



Students put on their papouítsia choroú (or "dancing shoes" in Greek) for 2018's **JUNIOR/SENIOR PROM** - themed Santorini at Sunset - held at NOAH'S Event Venue.

A young man with dark hair, wearing a blue t-shirt, stands at a white podium in a grand, ornate hall. He is looking upwards and to the right, gesturing with his right hand. The hall features a high ceiling with a blue and white geometric pattern, two large circular skylights, and several tall white columns. A balcony with a wooden railing is visible in the background. The lighting is bright and even.

“We get to talk about current, significant issues.
We look at situations where people make a difference.
I want students to see that voices matter.”

- David Snively



Revolution is always justified.
Inequality is inevitable.
War brings progress.

Provocative statements, certainly – and among those explored this spring in the seventh grade’s Great Debates.

“The debates really help students see things from different perspectives,” explained history teacher Alicia Morris. “They don’t choose their topic or point of view, and they have to develop arguments in support of it.”

The Great Debates have been a staple of the seventh grade curriculum, and they are just one way that Cary Academy seeks to encourage analysis and critical thinking. In the current strategic plan, the school challenged itself to find more ways for authentic engagement inside and outside the classroom. During a very polarized time in the country, CA wanted to ensure that its students could think for themselves while

still engaging civilly with important issues in the wider world.

“Our students learn to ground their stance in facts. They do historical research and mine their course materials for evidence. And they can use examples from their daily lives, which gives them some flexibility and helps make their topics relatable,” said language arts teacher Melissa Davenport, who’s led the project with Morris for the past six years.

The debaters make their arguments before judges – teachers, administrators, and Upper School debate team members. “The highest praise for our students is when a debate team member says they should get involved with the team when they reach Upper School,” Davenport said.

“This is one of our favorite things that we



THE SENATE SIMULATION IMMERSSES STUDENTS IN THE LEGISLATIVE PROCESS, FROM WRITING BILLS TO THE RULES OF ETIQUETTE IN DEBATING, NEGOTIATING, AND VOTING - EVEN FILIBUSTERING. THEY TAKE ON THE ROLES OF SENATORS, EACH WORKING FROM A BIOGRAPHY OF THEIR "SENATOR" THAT INCLUDES GOALS IMPORTANT TO THEIR CHARACTER.





do,” said Morris. “It really cements what students have learned throughout the year, and it gives them skills that will propel them to success in lots of areas. The confidence that they grow can’t be overstated.”

“You see kids really get into the spirit of the debates and give beautiful arguments,” said Davenport. “Students are so thoughtful, informed, and engaged. They learn to be intellectually nimble and think on their feet.”

BRINGING GOVERNMENT TO LIFE

Eighth graders take those debate skills right to the Senate in David Snively’s history class. The Senate simulation immerses them in legislative process, from writing bills to the rules of etiquette in debating, negotiating, and voting – even filibustering.

Students take on the roles of senators, each working from a biography of their “Senator” that includes goals important to their character. They have some positions decided for them, either for or against then they can decide others. They develop arguments for what they believe, debate, compromise.

There’s also a vice president, a chief of staff, and a president. Snively takes the role of clerk to help remind students of the rules and keep the records.

“Students put so much energy into it. They almost forget it’s school. It’s fun to see how quickly they get into it. They’re in the cloakroom trying to persuade a colleague to vote for their bill, they’re meeting in committee, cheering when a bill passes,” Snively said.

“And they see that no politician’s goal is for people to be without a good education or health insurance, but that they have different ideas of how to get there. And they see that the system doesn’t result in quick answers, that there are multiple, sometimes conflicting, solutions to problems. You

need to work things out and be involved.

“We get to talk about current, significant issues. We look at situations where people make a difference – which is really every situation. I want students to see that because these people stood up, something happened. Or because people didn’t stand up, things got out of control. That voices matter.”

And as for the filibuster? When a bill was one vote short of passing and the other party wanted to close debate, a young senator took the floor to argue for it while his colleagues worked to get the needed vote. His peers realized what was happening when his argument

eventually veered into a passionate speech about the glories of baseball. But they got the vote.

CREATING HEALTHY SPACES FOR CONVERSATION

The importance of developing empathy and habits of respectful communication knows no age

limit. Since September, CA has worked with Essential Partners to train faculty and staff, parents, and Upper School students to lead reflective, structured conversations in Dialogue Across Difference.

Explained Jason Franklin, CA’s director of diversity and inclusion, “We want to foster curiosity, generosity, and courage

in talking about important issues and everyday challenges that people in our community face. We want the whole community to have this way of telling their stories, of civic engagement, so that we can hear each other and understand different perspectives.

Our goal is for our students to be agile thinkers who contribute to the greater society in relevant ways.”

Essential Partners’ approach promotes connection and curiosity between people who see those with different viewpoints as the “enemy”. Using reflective, structured dialogue allows for inquiry and creates a healthy space for difficult conversations, said Franklin.

Students initially engaged in smaller group dialogues, around topics such as protest and Colin Kaepernick and the NFL. Then, following the Parkland, Florida school shooting, students wanted an opportunity to acknowledge the tragedy. A large-scale discussion helped them process the shooting, the issues surrounding school safety, and what safety measures are in place on campus. The Dialogue Across Difference approach provided a structure for the conversations.

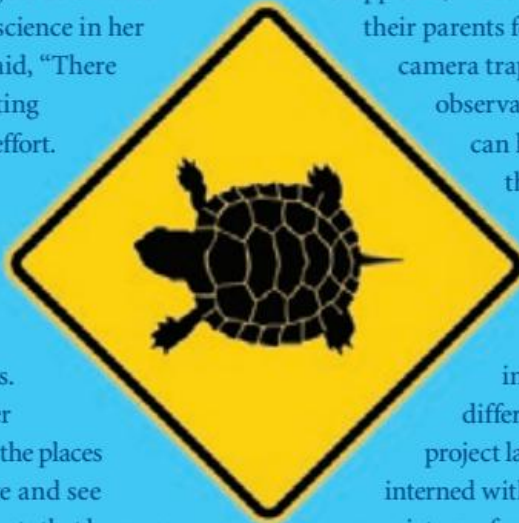
“Students felt comfortable and valued. They felt heard. And that’s what we want, overall,” said Franklin. “To have empathy for others – that’s an important goal of education. Participating, connecting, engaging make us part of the human condition. And it can bring about changes we can’t even imagine.”



CITIZEN SCIENTISTS

Debates and discussions and governance aren't the only ways CA students learn to engage in moving our world forward: Sixth graders contribute to ongoing science research via citizen science projects. These projects, led by professional researchers, rely on data gathered by volunteers – think butterfly migration, the health of local waterways, weather stations, and local bird diversity.

Science teacher Danae Shipp, who launched the project at CA after studying citizen science in her graduate work, said, “There are so many exciting things about this effort. I love that it gets kids outdoors and allows them to use technology in constructive ways. They gain a better understanding of the places in which they live and see firsthand the impacts that humans have on the environment. They see the importance of their contributions, that it really does take a village to make scientific progress.”



Students aren't limited to existing projects; if they want to study a topic that they can't find a study to contribute to, they're encouraged to develop their own. This year, Monica Mayr studied the phenophases (seasons) of trees. Austin Marchand designed a study that examined the impact of speed limits on the amount of roadkill.

Nor do students always end their work after presenting their findings at a showcase in honor of Earth Day.

Shipp said, “I see students asking their parents for their own camera traps [for wildlife observation] so that they can keep going.” And then there's seventh grader Camryn Friedman, who took her excitement and interest to a whole different level. After her project last year, Camryn interned with Caryn Cooper, associate professor of forestry and environmental resources at NC State, who runs the “Sparrow Swap” citizen science project through her lab at the NC Museum of Natural Sciences.



Gonsalves goes global



For Lianne Gonsalves '06, a recent day off in Kenya was an opportunity to relax on the beach. But when two young souvenir sellers stopped to talk, Lianne dove right into work mode. Their lighthearted chat about dating culture and relationships quickly evolved into a deeper dialogue about gender dynamics and family planning.



Photo courtesy of Rachel Gonsalves



“We see so much about what makes different parts of the world so special. And then you have a conversation on a beach in Kenya that you could be having on a soccer field at Cary Academy. You get to appreciate where you are and also how much we have in common as a global community.”

Conversations like these are an important part of Lianne’s work. She’s a technical officer for the World Health Organization (WHO) in Geneva, Switzerland. And there, in the Department of Reproductive Health and Research, Lianne leads research looking for ways to improve young people and vulnerable populations’ access to sexual and reproductive health information, services, and commodities outside of brick-and-mortar facilities.

“I want a world where everyone, everywhere – no matter their age, race, income, or orientation – can talk about sexual health without stigma and get everything they need to lead sexually healthy lives,” Lianne says. “Oh, and world peace,” she adds with a chuckle.

So, in Lianne’s work, interactions like the one she had on the beach are par for the course. Except, normally, when she’s out in the field, those discussions would feed research insights. This time was different – the organic authenticity of just shooting the breeze with a couple of young guys was a friendly reminder that no matter where in the world she is, people talk about the same things.

“We see so much about what makes different parts of the world so special. And then you have a conversation on a beach in Kenya that you could be having on a soccer field at Cary Academy. You get to appreciate where you are and also how much we have in common as a global community.”

She should know. Lianne’s been working with people all around the world since before she graduated from North Carolina State University, which she attended on a full scholarship as a Park Scholar (nominated by CA). She interned with the U.S. Department of State twice – once in Washington, DC, and another time in Honduras during a political coup, linking American citizens with their families.

She taught English and served as a cultural ambassador in Venezuela on a Fulbright award. And Lianne was a Boren Fellow who worked on her master’s thesis for the Johns Hopkins School of Public Health in Addis Ababa, Ethiopia.

Most recently, she was conducting research in Kenya for the WHO and for her Ph.D. (Lianne’s a doctoral candidate at University of Basel in Switzerland.)

“We at the WHO are trying to figure out how to best use text messaging to improve young people’s health and family planning knowledge,” explains Lianne. “My Ph.D. focuses on what happens after that. We’re trying to reach young people via mobile phone – not how can we improve in-person access to contraception?”

It’s because of the work she’s done for others across the world that CA chose



Lianne as its first-ever alumni commencement speaker. For her, it was not only an honor – so much so that she flew in from Geneva to address the Class of 2018 – but also a chance to say ‘thank you.’ After all, Cary Academy helped put her on this path in the first place.

As a CA student and an undergraduate, Lianne was convinced she wanted to be a doctor. So she majored in biological sciences. But after rediscovering a love of

humanities – a love sparked by Cary Academy history and Spanish classes (among others) – she added an International Studies major. Unbeknownst to her, she was setting up the perfect combination for becoming the public health champion she is today. (Funny thing is, Lianne had no idea that public health was a field until



she was looking into master's programs.) "Cary Academy inspired interests and passions that have stayed with me long after I graduated. It equipped me with and prepared me for opportunities like being a Park Scholar and Fulbright recipient," she says.

Because of CA, Lianne's been able to do things like live and work in Spanish-speaking countries and delve into other experiences that extend beyond public health – like joining an improvisational comedy troupe in Switzerland.

"When I started improv, I didn't think I had a theatrical bone in my body," Lianne recalls. "Then I remembered experiences I had in high school chorus and variety shows. Cary Academy's tight-knit community allowed me to be

myself – a super skinny, awkward, quirky kid – and explore."


As Lianne says, she thrived because she went to a school that invests so much attention in young people and provides opportunities to build meaningful relationships with teachers and students. And now, in a way, she's paying that



forward by investing in young people around the world.

"My work is about trying to make the voices and needs of young people heard. What they have to say is valuable. And we need to get other people to recognize that value and listen," she notes.

Which is exactly what Lianne did that day on the beach: Listen. And hope to change somebody's world just a little bit.



“Every year that goes by, you will accumulate a broader collection of life hacks, fun facts, and lessons learned. So, first, I would ask you to reflect on what has allowed you to succeed and create those conditions for others. You are never too young to be a mentor to someone younger, you are never too low on the totem pole at work or in school to give advice or a leg-up to others more junior. Be generous with your experience and your talents.”

Alumni News



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Jie Xing

Friends/Non-participant
Economy Exterminators
Karen Magri
Mari Muri
Royalwood Associates
STEWART

2006

Lianne Gonsalves was interviewed about her work with the World Health Organization (WHO) regarding reproductive health around the world.

2007

Lillian Cherry and **Jordan Wolfinger** co-host You Didn't Ask, an advice podcast available on iTunes and anywhere else you like to listen to podcasts.

2008

Yasmeen Mansour is a medical student at St. George's University School of Medicine and just received the prestigious White Coat Award.



Alumni News

2012

Megan (Kennedy) Neeleman celebrated her one-year anniversary to **Seth Neeleman** in April.

2013

Anna Mukamal is pursuing her Ph.D. in English at Stanford University, where she is focusing on British-American/transnational modernism with language specialties in Spanish and French. She works as a Project Manager for the Modernist Archives Publishing Project and is involved with two projects at the Stanford Literary Lab. Her poetry was recently published in *Z Publishing's Best Emerging Poets* anthology series.

2014

UNCW senior center, **Rebekah Banks** has been named the winner of the Colonial Athletic Association Women's Basketball Scholar-Athlete-of-the-Year Award.

John Guerra, played in the 2017-18 NCAA basketball tournament with the North Carolina Central Eagles. He was interviewed last year when he joined this team as a walk-on after two years in the US Naval Academy.

Emma Astrike-Davis will graduate this year from UNC but will be staying at Chapel Hill next year to begin medical school as a Blanchard Scholar.

In the fall, **Rachel Kleiman** will begin her master's degree at UNC in Environmental Sciences and Engineering, studying algal biofuels. She is spending her summer doing research in Bozeman, Montana. Last year, she studied abroad in Bangkok, Thailand, and published a paper on water quality degradation and management in Thailand for swine and rice farming.

Elizabeth Hunt did an author event for her new children's book at an Asheville bookstore, Malaprops, on May 5th.

Sommer Axner, Carolyn Calder, Eugenia Huang, Ellie Mehrbakhsh, Samantha Becker, Becca Kenney, and Rachael Kleiman - 7 friends from the CA Class of 2014. After their college graduations this Spring, they were off together to Costa Rica for 10 days.



2015/16



Sarah Godwin ('16) Boston University ('20) and **Isabelle Blank** ('15) Dartmouth College ('19) (pictured together) competed at the U.S. Figure Skating National Intercollegiate Championships April 13-15 in Denver, CO. The BU team repeated as champions and Dartmouth placed fifth out of 12 collegiate teams who qualified to attend the championship out of nearly 70 teams nationwide.

2017

The popular hammock "hangout" at Cary Academy has been expanded - to the University of North Carolina at Chapel Hill. A Daily Tarheel article outlined how, in his first year at Carolina, **Michael Alberse** ('17) brought the idea to the Ehringhaus Residence Hall - just in time for spring.

This year, **Lindsey Wrege** has helped to create 321 Coffee, a student organization on NC State's campus designed to provide opportunities to individuals with intellectual and developmental disabilities and allow them to develop connections with students, faculty, and professionals.



The Big Question



**IF YOU
COULD CREATE
A CLASS AT
CARY ACADEMY
WHAT WOULD
IT BE AND WHY?**





JACK WERNER
Grade 12

"I already created one - Music Production"



ADDIE ESPOSITO
Grade 10

"I would create a home education class (such as cooking/baking, how to pay taxes and balance a checkbook); the class would have real-life benefits for all students, regardless of which career they hope to pursue."



HERN LIM
Grade 11

"I would like to create a course that studies the history or science behind the culinary world. Probably a trimester long course that delves into the chemistry or even historical significance of dishes around the world. We would study techniques and apply them to make tasty meals!"

Read more:
bit.ly/ca-the-big-question



CALLIE CECE
Grade 12

"If I could create a class at CA, it would be political activism where we would be given the opportunity to go out and take action on the communities around us. I find it really important that teens in my generation participate in bettering our legislation and improving policy."



CRAIG LAZARSKI
Upper School Math

"If I could create a class it would be Poultry 101, where students would learn about raising chickens, chicken relationships, and the statistics of chickens"



KRISTI MCGAULEY
Upper School English

"A Shakespeare class because he covers every emotion and conflict in the human experience."



KOBE WEAVER
Grade 9

"I would create a fashion design class. We would learn about trends and clothing designers and then get to create our own clothes"



CONSTANTIN ZODL
Grade 10

"A class about the values of life to teach you about global appreciation. The point of the class would be to broaden students' perspectives to learn about global ethics and values across different cultures."



MONICA MAYR
Grade 6

"I have a passion for art, so I would create a visual art class that is meant to explore museums nearby, and take advantage of all the tools that Cary Academy has to offer."



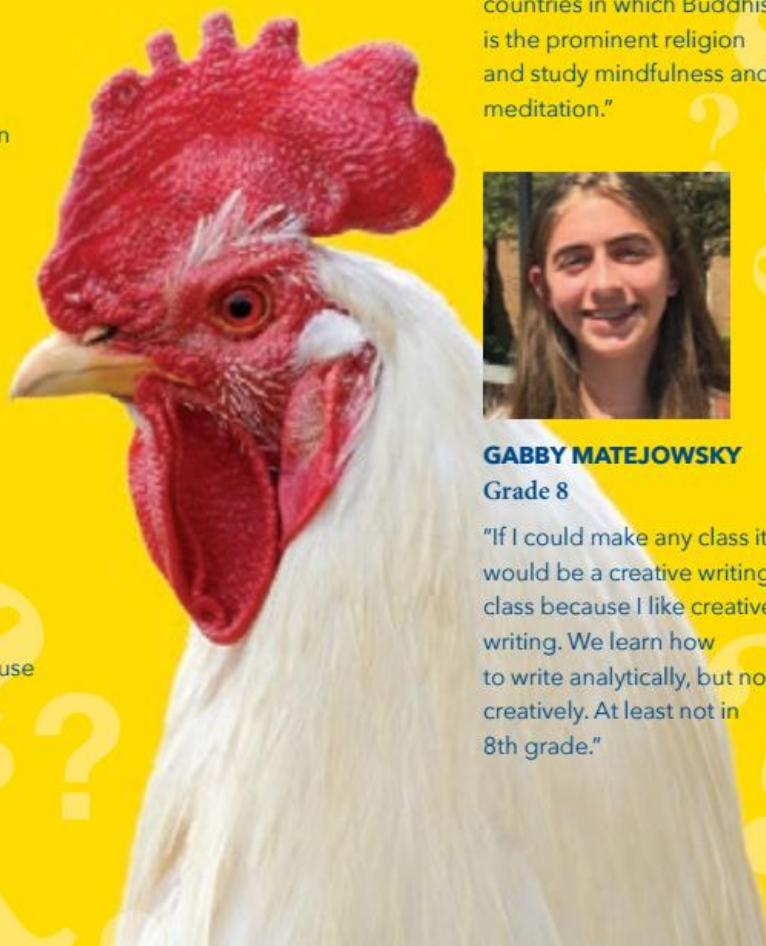
ELLEN GOODING
Guidance Counselor

"I would create a course in which I could take students to countries in which Buddhism is the prominent religion and study mindfulness and meditation."



GABBY MATEJOWSKY
Grade 8

"If I could make any class it would be a creative writing class because I like creative writing. We learn how to write analytically, but not creatively. At least not in 8th grade."





CARY ACADEMY

1500 N. Harrison Ave. | Cary, NC 27513 |
caryacademy.org



EIGHTH GRADERS JUMP FOR JOY AFTER THEIR MOVING UP CEREMONY.