September is great month for the community

Charger Cup, Fall Tailgate and Fun Fest all draw crowds

Three community gatherings on consecutive Fridays during September charged up the CA community for this new school year.

The annual Middle School event, Charger Cup, kicked off the trio of get-togethers on Sept. 14. The Blue team earned a victory over Gold, which had a two-year winning streak going. Loads of parent volunteers helped run the games and keep score.

Next up was the annual Fall Tailgate on Sept. 21. In some of the day’s action, the JV girls volleyball team went up against Ravenscroft and defeated the Ravens, 25-12 and 25-18. The varsity girls defeated Ravenscroft as well. The Middle School girls tennis team beat Grace Christian School 9-0. In soccer the JV boys took on Ravenscroft and lost 1-4, and the varsity boys lost to Ravenscroft 0-1. (The Middle School Blue boys traveled to Zebulon Park to play East Wake Academy and lost 0-1.)

The popular Fun Fest took place Sept. 28 on the Middle School field. More than 800 students, employees, family members and guests came together for a relaxing afternoon. Amusements included the Giant Adventure Slide, the Volcano Island Rock Wall, Water Wars, Sunglasses Spin Art, a dart throw game and Bingo.
The importance of skinned knees
How CA community can help ease college transition, and beyond, for its students

Mitch McGuigan, Head of School

While surfing The National Association of Independent Schools’ Web site I was struck by the number of articles citing the rising incidence of anxiety among college students. An internet search using the phrase anxiety among college students led me to articles in Psychology Today, from the Anxiety Disorders Association of America (ADAA), Boston University, The New York Times and the Atlantic magazine reporting that anxiety and depression among college students has doubled in the last decade.

Multiple stressors
While each student is unique, and no one factor is responsible for the increase, reported stressors include the anxiety of moving from home, adapting to a new lifestyle, the independent nature of learning at the college level, fear of failure, the pressure to succeed and a declined optimism about the future. While going to college has for generations required moving away from home, adapting to college life, becoming an independent learner and finding a career, too many students are finding the transition to college too difficult.

A multi-college study reported correlations among stress, resilience and decision-making. Freshman in particular reported the high stress they experience managing time, prioritizing, taking care of personal needs such as shopping and doing laundry, and experiencing failure and setbacks.

Teacup students
The Atlantic magazine reported on “teacup students,” a term used by some college deans to describe students who have significant difficulty adapting to college life. Some researchers blamed hovering parents for making it more difficult for students to leave home. Some researchers pointed the finger at the time students spend managing calls, text messages and social media. Some suggested that the “electronic leash” gets in the way of time management, prioritizing and decision-making. While the causes are varied, the data shows that anxiety has increased the need for counseling in college.

So what can we do to help our students’ transition to college and beyond? Informal conversations with CA graduates suggest they adjust to college well. Many report that college is easy. When I ask why, graduates often suggest that they have good learning and study skills. I believe that our students are academically prepared for the next step and that the combined efforts of parents and faculty to encourage risk-taking and independence engender resilience and optimism.

However, in light of concerns raised by colleges and psychologists, we should be more mindful of the need to graduate independent, resilient and optimistic students. In reviewing the literature on this topic, a few thoughts come to mind.

Don’t fear failure
Success does not always happen, and in failure there can be success. Thomas Edison and Madame Curie conducted more failed experiments than successful ones. When our students experience challenge and perhaps failure, it is so tempting to provide solutions we have learned through our own effort and experience. When we do so, we are sending a message that the task may be too difficult, or that it will take too long to resolve.

Instead, we should offer encouragement to keep trying, be more interested in the process than the outcome, and praise effort as often as we praise accomplishment. In her book Mindset, Carol Dweck, Ph.D, world renowned Stanford University psychologist, explains why talent and ability are only part of the formula for success. She concludes through her study of success that “people with growth mindsets find success in doing their best in learning and improving, and that setbacks are motivating, informative and wake-up calls.”

Take off the training wheels
As I reflect on the increased level of anxiety students are facing in college and what we can do to help, I remember well the thrill of learning to ride a bike and my insistent requests for my father to remove the training wheels. I also remember the anxiety of removing my own children’s training wheels. While my own experience is not a panacea, my father removed my training wheels often, and I did so, too, with my children. They are both confident and resilient adults who embrace life with optimism.

My advice to the CA community to help ease the transition of our students to college, and to life beyond, comes down to a question. I encourage parents, students and CA educators to ask, “What can we do as a community to champion the lasting impact of independence, effort and resilience?”

If we keep asking that question, and following its answers, our students will continue to prosper once they leave Cary Academy.
Running is “sheer return on investment”

Senior Godwin (’13) is stellar student and cross country runner

Colin Godwin (’13) is now a cross country and track standout, but three years ago, it was simply something fun to do with a friend. Little did he know that it would soon be his passion. “My friend, Zach Graves, asked me to run with him during cross country just before the start of our freshman year,” he said. “I didn’t think I had anything to lose by joining, and running didn’t seem too painful.”

Though he jokes about the first workout of the season being harder than expected, Godwin improved over the course of the season, and by spring, he had decided to come out for track as well.

Wins Adidas Invitational

Godwin keeps his motivation for running going by evaluating what he puts into it and the results he will reap. “Running is like life in that the sheer return on investment is astounding — you get out of it exactly what you put in. I think that’s part of what keeps me running,” says Godwin. “When I’m having a terrible day leading up to a hard workout, part of what keeps me from giving up and going home is that, even though that workout will hurt, it will help me get better.”

His investment has clearly paid off. Godwin has earned All-State in cross country as a sophomore and junior, and his achievements don’t stop there. In track and field, he is the state champion in 800m and 1600m. At the 2012 Adidas Cross Country Invitational, held Sept. 14 at WakeMed Park, Godwin held his own and prevailed over many talented runners. With his time of 15:13.3, he won the Championship Division, besting Cary High School’s Bakri Abushouk by only .1 second! As of Sept. 18, Godwin is the season-leading #1 runner in North Carolina and is ranked #9 in the nation.

Great leader

Coach Conrad Hall has nothing but praise for Godwin. “Colin is a great leader and a role model for our team in all respects. He is an immensely talented runner. More than this, Colin leads by example by putting in 100-percent effort in training and doing the little things, like strength work outside of practice, that allow him to move beyond simply being a good runner and to move into the elite ranks.

“Colin’s determination and toughness in races have been an inspiration to many on our team, as he, frequently the underdog, has time and time again come on strong to beat more well-known competitors.”

Hall called Godwin a “wonderful mentor and role model” to his younger athletes. “Colin is an excellent student, and also a very caring individual who takes the time to take an interest in all of his teammates, including younger runners who are just learning the sport. As such, he’s not just our number-one runner, but also an excellent captain who helps the entire team through his strong character and leadership.”

Well-rounded student

Though Godwin is dedicated to cross country and track, he manages his time between sports, clubs and schoolwork. He volunteers with Beta Club and is a member of Science Olympiad, Math Club, Outdoors Club, Health Occupation Students of America, and the Lit Mag. He adds, “During second trimester, I’ll also try to help technical theater produce and run the Upper School play.”

Godwin is a standout student, but his favorite subject might be among other students’ favorites: lunch. His reasoning behind that, however, is based on his teachers. “I can never decide which classes I favor most, which says something about CA faculty. All the teachers I’ve taken classes from are passionate about what they teach, and they try to pass that on to their kids by making classes interesting and working with students outside of class when students ask for help.”

MIT hopeful

Massachusetts Institute of Technology is at the top of Godwin’s list of prospective colleges, and his college career could potentially include running. Says Godwin, “I hope to run in college competitively, but I don’t want that to interfere with schoolwork. I have mainly been looking at Division III schools with flexible time schedules and solid academics.”

MIT could be the perfect fit. According to Godwin, the research university has a solid academic program, a stellar running program, and coaches expect their runners to do more than simply study and run.

As he heads into his final year at CA and looks back at the last three, Godwin cannot credit just one favorite memory. “Moments when I can bond with teammates are among my favorite memories from cross country. Doing different things like waking up at 4 a.m. to get to a 5:15 run before class trips, or days with chorus concerts, or going on runs in the rain or snow, or chilling on long bus rides, and even chatting in Bojangle’s are memorable.”

—Zelle Brown, Intern
From toddlers to tweens to teens

MS counselor suggests applying same parenting principles to all

Parenting adolescents is an incredibly complex task. Just when you thought you’d settled into a routine of supervising homework, coordinating sports schedules, managing meals, and generally making your child’s life work, adolescence throws your well-rehearsed and effective parenting strategies into a tailspin.

Mistakes are OK

Remember when your 1-year-old was learning her first words, taking her first steps and rapidly picking up a whole host of other crucial developmental skills all at the same time? Your tween is now in the midst of the most rapid developmental growth since toddlerhood. The brain is evolving, hormones have kicked in, and bodies are undergoing maturation at an incredible rate. And, just like toddlers, your tween has an innate drive for independence and freedom and an associated taste for testing limits, questioning authority and doing things his own way.

All of this is quite healthy, of course. Early adolescents (tweens) need to struggle with their parents and authority figures in order to discover and define who they are, what they think and feel about things, and what they value. Early adolescents also need to make mistakes in order to learn life’s lessons. When did you learn most? When your life was running smoothly or when you experienced some ups and downs? Your tween needs the same opportunity to make mistakes and learn from them. In fact, you want your tween to make mistakes. Mistakes provide the perfect opportunity for imparting your values, teaching coping skills and modeling compassion and forgiveness.

The vast majority of adolescents and their parents make it through this period of rapid developmental change without major upheaval or lasting consequences. Most adolescents settle into a more stable phase by their later teen years with lessened conflict with parents and most young adults come full circle to embrace their family’s core values. The teen years can be a fulfilling period for parents, an opportunity for you and your teen to get to know and connect to each other in increasingly deep and meaningful ways.

Eight simple rules

What can a parent do to ease this developmental process? It helps to remember what you learned from parenting a toddler and apply the same principles all over again:

1. Love unconditionally. Tell your tween you care and that you love her no matter what. Don’t forget to give physical affection, a hug or a backrub. You can love and accept your tween without approving of everything that she does.

2. Be proud of your tween. Tweens want and need recognition and praise for the things they do right. Your tween wants to know that you are proud of him, even if he scoffs at your praise.

3. Be involved and available. Adolescents need their parents to be involved, but not controlling. Strike a balance between knowing what’s going on in your tween’s life, but not being nosy. Pay attention so that you know when your tween needs support or advice versus when he is managing well on his own.

4. Coach, don’t control. Your role as a parent shifts as your tween matures. Instead of managing your child’s life, your role as the parent of a tween is to help create a safe and nurturing environment, with adults who provide caring safety nets. Observe from the sidelines, noticing when he gets in over his head and needs help. Listen to what your tween has to say as he explores the pros and cons of an issue. Coach him with practical advice and suggestions. While your role as a parent shifts as your child enters adolescence, you are not “letting go” but holding on differently.

5. Don’t be afraid to say no and set limits. Despite your tween’s need for increased freedom and independence, she continues to need limits and boundaries. Limits provide the structure that allows adolescents to explore, but remain safe. Involve your daughter in the discussion and setting of limits whenever possible, but remember that you are her ultimate safety net. Understand that your daughter will occasionally break the rules, but she will feel safer when consequences are clearly and consistently enforced.

6. Teach the connection between responsibility and independence. Expect your tween to do the right thing and to follow your rules. Be clear about what the behaviors you want to see. Expect your tween to keep you informed of his whereabouts, even if plans change. Expect him to be home at the stated curfew. Explain to your teen that as he does the right thing again and again, your trust in his judgment deepens and you feel safer allowing him more freedom.

7. Forgive, forget and move on. Let her off the hook after she has made a mistake and made reparation. Don’t define her by her poor decisions, but by who she is as a person. Allow your vision of her to grow and change as she matures. And, while you’re at it, acknowledge your own parenting mistakes, forgive yourself and move on. Apologize and make reparation when you can. Then, try again. It really is okay for all of us, parents and children alike, to make mistakes and learn from them.

8. Lastly, remember that your tween is a person, not a project. Adolescents are bombarded by messages to do more, try harder, and accomplish all. It’s easy for parents to get caught up in these messages too. However, adolescents need their parents to provide a counter-balancing message, to honor the growth of them as people, to value their authenticity and to respect them as individuals with their own unique way of living life.
Library resource lists to promote and enrich diversity

Librarian Winslett has compiled lists for use by community

With Cary Academy’s mission of “Discovery, Innovation, Collaboration, and Excellence” in mind, librarian Carol Winslett is aiming to help students learn and understand more about their diverse surroundings.

In the 2011-2012 school year, she made it a goal to compile multicultural resource lists highlighting the aspects of diversity in efforts to enable students to find material on subjects of interest.

Multi-culturalism at its finest

Diversity topics include gender, race relations and sexual orientation. (See sidebar for the resource lists.)

“The goal is to help promote open-minded attitudes and behaviors at CA by way of providing ready-made lists of materials that will become a permanent part of our Destiny online library catalog,” said Winslett.

Don’t miss the boat

With Winslett’s new resource lists, students can go CA library’s MyLibrary section online and quickly locate the nine lists that are now available. If students have a question or want information on race, race relations, and ethnicity, there are 189 resources under that resource list available to students.

The biggest advantage to the organized lists is that students do not have to search for the material on their own as it is already compiled for them. “We have great resources in our library, terrific resources, and if you’re not getting them out to the people, then what good are they? We’re missing the boat if we aren’t getting material out to the people who need it,” said Winslett.

Winslett hopes the lists will aid in project research, such as the ninth grade World History classes’ race project.

Unity and inclusion

Director of Diversity and Inclusion Jason Franklin plans to utilize the library’s resource lists. Says Franklin, “The lists are an excellent way to direct targeted information about our core identifiers to various groups, such as student affinity groups, faculty and staff, and the PTAA. The listing is an additional means for my office to share information and to promote diversity and inclusion.”

Franklin said the resource listing will be very helpful for the CA community as both groups and individuals will be able to locate valuable information on diversity and inclusion.

“This tool allows the community to become more empowered with information that affects all facets of our community. Now, students can reference all of the resources in our library pertaining to a core identifier easily.

“I am sure that many papers, gatherings, affinity groups, and initiatives will be positively affected by this resource listing. I am greatly indebted to Carol Winslett’s selfless work to affect and empower our learning community.”

Additions and expansions

In addition to the lists, displays will be featured every so often with information regarding a certain resource list topic. So far, the library has created displays highlighting gender resources, religion resources, and race, race relations and ethnicity resources. Students should be on the lookout for new materials being showcased that promote and encourage diversity.

Even with as many as 1,152 resources included, do not expect the project to stop there. Said Winslett, “The lists will continue to be updated as we purchase more resources that will compliment what already exists.”

— Zelle Brown, Intern

Resource Lists

1. Ability Resources
2. Age Resources
3. Culture & Diversity Resources
4. Gender Resources
5. Race, Race Relations and Ethnicity Resources
6. Religion Resources
7. Sexual Orientation Resources
8. Social Justice & Activism
9. Socioeconomic Status Resources

Book fair Nov. 2-5

The annual CA book fair at Barnes and Noble will be held Nov. 2-5 at the Cary store on Maynard Road. A percentage of Barnes & Noble purchases will benefit CA.

Each day of the fair will include Cary Academy Fine Arts performances. Also, readings by Middle School students, performances by chorus students, a visual arts display and Share the Music performances will be held.

Vouchers with the Cary Academy book fair ID number will be placed on campus and distributed in carpools closer to the book fair date. Vouchers also are available online at the CA Web site, www.caryacademy.org.
Cary Academy September/October 2012

Class of 2006

- On Sept. 17 The Fairmont Southampton announced Christina Dodwell would take over at the Willow Stream Spa in a top role. Dodwell will become spa reservation, sales and revenue manager after completing the hotel’s 18-month leadership development program. The leadership development program is designed to develop leadership skills and a career path for graduates, with the aim of becoming executive committee members within five years and general managers within 10 years. Dodwell has a degree in international business from the College of Charleston in South Carolina.

Class of 2007

- Emma Morgan graduated from Glasgow University in June with a joint honors master of arts degree in business management and French. On Sept. 17 she started her training with Apple, with a two-week introductory course/convention in Dallas, followed by further training in Belfast, Northern Ireland.

Class of 2008

- Charlotte Morgan completed her master of arts in issues in modern literature at University College London (she graduated from Oxford in summer 2011 with a B.A. honors degree in English literature and language). She started her training with Grey London Advertising Agency as an account executive on Sept. 17.

On Sept. 28, for its service day, the eighth grade visited eight different non-profit agencies:

1. Habitat Restore of Chatham/Orange County. Students worked inside sorting, cleaning and packaging.
2. Food Shuttle Community Garden. Students moved the portable goat fence, cleaned chicken coops and composted. The farm produce is delivered via the Food Shuttle to families at risk of hunger throughout the Triangle.
3. Meals on Wheels. Students helped deliver to homebound seniors and disabled citizens and also created notes of cheer to accompany the goody bags they packed for each meal.
4. Food Shuttle and End Hunger Gleaning. Students harvested and bagged sweet potatoes on a farm in Willow Springs and gathered muscadine grapes from a second farm in Zebulon. The fresh produce is delivered to shelters, food banks and soup kitchens throughout the Triangle.

5. Ronald MacDonald House Chapel Hill. Students cleaned the resident home, did landscaping, maintenance and baked treats for residents.
6. Ronald MacDonald House Durham. Same as Chapel Hill.
7. Hemlock Bluffs. Students worked on trail maintenance and mulched walking trails to control erosion.
8. Stop Hunger Now. Students packed nutritious grain and rice meals to be delivered to people in need around the world.

Isabelle Blank (’15) won first place in a national writing competition, Biography of an Object. The contest sponsors, a national group of newspaper publishers and antiques auctioneers, announced winning entries on Sept. 1. Blank’s entry, The Desk Chair, earned top honors in the teen division.

Class of 2009

- Jennifer Cash, jenniferbcash@yahoo.com
- Elizabeth Atkins, eliz.atkins@gmail.com

Class of 2010

- Emily Bissett, eebisset@ncsu.edu
- Michael Kahn, michael.kahn@duke.edu

Class of 2011

- Tiffany Petrisko, tpetris@emory.edu

Class of 2012

- Nicole Kofman, nkofman@stanford.edu

Cary Academy Class Agent Listing
The Cary Academy arts program is constantly amazing the community with its output. For the past 12 years that output has been helped along by theater manager Shannon Clark. "I offer technical support to all performing art programs: band, orchestra, dance, chorus and theater, as well as designing scenery and lights for extra-curricular performances," said Clark. "I also handle the day-to-day operations of the theater as well as teaching the Upper School Tech Theater Class."

The process of making theater

"I love the challenge that live performance brings," said Clark, who also serves as the faculty advisor for the Thespian Troupe. "Each discipline has needs that vary slightly and meeting those challenges is so rewarding. I try and take the students through the processes of pre-production through opening night so they learn the process of making theater."

"Shannon brings vision and energy to our arts program," said Michael Hayes, chair of the arts department. "He leads a loyal and talented team of students who provide technical and artistic assistance to our concerts and productions, and he works behind the scenes to insure the safety and success of our performing arts program.

"We are fortunate to have him in the position of theater manager. His creative work with lighting, audio, scenery, costumes, props and so much more are cornerstones to student success in the arts. Shannon also works extensively with other arts groups who use our theater and he is a wonderful collaborator and friend."

Freelance designer

Away from CA, Clark does freelance design work for the Justice Theater Project and designs scenery and costumes for the annual Shakespeare production at Koka Booth Amphitheater produced by the Town of Cary.

His past work experience includes stints at Natchez Opera and St. Mary’s College of Maryland. "I’ve done freelance design work for Washington Ballet and numerous community and regional theaters."

The Garner resident also keeps busy at home. "I have a greenhouse and chickens, and I love gardening."

Never a typical day for Moore

Information services consultant Eric Moore does not confine his contributions to CA to hardware and software issues. Moore is also the school’s strength and conditioning coach, head wrestling coach and digital photography instructor.

"There rarely is, if ever, a typical day all year long," said Moore, who started at CA in 1998 and went full time in 2002. "Interacting with all ages and many departments of the school community and doing so at varying capacities creates an environment that I enjoy. Being a part of a student’s development in the classroom or athletically, as an advisor officially or unofficially, is not something that I take lightly at all. Helping faculty and staff make technology work as intended for that ‘all important’ classroom lesson/activity or departmental presentation motivates me to help achieve a solution that works."

As an IS consultant Moore provides internal and external ‘event request’ technology setup and support and is the primary audio-visual research and support person.

"Eric is a team member you can always depend on," said IS Director Dmitry Manakhov. "He is our go-to and project person. Whenever a special technology setup on campus is needed Eric is the one to take care of that."

Working mind and body

"Given the flexibility to switch gears from working the mind most of the day to later working the body in the afternoon hours is a transition I look forward to," said Moore. "I very much believe that fitness plays a critical role in improving the health and general well-being of our students, employees and families. In the summers I keep the weight room open for a few hours a day; several students and alumni enjoy being able to work out here instead of the local big gyms."

Bowling, anyone?

Moore, who lives in Raleigh, is a member of the NSCA (National Strength and Conditioning Association) and the ISSA (International Sports Sciences Association). The ex-NC State wrestling team member is also a USA Silver-level collegiate bowling coach, having been a national top-50 collegiate bowler.

Not surprisingly, Moore enjoys playing sports, but is also into cooking (a self-proclaimed Super Bowl Party Chef), traveling, graphic design, reading and watching movies.

"I also enjoy learning about new discoveries in astronomy and being able to watch three different live services from my three favorite out-of-town churches most every weekend."
Volunteer hours = $120,000 or priceless?

Thanks to the efforts of PTAA leaders who track the amount of volunteer time invested in activities and events, we know CA parents donate approximately 460 hours each month to our PTAA. In fact, by this time last year, parents had already volunteered more than 1,100 hours to PTAA projects designed to enhance the CA experience. That high level of parental involvement and initiative is part of what makes Cary Academy the special and unique school we value.

Just as important, it represents an enormous commitment to our children and to PTAA’s mission to work collaboratively with Cary Academy community constituents to promote, sustain and enhance excellence in the school’s programs, facilities and atmosphere for education by providing essential assistance and services. CA’s most valuable asset has always been our community, and the dedication of the parents in our community makes our school and our PTAA unparalleled.

Independent Sector, a leadership network for nonprofits, foundations and corporate giving, values a U.S. volunteer hour at $21.36 (2011 data). Using that figure as a guide, those CA parent hours become a monthly donation of time that totals more than $10,000. Over the course of a year, CA parents fulfill our PTAA’s goal of Enhancing the CA Experience by contributing volunteer hours that total in excess of $120,000, according to the Independent Sector valuation.

That commitment sets us apart. Often, we read about the importance of “buy-in.” Parental buy-in is evidenced every day at CA in every activity your PTAA carries out on behalf of our students. From doughnut breaks for stressed students to the annual book fair supporting our library, PTAA activities occur thanks to the gift of time and effort by parents like you. When your student mentions an author or artist who conducted a workshop, you can thank the hardworking parent volunteers who use PTAA funds to arrange unique experiences for our students.

Every time I see the million dollar smiles of grateful students at a PTAA event, I know the value of each volunteer hour far exceeds $21.36. Although we may be awed by PTAA’s gift of more than $120,000 in volunteer hours each year, we can be even more proud of the impact that gift has on Cary Academy and our students. Your gift of time brings our children one step closer to becoming the leaders of tomorrow. That’s a priceless contribution.

— Carol Aupperle, PTAA President ’12–’13