

Spring 2018

# PROVIDENCE DAY

Magazine

## Building Success

Charging Forward campaign transforms teaching and learning on campus

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Bringing Literature to Life

Mentoring through Lacrosse

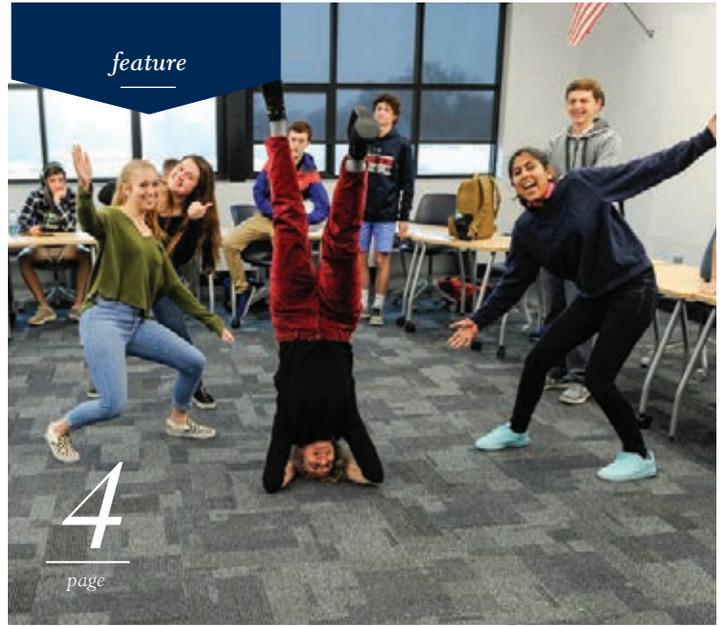
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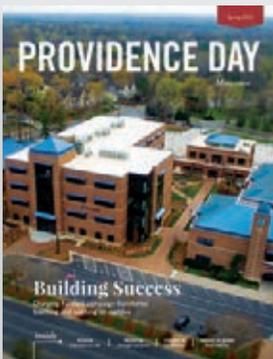
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Faculty Bring Much to English Curriculum



## Building Success

Charging Forward Campaign Transforms Teaching and Learning on Campus



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The new Academic Center and DeMayo Gateway Center as seen from above campus. The new facilities are a result of the ongoing Charging Forward comprehensive campaign, which represents an enduring approaching to safeguarding PDS's future. Read more on page 18.



Approximately 150 student-delegates and adults from across the Americas took part in the weeklong Round Square Regional Conference (RSRC) for the Americas, themed "Empowered to Lead, Inspired to Serve," at Providence Day in April. Read more on page 14.

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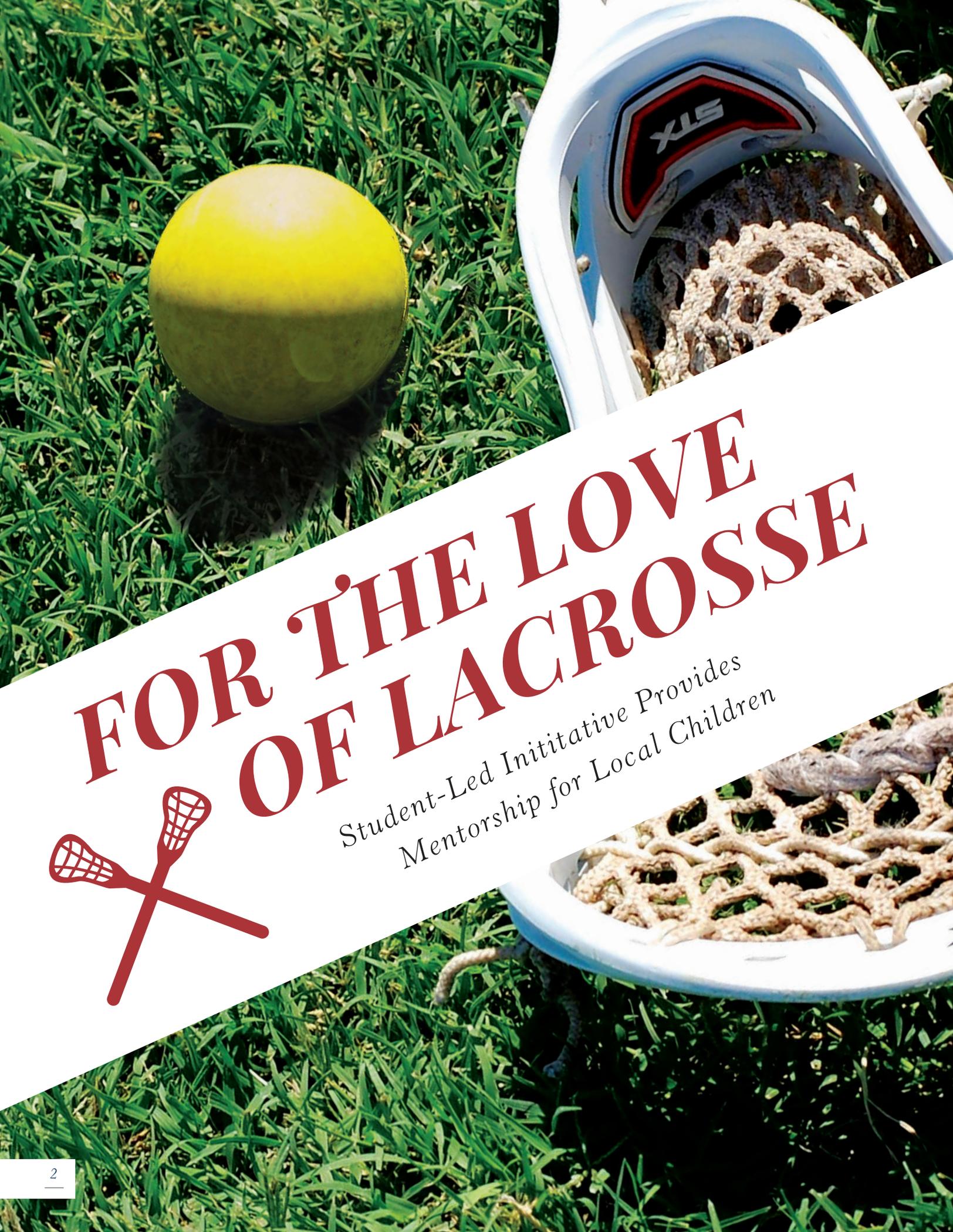
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# FOR THE LOVE OF LACROSSE

*Student-Led Initiative Provides  
Mentorship for Local Children*



Sports can bring people together from all different walks of life — they have a unique way of connecting those who might never have met otherwise.

Not all sports are easily accessible for everyone, however, and two former Providence Day athletes decided to do something about it. Their desire as Upper Schoolers sparked an enduring initiative that has made positive impacts in the Charlotte area.

It was during the junior year of Kyle Asher '15 and freshman year of Reed Baker '17 that they, along with the support of their varsity lacrosse teammates, began collecting sports equipment to distribute to in-need kids within the community.

"I think everyone who wants to play lacrosse should have access to the sport," said Reed, now a freshman studying economics at Bowdoin College in Maine, who credits the sport with helping to further his academic career.

"I am aware of the opportunities lacrosse can provide, and I don't believe income levels should limit kids from accessing these opportunities," he said.

One of their coaches, Ken Loeber, had worked with Greater Enrichment Program (GEP), which serves at-risk elementary-aged children by providing quality afterschool enrichment involving academic, cultural and social instruction. The goal is to help children gain knowledge, confidence and character to achieve their personal bests in school and in their communities.

Loeber thought GEP would be an ideal organization with whom the student-athletes could partner. With a solid flow of equipment coming in and a community partner in hand, Baker and Asher officially started the Upper School club known as Everybody Loves Lacrosse in 2013.

The club has continued to thrive. Today, 8 to 10 members spend time twice a week with GEP students, many of whom come from neighborhoods where lacrosse isn't prevalent. They impart not only the fundamentals of lacrosse, but the



importance of teamwork, physical fitness and giving back.

**“I think everyone who wants to play lacrosse should have access to the sport. I am aware of the opportunities lacrosse can provide, and I don't believe income levels should limit kids from accessing these opportunities.”**

The initiative showed PDS Head Coach Bobby Thompson that his players were living the team's motto of “commitment, class, character.”

“It is great to see Providence Day's mission of social responsibility coming

to life through our players,” he said. “What our guys have been doing ever since the program was started has really shown their desire to not only give back to the community, but help grow the game as a whole.”

“They truly care about the work they are doing, and it shows in the relationships they have with the kids they support,” he added.

The Providence Day students have been the “best role models for our kids,” said Bronica Glover, GEP executive director.

“They're friendly, very mature and they want to give back,” she said. “It gives the students hope and it makes the students feel good. It builds their confidence, because someone is taking the time to teach them something.”

Interacting with the students is the highlight. “The kids are always smiling and laughing,” said Baker. “It's been incredible.” 

# Bringing Literature to LIFE

## *English Faculty Offer New Perspectives on Old Classics*



**D**onning wardrobe items and props. Popping balloons. Standing in circles. Standing on your hands. Not quite your average English classes.

While English at Providence Day certainly includes and concentrates on the basics — reading, writing, literary analysis — there’s so much more to it than that.

The curriculum regularly involves interesting classroom activities and unique approaches to teaching and learning by passionate faculty dedicated to fully engaging students in the work and words at hand.

Dr. Clint Crumley, Upper School English Department chair for the last 15 years, not only hopes to “create and maintain the conditions for a culture of high intellectual expectations — toward each other and our students — but also a culture of warmth and understanding, one that learns some of the lessons of the literature that we teach.”

Namely, he said, that “stories are fundamental to making sense of things, that the observable world is crackling with meaning, that every person has dignity and a rich interior life.”

While PDS students are not all penning stories and poetry, writing is still an integral component of their academic careers.

“Our students write an awful lot by the time they graduate, more than most American high school students,” said Crumley. “They also receive a lot of careful feedback from English teachers, not only about the content of their work but also about its rhetorical effectiveness, its logical cogency, and its degree of stylistic elegance and panache. They’re held to a high standard, and they learn to respond to feedback through revision.”

The Middle School English department works closely with students as they transition into more analytical writers, said chair Amy Bynum.

“We push them to prove arguments with evidence from the novels they read; we help them make connections and learn empathy through the characters they get to know during the course of the year,” she said. “We want to help them develop their own voice in written work and to ultimately communicate ideas effectively in writing.”

In a world of texting and tweets, said Bynum, “the appreciation of prose, complex sentence structure, and figurative language is becoming a lost art. We hope to develop readers, writers, and thinkers who recognize the beauty and importance of rhetoric and writing.”





## POPPING PROSE

Katherine Currier's Upper School Writing Seminar class occasionally gets pretty loud.

As part of an in-depth lesson plan on connotation versus denotation to help students grasp the undercurrents of their word choices, inflated balloons are introduced — and then popped.

"We discuss how in speech and in writing, certain words can alienate an audience," said Currier. "We also rank descriptive words in categories from harsh to least harsh: gaunt versus thin, obese versus plump."

The students each write one word that can have many different connotations on a piece of paper — for example, ennui, consternation, freedom, zealous — and then roll it up and put it inside a balloon, which are scattered about the floor. Then, using a pencil as a dart, they each pop one of the balloons.

"Once they do, they pull out the word, read it out loud, and then their homework assignment that night is to write a one-page essay defining that particular word using a narrative," said Currier. "The narrative is derivative of their life experience, so the definition depends on how that personal experience drives connotation."

The balloon popping in itself, she said, "is a kinesthetic activity that simultaneously creates movement and the excitement of chance. If they cannot pop a balloon with the pencil, they have to jump on it."

Christine Marshall takes a softer — yet one could say "upside down" — approach in her English II classes, in which she sometimes stands on her head.

"The headstand typically happens a bit later in the semester and accompanies the reciting of a poem," she said. "I require students to memorize a poem, which they tend to balk at, so I recite one on my head to demonstrate how easy it is."

"It's really easy for me to do, but students get a kick out of it," she added.

## CREATIVITY AND COLLABORATION

The English Department once spanned 6th to 12th grades. Five years ago, to better serve student needs, several Middle School-focused departments were formed, including Middle School English with Bynum as chair.

Both Upper and Middle School English departments still actively collaborate to foster success.

"(We) have worked together often over the years to align, vertically, the

curriculum," said Crumley. "Naturally, we've especially focused on the transition from 8th to 9th grade, on grammar (usage and mechanics), on paragraphing, on overall essay structure."

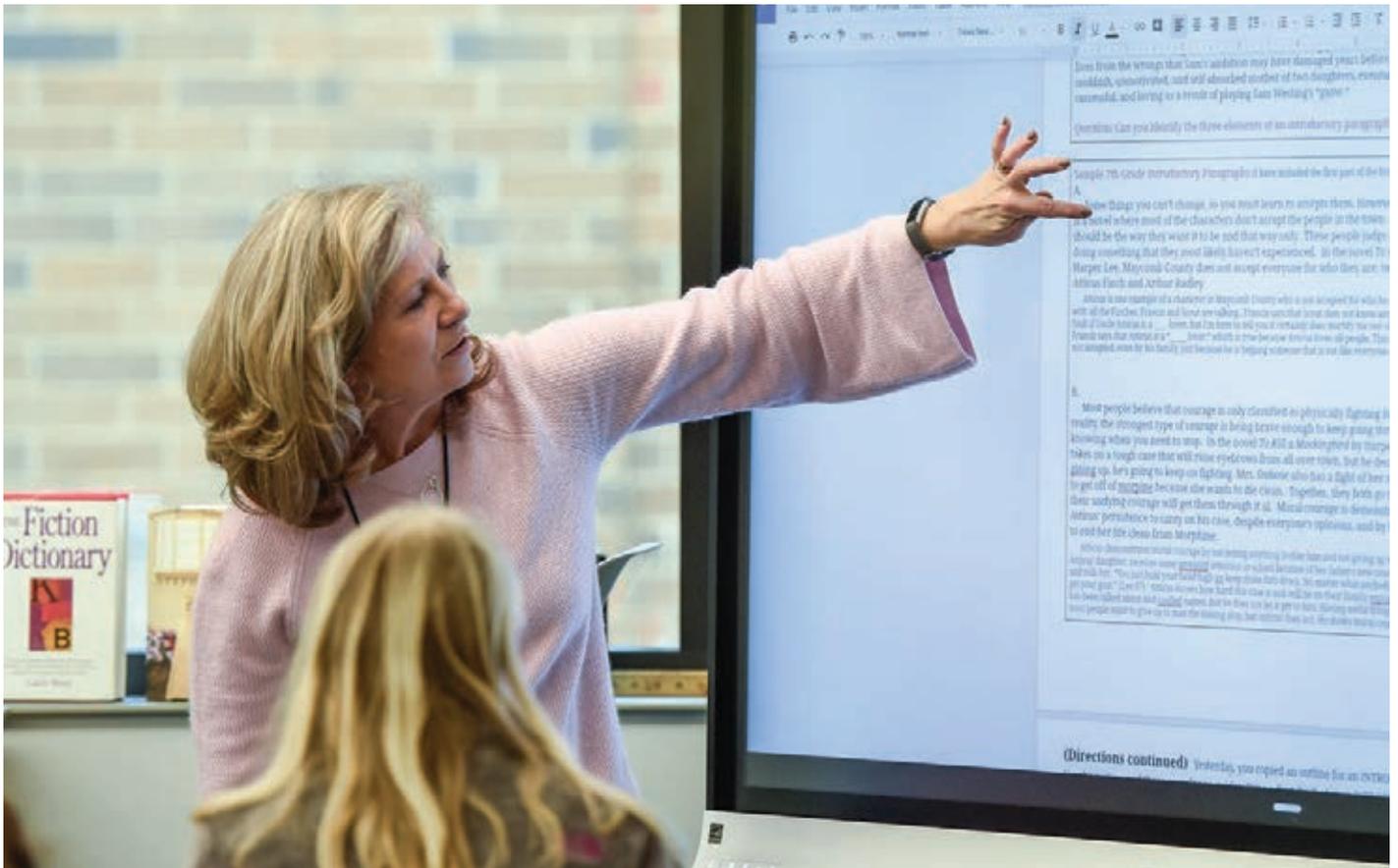
"Recently, we combined with the librarians and the Middle and Upper School history teachers to form a research task force, creating standards and expectations for all students in 6th to 12th grades," said Bynum.

The courses and requirements have evolved and changed over the years, as well. Once needed for graduation were semester-long American and British Literature surveys.

"We've since developed more than 15 different electives, some that focus on literature, others on composition (all of which involve writing assignments), enabling teachers and students to explore topics that interest them, from philosophy, poetry, and graphic novels to geo-politics, magical realism, and Shakespeare," said Crumley. "We offer more electives than most English departments I know of."

The classics are still there, said Bynum, but "we have added texts that make our curriculum more multicultural and diverse."

Middle School English's one elective





course, Creative Writing 6, has become so popular that creative writing courses for 7th and 8th grades are being added. The department also has incorporated more project-based learning (PBL) in lieu of traditional assignments.

7th-grade teachers are trying a PBL approach with Harper Lee's *To Kill a Mockingbird*, which stems from Middle School Head Michael Magno's approach regarding professional development — teachers were given a choice of joining one of four cohorts: PBL; mind, brain, education (MBE); experiential learning; and design thinking.

Three English teachers joined the PBL cohort and devised a way of using the Pulitzer Prize-winning novel for the PBL approach, a student-centered pedagogy that involves a dynamic classroom approach in which students acquire deeper knowledge through active exploration of real-world challenges and problems.

"While we are reading, students are taking notes on three main arguments for teaching the book," said teacher Kristin Santo — that it is historically relevant, has relevant connections to current issues, and offers "amazing life lessons and words of wisdom that transcend the fictional world of Maycomb (where the story is set) in the 1930s."

The approach helps students see the novel's significance and that literature is a model for real life, said Santo.

"By stepping away from the traditional reading comprehension questions approach,

we can foster a deeper, more critical understanding of the novel," she said. "What can we learn about life? What can we learn about ourselves?"

The hope is to shift the focus from content to impact, away from "What happened?" to "Why does it matter?"

"This deeper analysis of events and character development goes beyond the pages of the text to create real, meaningful work," said Santo. "The creativity and collaboration that can come out of a project never ceases to amaze me."

Middle School has added a cross-curricular unit this school year, collaborating with history teachers as the students read Margaret Peterson Haddix's teen novel *Uprising* about women's suffrage and the Shirtwaist Factory fire in 1911.

"We also partnered with the theatre program while reading *Romeo and Juliet* in 8th grade ... to create a deeper understanding of the play," said Bynum.

Middle School theatre teacher Jamie Hutteman led Kristen Friedman's class through a series of activities as a precursor to reading Shakespeare's tragedy — using true/false statements relating to the play's themes such as "I believe in love at first sight" and "religion guides my decisions in life."

"The students walked to a new location in the room if they agreed with each statement and remained if they disagreed," said Friedman. "Each student moved at least once, showing that the play is applicable to events in their lives and opinions they have."

“ When students make meaningful connections for themselves, the content sticks. We just have to give them the tools to make those connections.

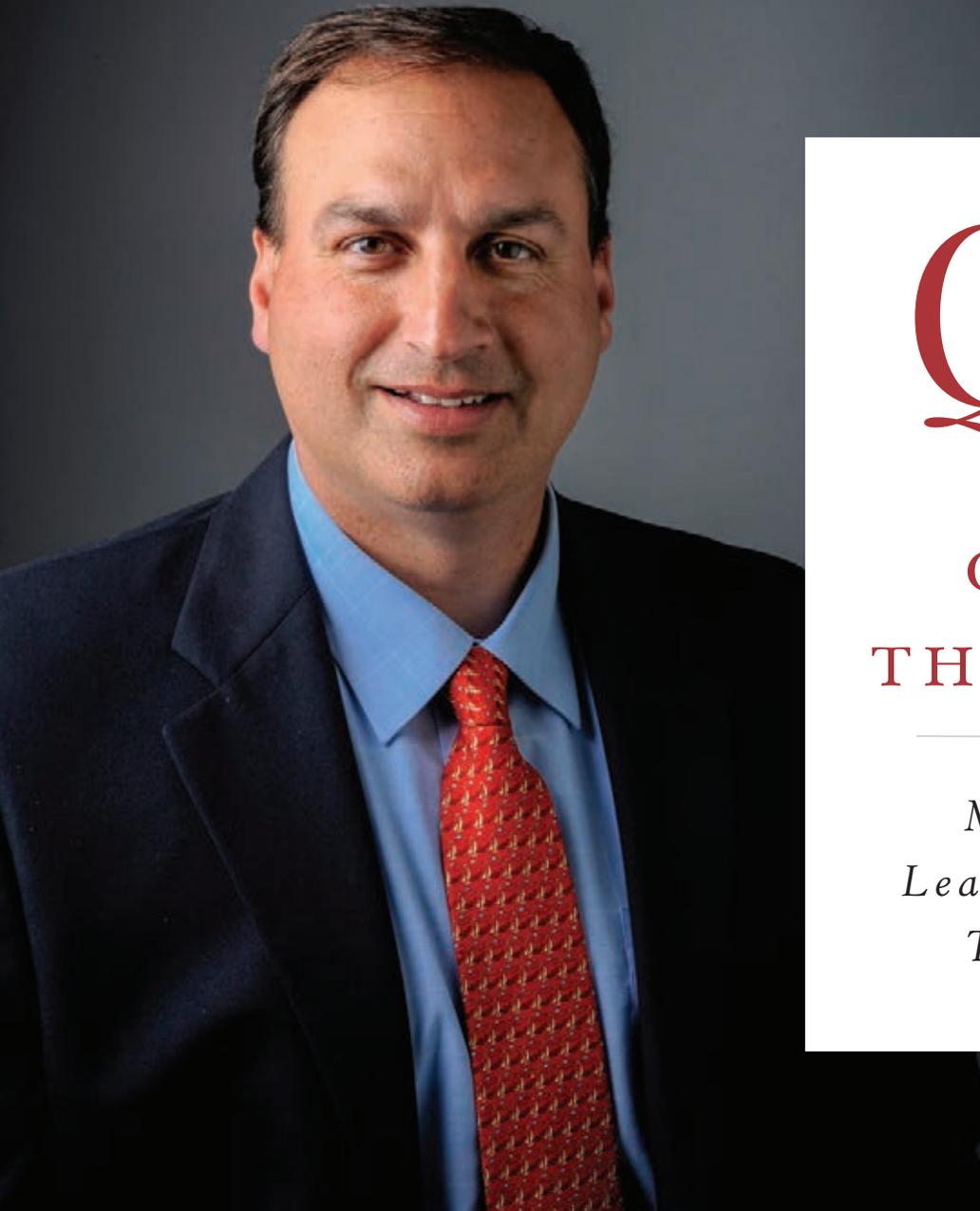
Hutteman turned reading the prologue into an interactive activity — students stamped their feet whenever there was punctuation.

"This helped them understand not only how the play should sound when lines were being performed, but also how to recite them properly," said Friedman.

"Students came back to English class not only having a greater understanding of the play itself but also how it should be performed and how its themes are still relatable in their modern lives," she said.

While ensuring students are mastering the necessary reading comprehension and writing skills, English teachers will continue to make the literature and work they love relevant to their students' lives, such as by making connections to other subjects or interests outside of school.

"When students make meaningful connections for themselves, the content sticks," said Santo. "We just have to give them the tools to make those connections." 



# Q + A

## GUIDING THE JOURNEY

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*Michael Magno  
Leads Middle School  
Toward Success*

*Michael Magno has served in many roles since joining PDS in 2002. His early years included teaching science in 6th, 7th and 9th grades and then coaching middle school, junior varsity and varsity girls and boys soccer teams.*

*Later as Assistant Head and, since fall 2016 as Head of Middle School, he works to help students grow into successful and empathetic problem-solvers through a developmentally-appropriate curriculum focused on fostering critical skills, knowledge and character traits.*



### *What do you enjoy most about your role as Head of Middle School?*

I enjoy working with students, the faculty and Lower and Upper School to provide an educational experience that focuses on the whole child. When I was teaching, I just interacted with the students in my classroom and on my team. As an administrator, I get to know and work with all of the students and see the big picture of their three-year Middle School journey.

### *What is your goal for Middle School?*

To help students develop into empathetic problem-solvers who can communicate, collaborate, create and think critically with anyone, anywhere. We strive to provide opportunities for students to continue becoming global citizens by developing character traits, knowledge and skills.

### *How do you help advance Middle School's mission and PDS's strategic vision?*

We have an incredible Middle School faculty, and I have been able to create leadership roles that allow for a more collaborative Middle School program.

We have two teams, Middle School Academic Life and Middle School Student Life, that work to ensure that our Middle School program meets the needs of our students and gives them the room to develop and explore their own passions.

### *Why is Middle School a significant part of a student's educational career?*

Middle School is an important time in adolescence when students continue to form a sense of self. During the Middle School years, students are encouraged to step outside their comfort zones and take on new experiences. It is a time when students want to do everything and need to learn how to balance a growing sense of independence and responsibility.

### *How does Middle School prepare students for their futures at PDS and beyond?*

Working closely with the other two divisions gives us perspective on where kids are coming from and where they are heading.

Academically, students are exposed to a developmentally-appropriate curriculum that is challenging and builds on their experiences and knowledge. Our break, advisory and assembly schedule provides students with the opportunities to interact and learn about character education.

Students begin to take electives on a daily basis and also begin to participate in afterschool sports.

### *How has the Middle School curriculum and structure changed and evolved? Are more changes expected in the future?*

The Middle School curriculum has moved toward a focus on skills, not just content. This shift started before I began my position as Head of Middle School.

You can see this in the Science Department with an inquiry-based model, in English with skills-based assessment and in the History

Department with a focus on study skills and critical thinking.

The Middle School department chair model was started about five years ago and includes the four core classes — Math, English, History and Science. The chairs, along with myself, the Middle School dean and the learning specialist make up the Middle School Academic Life team. This is a team that meets regularly to analyze and design current curriculum as well as research best practices.

We have made a significant effort to provide Middle School students with opportunities to explore — the number of electives has almost doubled in the last five years.

In the last three years, we have been able to implement the Middle School capstone project, a solution-based project that uses the method of design thinking to guide students through current topics ... and more importantly empowers students to create change in their community.

In the future, you will see some of our major programs spiral together throughout our 6th- to 8th-grade curriculum. The capstone projects will be linked to our Character Education days and class trips.

### *What are you most proud of since joining Middle School?*

What makes me proud are the moments when our Middle School students demonstrate how amazing they are. We love to hear campus guests or strangers on a field trip acknowledge our students' respectful, curious and mature behavior. Students are talented, respectful, have a strong sense of what is right and wrong, and yes, they can still laugh at corny jokes!

Also, we have been very fortunate to develop a partnership with Bruns Academy. It is a program that has received significant attention from other independent schools due to the growing need for schools to also serve a public purpose.

### *What is your favorite part of the day?*

Assembly — it is a time where we come together as an entire division. Some of my favorite memories have been improvised moments that came directly from the students. If you want to know what Middle School is like, come to an assembly.

### *What makes PDS special?*

We have an incredible community at PDS and that includes the students, faculty, parents, staff and facilities. Everyone works hard to provide the best experience for our students. We have high expectations of ourselves and are always looking at how we can improve.

### *What do you do when not on campus?*

I enjoy planning family activities where we can enjoy the wonderful outdoors that we have here in North Carolina. I grew up in a big city with little access to outdoor activities. Moving to Charlotte has provided access to activities such as hiking, fishing and camping.

Soccer has always been a part of my life. My family is from Argentina, and the number one sport is soccer. This was a sport that provided many opportunities in my life, and going to college was one of them. I continue to share my passion of the sport with students on campus with the Middle School soccer team. 



# *It takes a Family*

*Heather and Peter Ryan Enjoy Opportunities  
Where Family and School Intersect*

**ANNUAL FUND  
FAMILY OF FUNDS**

How will you make your Annual Fund gift count at PDS? Annual Fund donors may choose to designate their gift to a particular area of the school's operations that they find most meaningful.

For Peter and Heather Ryan, most requests are answered with “we’re all in.”

Whether it’s solving complex issues as corporate counsels, playing hard with their rambunctious boys or diving into an event or committee in the PDS community, the Ryans are always ready to get involved.

When asked to help on a new initiative, Heather often replies with an enthusiastic “yes.” And she means it. Under her leadership as the Annual Fund chair, PDS raised a record-setting \$1.3 million in 2016-17 and is on pace for another great year in 2017-18.

Meanwhile, Peter is quick to jump on opportunities to support the students and families of PDS. Whether he’s serving on the Board of Advisors alongside Heather or taking pledges at a phone-a-thon, Peter recognizes the importance of pitching in.

Recently, he hit the court as a volunteer coach for the 5th-grade Providence Day team in the InterFaith Basketball League. It was an experience that resonated with him deeply.

“The boys showed incredible heart and composure,” said Peter. “I felt like I was watching high school kids compete. It was a load of fun for all of us and just another example of how committing the time to be involved at PD pays back far beyond what we put into it.”

All this activity is enough to wear anyone out. But then throw three high-energy boys — twin 5th-graders David and Braden and 1st-grader Henry — into the mix and it’s clear that the Ryans have earned some shuteye.

“We pay more attention to getting a good night’s sleep these days,” joked Peter. “Or at least we feel it more when we don’t.”

Good sleep isn’t the Ryan family’s only secret to a happy life. The Ryans know that embracing the support of those around them helps keep the ball rolling. Heather is quick to point out several occasions when PDS teachers displayed patience and grace to her at the end of a long day.

Heather also credits the support of PDS moms and dads for “having their back” when she or Peter travel for work.

“We have great friends here and feel very supported and connected to the community,” she said. “It would be impossible to feel balanced without our PD partners.”

Peter holds a similar view of the community-based attitude that permeates PDS.

He and Heather speak openly with the boys about the

challenges of balancing work and family. These are not easy conversations, but they’re necessary for the boys to understand that opportunity often comes with sacrifice.

““ We have great friends here and feel very supported and connected to the community. It would be impossible to feel balanced without our PD partners.

Despite their busy schedules, the Ryans actively seek opportunities where family and school intersect.

“We understand that there is a limited window of time when the boys will be home with us and attending PD,” said Peter. “So, we make a conscious effort to be involved in their lives and the PD community.”

Taking their desire to serve the school community to the next level, the Ryans wanted to inspire others to give through the Half-Million-Dollar Inspiration Challenge. They also jumped at the opportunity to provide a gift that would directly impact student learning. Therefore, they chose to invest in the “black box” learning lab in the new Academic Center, a space designed to encourage creative thinking.

“The concept of the black box lab appealed to us immediately,” said Heather. “With three active boys, we understand the need for different teaching modalities and have been impressed with how the teachers at PD consistently think outside the box in creating the ‘right’ learning space for our children.”

The flexible space features moveable, gym-like seating that invites students to spread out, giving them room to work independently or in groups. Peter and Heather view this space as a way for teachers to complement their already innovative teaching styles and practices.

“We really hope that the non-traditional space inspires non-traditional teaching and learning,” said Heather. “Life requires us to be agile and adaptable and yet continue to perform and achieve. We hope this space inspires students and teachers to do just that.” 

*The Ryans are supporters of the PDS Charging Forward comprehensive campaign.*

- Area of Greatest Need
- Faculty Support and Professional Development
- Student Financial Assistance
- Arts
- Athletics

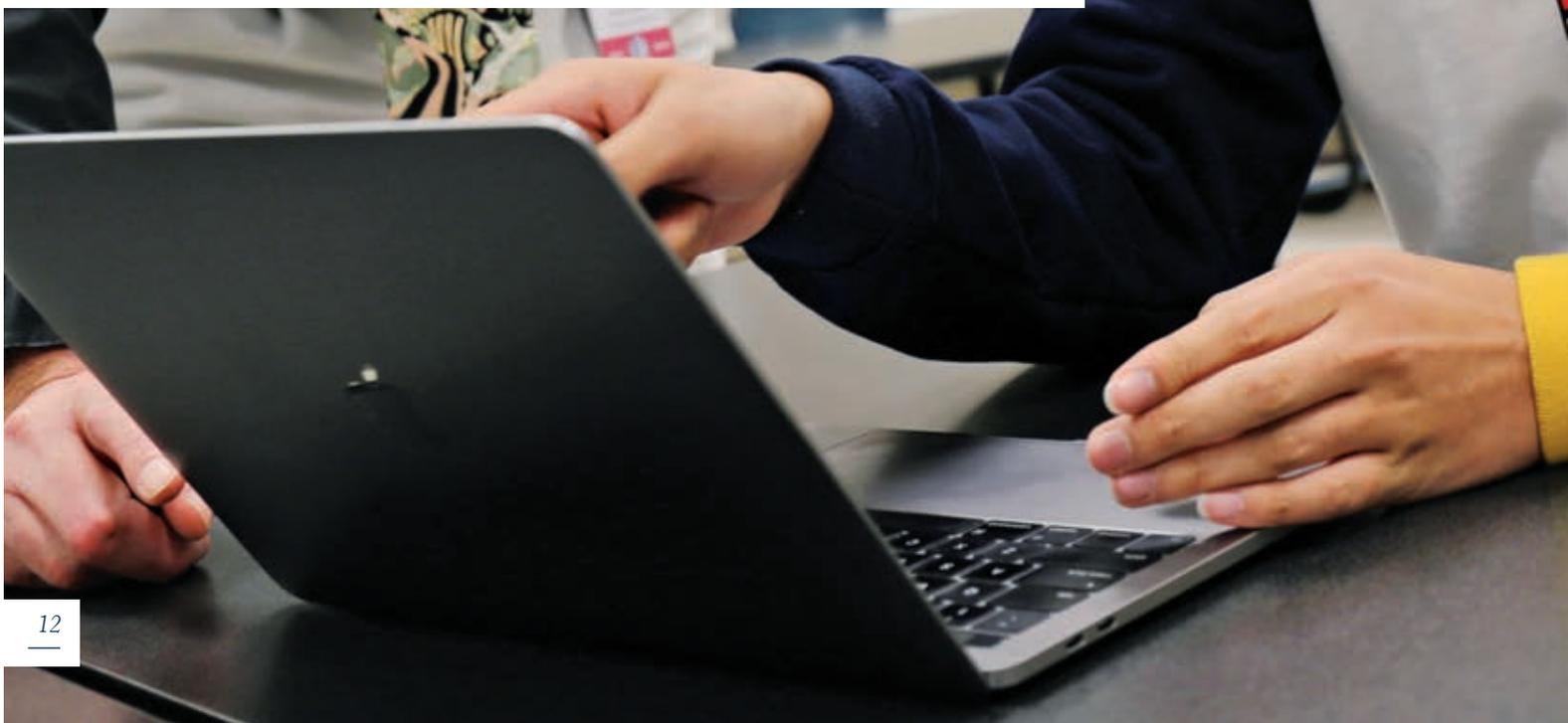


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# Beyond the Classroom

*Global Online Academy Expands Upper  
School's Curriculum and Global Connections*



Providence Day has long been on the forefront of academia, from awards and accreditations to college acceptances and scholarship winners.

The Upper School curriculum is comprised of 143 courses — courses that help prepare students for college and beyond, that help them become active and engaged global citizens and more.

And recently Upper School has begun offering even more classes through a partnership with Global Online Academy (GOA).

GOA's mission is to replicate in online classrooms the intellectually rigorous programs and excellent teaching that are hallmarks of its 70-plus members schools, to foster and find effective ways for students to learn, and to promote students' global awareness and understanding by creating diverse, worldwide online schoolroom communities.

PDS currently has two teachers and 18 students involved with GOA; in the three years of the partnership, a total of 29 students have participated.

"This program allows students and teachers to connect with people from all over the world," said Upper School AP computer science teacher James Reeder. "In today's world, the opportunity to share information and ideas with the digital age is extremely important, and that is what GOA does."

With constant advances in technology, many schools are adapting to teaching in a world more connected than ever before.

"Schools are changing, and with that, the way we teach is changing," said Reeder, who leads a computer science basics course for GOA. "GOA is the direction teaching is going."

**“ This program allows students and teachers to connect with people from all over the world. In today's world, the opportunity to share information and ideas with the digital age is extremely important, and that is what GOA does.**

Upper School AP Psychology teacher Jennifer Mann, who also teaches AP Human Geography and Global Issues: Africa classes, wanted to be a part of GOA to expand her teaching experience.

"The online classroom is a new part of my profession, and I jumped at the chance to participate in this era of education," said Mann, who teaches abnormal psychology for GOA.

"I believe our students should participate because online



classes will be a part of their collegiate and post-grad experiences, and I think it is a great way to be prepared for that," she said. "Also, the GOA course offerings are thought-provoking, creative electives that can expand their interests and grow them intellectually."

GOA helps with college applications, as well.

"College guidance and admissions have taken notice," said Upper School Head Eric Hedinger, who decided that a GOA membership was something PDS should pursue.

"We are putting our trust in teachers across the country to help further the education of our students, but at the same time it is opening them up to global learning in an international classroom," he said.

In a GOA class, one may have online classmates from University Prep in Seattle, Wash., as well as King's Academy in Jordan. Each student brings a different view of the educational world to each class they take.

The program allows students to enroll in specialized classes outside of their normal school work, including medical problem solving, gender studies, graphic design and architecture.

Some classes even count toward PDS's Global Studies Diploma, for which students complete additional curriculum requirements to receive a separate GSD along with their regular diploma at Commencement.

"GOA allows us to find subjects and courses that Providence Day isn't able to offer," said senior Caroline Ortiz, who is taking a GOA psychology class this spring.

"GOA has helped me understand how to work with others whom I wouldn't normally have the chance to work with," she said. "It is preparing us for college in a different way." 



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# Adventure. Leadership. Service. FUN.

*Students Empowered and Inspired at  
International Round Square Conference*

Approximately 150 student-delegates and adults from nearly two dozen schools in seven countries across North, Central and South America took part in the weeklong Round Square Regional Conference (RSRC) for the Americas, themed “Empowered to Lead, Inspired to Serve,” at Providence Day in April. The event was designed to be an exciting week of educating and empowering student leaders

through engaging speakers, breakout and adventure activities, and service-learning projects.

Since 2015 PDS has been a member of Round Square International, an organization with 180 schools on five continents that provides opportunities for students to participate in international service learning projects, study abroad and attend leadership conferences. 





# *The Power of Positivity*

*Wyatt and Amber  
Smith Believe in  
Paying it Forward*

***SHOW YOUR SUPPORT &  
PRIDE FOR PROVIDENCE DAY***

We are reaching new levels of academic excellence, but we can't continue without your support. We invite you to join other members of the Providence Day School Heritage Society by including the school in your estate plans.

Wyatt and Amber Smith have spent their fair share of Saturday mornings eating from hotel breakfast buffets. And often, they're doing it in separate cities.

That's not necessarily a bad thing. That's just life.

"Our daughters are very active in volleyball and basketball," said Wyatt. "It's not uncommon for Amber and I to split duties. One of us will go to Atlanta to watch Kyndal play volleyball while the other is in Raleigh watching Kailey play basketball."

The Smith girls – 11th-grader Kyndal and 10th-grader Kailey – aren't the only beneficiaries of their parents' "just do it" attitude. For over a decade, Wyatt and Amber have actively volunteered their time and resources to help PDS prepare for the future.

Wyatt, the managing director of Global Commercial Banking at Bank of America, is serving his second term on the PDS Board of Trustees and leveraged his financial expertise in his former role as chair of the board's Finance Committee.

His leadership is credited as being instrumental in helping the board and administration navigate and secure the financing that allowed for the construction of the new Academic Center, DeMayo Gateway Center and parking deck as part of the Charging Forward comprehensive campaign.

Wyatt and Amber have illustrated philanthropic leadership too, not only making a commitment during the quiet phase of the campaign, but also by augmenting that commitment by participating in the the Half-Million-Dollar Multi-Family Challenge Grant to inspire others to invest in PDS.

Amber also has served in several capacities ranging from Annual Fund volunteer to Parents' Association Executive Committee member.

"We recognize that we are beneficiaries of the seeds that were planted by the families that came before us," said Amber. "It's important that we give back so PDS can provide a world class education and experience for the families that come after us."

““ It's important that we give back so PDS can provide a world class education and experience for the families that come after us.

Spend a few minutes with the Smiths and it's clear that positivity permeates all aspects of their lives. Nowhere is this more evident than in how they raise their girls.

Wyatt and Amber are quick to point out that their children, like many others, put a lot of pressure on themselves to succeed in an academically competitive environment such as PDS.

"We are constantly reminding our girls that we love them no matter what," said Wyatt. "We tell them that life will have challenges and setbacks but don't let failure or disappointments define you. Success often comes from life lessons."

When those "life lessons" rear their heads in the Smith household, there's no shortage of support. Wyatt and Amber push their girls to chase their dreams. They know there are no guarantees in life, so the Smith's subscribe to the adage "reaching for the stars is always worth the risk."

But when failure does find its way into the girls' worlds, they deal with it.

"Communication and talking through failures and mistakes is key," said Wyatt. "We make sure to remind each other that everything is going to be okay. And when it's time to celebrate successes, we do it with hugs and high fives ... and usually a good meal." 🍷

*The Smiths are supporters of the PDS Charging Forward comprehensive campaign.*

**WHEN YOU JOIN THE HERITAGE SOCIETY, we'll show our appreciation by sending you a set of Providence Day coasters, customized with your name, to display your PD pride!**

To learn more about planned giving at PDS, visit our website at [ProvidenceDay.org/PlannedGiving](http://ProvidenceDay.org/PlannedGiving) or contact Jeffrey S. Appel, Associate Head of School for Institutional Advancement, at 704-887-6038 or [jeff.appel@providenceday.org](mailto:jeff.appel@providenceday.org).



# Building Success

## *Charging Forward Campaign Transforms Teaching and Learning on Campus*

**N**ew facilities. A changing landscape on campus. The future of Providence Day School continues to take shape.

“Our school is a dynamic one, constantly evolving to meet the needs of our students, faculty and staff to uphold our vision for Providence Day as a world-class learning environment,” said Dr. Glyn Cowlshaw, Head of School.

Now in the final stretch of a five-year journey, the Charging Forward campaign represents an enduring approach to safeguarding PDS’s future, both within and beyond the classroom.

The \$27 million comprehensive campaign, the largest fundraising initiative undertaken in PDS’s 48-year history, entails three investment priorities: capital projects, doubling the school’s endowment and growing the Annual Fund, which supplements each year’s operating budget in support of student programs, campus resources and faculty professional development.

“The Charging Forward campaign is indeed a bold effort for our school community, whose passion for Providence Day and investment in its future continues to amaze me,” said Dr. Cowlshaw. “At its successful conclusion, the campaign will be transformational for our campus and for future generations of students.”

Much of that transformation is already apparent.

“You only need to come on campus and look around to see the power of what we’re able to accomplish together as a Providence Day School family,” said Cathy Bessant, Charging Forward’s campaign chair.

More than \$25 million has been raised toward the \$27 million goal, due to the generosity of so many within the PDS community.

“The tremendous progress of the campaign is attributed to the incredible support and passion of our entire Providence Day community,” said Jeffrey Appel, Associate Head of School for Institutional Advancement.

“We are sincerely grateful for all who are helping to shape the future of the school,” he said.



It was fall of 1991 that eight modular units, known as ReLos (relocatables), became a “temporary” home to various classes. Fourteen years later, in fall of 2005, the aging ReLos were replaced with the 19,040-square-foot building comprised of 24 modules that became known as the “West Wing” due to its location on the western part of campus.

Fast forward to May 2013, when the Board of Trustees voted and approved launching the quiet phase of a new campaign. PDS celebrated the public launch of that campaign in September 2015 with more than \$15 million in commitments.

With more than \$18.6 million raised by April 2016, a groundbreaking was held the following month.

Then in December 2017, PDS held a celebratory ribbon cutting for the new Academic Center, DeMayo Gateway Center and split-level parking deck.

### **ACADEMICALLY CENTERED**

The four-story, 80,542-square-foot Academic Center features 32 learning labs, a 150-seat lecture theater, flexible learning space, faculty hubs, conference rooms, student lounges, Global Café, Spirit Store and more.

The building was designed with input from faculty and students. Classrooms, known as learning labs, have been structured and furnished as flexible,

mixed-use spaces to facilitate research study, student interaction and creativity. Faculty benefit from collaborative meeting rooms and interdepartmental groupings that foster cross-discipline programming and planning.

“We already have the highest of standards, but with our new learning labs here; the emphasis on collaboration, creativity and small-group learning will be so very powerful in all that it can do to enhance our teaching and learning,” said Dr. Cowlshaw.

The World Language Department’s new home on the fourth floor definitely inspires, according to chair Mary Jo Adams.

“Natural light pouring in, ‘writeable’ walls, portable technology — all of which allow us to change our learning space based on our goals for the day,” she said.

And the four new language labs are “an incredible teaching tool to increase listening and speaking skills,” she added, “and a source of excitement and motivation for our students to continue their language practice and learning.”

The language labs each employ 24 headsets that can connect students with individual or multiple partners for interpersonal communication and with small collaborative groups for presentational communication. Classroom teachers can monitor, coach and assess students as they progress from performance to proficiency.

““ The Charging Forward campaign is indeed a bold effort for our school community, whose passion for Providence Day and investment in its future continues to amaze me. At its successful conclusion, the campaign will be transformational for our campus and for future generations of students.

“I am thrilled that we have modern, healthy, flexible and agile spaces that support multiple configurations and active learning,” said Derrick Willard, Assistant Head of School for Academic Affairs.

“I love to walk down the halls any given morning as I rarely see two rooms set up the same way,” he said.

Their new home on the second floor has made Connie Scully’s Middle School English classes a “happier, more effective group.”

“The flexibility of working with students in small or large groups in wonderfully comfortable furnishings enhances all that we do,” she said.

CONTINUED ON PAGE 28 ►





## ACADEMIC CENTER

- 4 stories
- 80,542 square feet
- 32 learning labs
- 150-seat lecture theater
- Flexible learning space
- Faculty hubs
- Conference rooms
- Student lounges
- Global Café
- Spirit Store
- ...and more

## QUAD

A patio and grassy courtyard area between the Academic Center and DeMayo Gateway Center reminiscent of a collegiate-style quad

## SHOW YOUR SUPPORT

Want to invest in the Charging Forward campaign to help us reach our \$27 million goal by Dec. 31, 2018?

Visit [PDSChargingForward.com/InvestNow](http://PDSChargingForward.com/InvestNow).

## DEMAYO GATEWAY CENTER

2 stories  
7,200 square feet  
Admissions suite  
College Guidance suite  
Conference rooms  
Outdoor balconies  
Covered arcade walkway

## PARKING DECK

Split level  
200 parking spaces  
Expanded parking serves as a catalyst for greater student and pedestrian safety on campus, and improved pace of life.



“ The strong culture of philanthropy at our school is clearly illustrated as you walk through the new buildings and the surrounding outside areas, such as in the more than 90 plaques indicating the thoughtful support of and investments in the capital portion of our campaign.

—Jeffrey S. Appel, Associate Head of School for Institutional Advancement

## THE STABLE

150-seat lecture theater  
Utilized for class meetings,  
presentations and events

## WEB EXTRA



Watch a video of the Dec. 4, 2017  
ribbon cutting ceremony at  
[vimeo.com/246501328](https://vimeo.com/246501328)

MAY 2013

Board of Trustees vote and approve launching quiet phase of campaign. The campaign's quiet phase begins in earnest that summer.

OCTOBER 2013

PDS receives first \$1 million commitment.

JUNE 2014

More than \$7.2 million in commitments secured.

DECEMBER 2014

PDS receives second \$1 million commitment. Campaign surpasses the \$10 million mark in dollars raised.

## MAJOR MILESTONES

## SPIRIT STORE

Campus store for PDS and Chargers apparel, merchandise and more

MARCH 2015

PDS receives third \$1 million commitment.

JUNE 2015

More than \$13.8 million in commitments secured.

SEPTEMBER 2015

PDS celebrates public launch of campaign with \$15,123,196 million in commitments.

JANUARY 2016

PDS issues Half-Million-Dollar Multi-Family Challenge Grant.

APRIL 2016

Half-Million-Dollar Multi-Family Challenge Grant goal met and exceeded with \$564,500 raised.

With more than \$18.6 million raised, PDS announces groundbreaking in summer 2016.



## GLOBAL CAFÉ

Offers breakfast items, grab-and-go lunches and specialty coffees

MAY 2016

PDS celebrates official groundbreaking. Howard and Julie Levine announce \$1.5 million matching challenge grant.

SEPTEMBER 2016

At Founders' Dinner, PDS announces \$1.5 million Levine Family Challenge (issued in May 2016) has been met, elevating campaign past \$20 million mark.

DECEMBER 2016

School community signs names on 25-foot beam that is permanently installed in the Academic Center. More than \$22 million in commitments secured from the community.

FEBRUARY 2017

School's endowment surpasses \$11 million.

MAY 2017

PDS issues Half-Million Dollar Inspiration Challenge.



DECEMBER 2017

Ribbon cutting ceremony held to officially open Academic Center, DeMayo Gateway Center and parking deck.

JANUARY 2018

First day of classes in the new Academic Center. Half-Million Dollar Inspiration Challenge goal exceeded with \$971,956 raised.

FEBRUARY 2018

Campaign surpasses \$25 million in commitments from those in our Charger community.

>

DECEMBER 2018

Completion of the campaign.



Often, she said, activities comfortably spill out to the collaborative spaces at either end of the hallways or to the wooden benches.

“Students read, collaborate, write and discuss in every space of the second floor ... they chat, they study, they laugh,” said Scully. “I know they appreciate this space and all it offers. (They) are comfortable in this space. This becomes even more clear with each passing day.”

“I am excited for the students to have these incredible resources at their disposal,” said Nancy Downing, Advancement Committee chair of the Board of Trustees.

“What this means to the school is that it will launch us forward in a lot of ways,” she said, “but in a lot of ways it will ensure that Providence Day will stay the same special community and great place that it’s always been.”

The Academic Center also allows PDS to make better use of current space, re-purposing existing buildings to more strategically serve the student community. The West Wing, which was removed from campus this spring, will be repurposed to serve a charter school in eastern North Carolina.

“ I am excited for the students to have these incredible resources at their disposal. What this means to the school is that it will launch us forward in a lot of ways,” she said, “but in a lot of ways it will ensure that Providence Day will stay the same special community and great place that it’s always been.

“Although no longer part of our campus, the West Wing will continue to serve as a source of teaching and learning,” said Appel.

“I am excited for the possibilities the space affords our campus life,” said Dr. Cowlshaw. “In the short-term, plans are for practice and playing fields to be created for use by our students, very similar to the adjacent upper field.”

Long-term use will be determined as part of the upcoming campus master planning process.

### **GATEWAY TO GREATNESS**

The two-story, 7,200-square-foot DeMayo Gateway Center, and the two-story parking deck outside of it, combine to create a more welcoming entrance to campus.

With both the Admissions and College Guidance offices located in the building, students begin and end their journeys at the same place — a powerful symbol of PDS’s TK to 12th grade education.

“We have noticed that visitors and families sense a balanced experience as they enter the DeMayo Gateway Center,” said Cecil Stodghill, Admissions and Enrollment Management director. “I think that they appreciate the new, more formal vibe, yet still garner a sense of comfort and cozy.”

The building provides ample space for meetings and events.

“With all due respect to the ‘old house,’ Providence Day’s original building, our new College Guidance suite on the second floor of the DeMayo Gateway Center has revitalized and transformed the way we



serve students, families and colleges,” said Jack Whelan, College Guidance director.

“Our new roomier, and certainly sunnier, offices are proving to be perfect spaces for individual and family meetings, and the increased number of conference rooms enable visiting college representatives to meet easily with our students,” he said.

The new grassy courtyard between

the DeMayo Gateway Center, Academic Center and Thompson-Jones Library is reminiscent of a collegiate-style quad.

But the campaign’s success is more than just the facilities.

Since 2012, the school’s endowment has grown from \$5.4 million to \$12.7 million (as of February 2018). The Annual Fund continues to be successful, raising almost

\$1.375 million in 2017.

“With another record-breaking Annual Fund campaign, it is evident that our Providence Day community believes in the school’s mission to enhance teaching-learning opportunities and inspire our students to succeed,” said Appel.

The Annual Fund’s 2017-18 goal is \$1.35 million, and “we are thankful for the enthusiastic support we’ve already received from our community for this year’s effort,” said Appel.

And there is still time for the PDS community to contribute to the success.

The Charging Forward campaign officially ends Dec. 31, 2018, and all are encouraged to show their support.

“We are tremendously grateful to the support of all in our community who have and will make a positive impact toward the success of the campaign and the future of Providence Day School,” said Bessant. “Thank you for believing in our mission, and doing your part to enhance the teaching and learning environment for future generations of Chargers.” 



# Bracing for **SUCCESS**

*Colin Webb Helps  
Patients and Fellow  
Chargers to Smile*



**C**olin Webb '03 always loved making people smile. Now he gets to do so professionally. As an orthodontist, he combines advanced research with the latest technology, including nickel titanium wires developed by NASA, to provide his patients with the most effective results — helping them, said Webb, to be “more confident about their smiles.”

He does so with his father — fellow orthodontist Michael “Mickey” Webb — at their practice in Charlotte.

There he wanted to help create a fun and energetic practice that gets patients excited about visiting and treatment, which typically takes two years. For example, rather than scold kids who fall short on the maintenance of their braces, Webb Orthodontics created a rewards card program that incentivizes kids to practice healthy oral care.

It’s “definitely not the ‘elevator music’ practice,” noted Webb. “We have a high-energy office with contests for the patients and we’re always having fun. I get to work with kids and teenagers all day, which is great because I’m just a big kid.”

Webb has learned much from his father, a former member of PDS’s Board of Trustees and member of the Edward H. Angle Society of Orthodontists, one of the most exclusive societies in orthodontics.

“My father has been practicing for 37 years,” he said. “I’m very lucky that my partner has so much experience in both orthodontics and operating a practice, and also happens to be my father.”

Webb credits his experiences at PDS with giving him the values and strong foundation for a successful future career.

He shadowed a local orthopedic surgeon during his senior year, but while studying at UNC-Chapel Hill, he opted to keep his options open before immediately beginning a “pre-med” or “pre-dental” track. Eventually deciding on orthodontics, he went on to graduate from the University of Maryland School of Dentistry — where he met his wife and dental surgeon Kelly — and completed his residency at Seton Hill University in 2013.

“I truly believe that I owe much of my success to Providence

Day,” he said. “Orthodontics is one of, if not the most competitive, specialties in dentistry, and without the solid foundation and skills learned at PD, I may not have made the cut.”

It’s one of the reasons he continues to support Providence Day. In addition to contributing to the Charging Forward comprehensive campaign and helping its Half-Million-Dollar Inspiration Challenge exceed goal, Webb has served on the Board of Advisors and currently serves on the Board of Alumni. As alumni giving chair in 2016-17, he helped PDS reach a record number of alumni donors.

“I want to give back to the school that gave me so much,” said Webb. “And I hope to send my children there one day and want to support their future school.”

**“ I truly believe that I owe much of my success to Providence Day. Orthodontics is one of, if not the most competitive, specialty in dentistry, and without the solid foundation and skills learned at PD, I may not have made the cut.**

Webb also wanted to show his support for his former lacrosse coach Mark Fader, who, while also serving as dean of students from 1991 to 2004, started PDS’s lacrosse program in 1996. So the Webb family, along with the family of fellow classmate Drew Wozniak '03, donated a learning lab in Fader’s honor in the new Academic Center.

“He was a great mentor,” said Webb. “It meant a lot to me to have him fly down and be in attendance for the ribbon cutting” for the Academic Center in December.

It’s the kind of moment that makes one smile, and smiling is something Webb knows a lot about.

“A healthy smile is more than healthy teeth lined up correctly,” he said. “A great smile is confidence.” 



# ≡ Making WAVES

*Michael Nole Studies Seismic  
Activity Beneath the Sea*

**A**fter Commencement, many alumni often pursue interesting courses of study and careers.

For Michael Nole '09, his path has led to drilling holes deep below the ocean's surface off the coast of New Zealand.

While pursuing his Ph.D. in geosystems engineering at the University of Texas at Austin, Nole decided to hop aboard a research vessel sailing the southwestern Pacific Ocean to investigate potential causes of seismic activity in the region.

"It was a challenging but incredible experience," he said.

The expedition was through the International Ocean Discovery

Program (IODP), a marine research collaboration dedicated to advancing scientific understanding of the Earth through drilling, coring and monitoring the seafloor.

The research enabled by IODP samples and data improves scientific understanding of changing climate and ocean conditions, the origins of ancient life, risks posed by geohazards, and the structure and processes of Earth's tectonic plates and uppermost mantle.

"I got involved with the program because the expedition's goal was to try and characterize any linkages between submarine landslides off the coast of New Zealand and gas hydrate systems

associated with these events,” said Nole. “I saw this as an opportunity to collaborate with researchers from around the globe across different disciplines of geology and engineering.”

As a geosystems engineer, Nole uses math and science to develop models of how different components of earth systems interact, which can be used to predict how the systems can change as a result of different processes, such as climate change.

His particular focus is on systems beneath the seafloor.

“Water can actually move around quite a bit beneath the seafloor, and the interaction between water and sub-ocean sediments can trigger or exacerbate submarine landslides and earthquakes” such as in Japan and Christchurch, New Zealand, he said.

Japan, which is situated in a volcanic zone on the Pacific Ring of Fire, experiences about 1,500 earthquakes every year with minor tremors occurring on a near daily basis. In 2011, an earthquake occurred in Christchurch, the largest city on New Zealand’s South Island, registering 6.3 on the Richter scale and causing widespread damage — it is considered the nation’s fifth-deadliest disaster.

## INTREPID INSPIRATIONS

Nole was drawn to this field after studying hydrogeology as part of his undergraduate studies in civil and environmental engineering at University of California, Berkley. He then achieved a master’s degree in petroleum and geosystems engineering before pursuing his doctorate.

“Developing numerical simulations to better understand fluid flow and geochemistry in ocean sediments appealed to me,” he said, “because it combines my penchant for coding with studying complex processes that happen all over the world.”

He is grateful for his AP Computer Science class at PDS, which “really gave me a leg up on the other students when learning different programming languages in college,” he said. Now, “I use computer programming and calculus every single day.”

He also credits PDS’s Global Studies Diploma program, which “prompted me to think globally and fostered a curiosity in me about the world, which I think has led me to what I do now.”

His interests led him aboard the research vessel *JOIDES Resolution*, one of the state-of-the-art scientific drilling ships used by IODP, featuring analytical equipment, software and databases that allow shipboard scientists to conduct research at seas as soon as cores are recovered.

The ship sailed from Australia to a spot east of New Zealand’s North Island from December 2017 to January 2018. The endeavor consisted of drilling five holes beneath the seafloor in an area of submarine landslide activity to sample the physical properties involved.

“We drilled in water depths that ranged between 700 and 3,000 meters, and the hole depths ranged from 250 to 1,400 meters,” said Nole. “In some holes, we brought up samples of sediments from beneath the seafloor, and in other holes we deployed remote sensors to detect different physical properties of these sediments without significantly disturbing them.”



“ (Providence Day’s) Global Studies Diploma program ... prompted me to think globally and fostered a curiosity in me about the world, which I think has led me to what I do now.

“Used together,” he said, “these measurements can give us a picture of how sediments might respond to perturbations, like fluid flow and shaking due to earthquake activity.”

Nole was in charge of characterizing the physical properties of the sediments retrieved. Now back on dry land, he is running more sophisticated tests and in-depth analyses of the collected data and samples.

“There is a yearlong moratorium where only shipboard scientists can use the data that has been acquired from the expedition before it is made public, so this is where the most important research plans get started,” he said.

Next year he’ll travel back to New Zealand, where the scientists will update each other on their progress.

In the meantime, he plans to finish his doctorate in May and do some postdoctoral scholar work before applying for academic positions.

“I hope to work on better understanding the interactions between marine and arctic geologic systems and their environments through the use of numerical simulations and field data analysis,” he said. 

Providence Day would like to thank



**PREMIER PARTNER**

**for these 2018 events**

**Luck O' the Chargers Spring Bash**

March 17 • Mosack Athletic Center

**PDGA Alumni Spring Classic**

May 7 • Cedarwood Country Club

**Parents' Association 2<sup>nd</sup> Annual**



October 20 • Providence Day School

**PDGA Charger Club Golf Classic**

October 29 • TPC Piper Glen

*Save the Dates for these upcoming  
Alumni and Alumni Parent events*

**Whitewater Center Alumni Event**

U.S. National Whitewater Center  
Charlotte, NC

**June 9, 6:30–8:30 pm**

**Alumni Parent Social**

Amélie's  
(Park Road Shopping Center)  
Charlotte, NC

**June 19, 12:00 pm**

**Young Alumni Event**

The Suffolk Punch  
Charlotte, NC

**July 28, 6:30–8:30 pm**



**Introducing the New  
Alumni Parent Portal!**

The Alumni Parents' Portal, which includes the Alumni Parent Directory, has launched at [ProvidenceDay.org/AlumniParent](http://ProvidenceDay.org/AlumniParent).

If you have not received login information, contact the Institutional Advancement Office at 704-887-7058.

More details to follow. Questions? Contact Steve Bondurant '98 at 704-887-7039 or [steve.bondurant@providenceday.org](mailto:steve.bondurant@providenceday.org).



PROVIDENCE DAY  
SCHOOL

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The charitable gift annuity provides amazing flexibility to help donors while creating a philanthropic legacy. The “gift that gives back” can add to your retirement, reduce your taxes, and help your loved ones in a tax-efficient manner.

Our staff would be happy to talk with you and provide a sample illustration of how a gift annuity can benefit you while also helping Providence Day School.

### Contact us for more information:

Mr. Jeffrey Appel

Associate Head of School for Institutional Advancement

(704) 887-6038 ▪ [jeff.appel@providenceday.org](mailto:jeff.appel@providenceday.org)

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PROVIDENCE DAY SCHOOL  
ALUMNI ASSOCIATION

# ALUMNI ROADSHOWS



New York City

We traveled thousands of miles this past year seeing our alumni all over the country! Thank you for being a part of our roadshows and join us in these cities this fall.

**Denver** – September 12, 2018    **San Francisco** – October 25, 2018

**Los Angeles** – October 24, 2018    **Raleigh** – November 9, 2018

Want to add your city to the Alumni Roadshow? Contact Steve Bondurant '98 at 704-887-6039 or [steve.bondurant@providenceday.org](mailto:steve.bondurant@providenceday.org).

# PD NetWORK

Established by PDS's Institutional Advancement Office, PD NetWORK engages various constituencies of the PDS community to provide internship and mentorship opportunities in a range of industries for our alumni to develop their professional experience.

## THANK YOU TO OUR 2018 PARTICIPATING INTERNSHIP EMPLOYERS!

AccruePartners

Carolinas Medical Center

Charlotte Center City Partners

Dimensional Fund Advisors

Freedom School Partners

Hadassah Charlotte

PBS Charlotte

SHARE Charlotte

Southeast Psych

Varda Partners

For more information or questions about establishing an internship opportunity with PD NetWORK, contact Lynette Allison at [lynette.allison@providenceday.org](mailto:lynette.allison@providenceday.org) or 704-887-7056.

# ALUMNI — JOIN PD CONNECT TODAY!

## FEATURES INCLUDE:

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- Job and Internship Postings
- Mentorship Opportunities
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Sign up today for free at  
[Alumni.ProvidenceDay.org](http://Alumni.ProvidenceDay.org)

Questions? Contact Steve Bondurant '98 at 704-887-6039 or [steve.bondurant@ProvidenceDay.org](mailto:steve.bondurant@ProvidenceDay.org)



# *Chargers* in **ARMS**

*Alumni Credit PDS with Helping Prepare Them for Military Service*

Providence Day exists to inspire its students to excel and to serve — as leaders, athletes, artists, innovators, global citizens. And many are inspired to do so as part of the U.S. Armed Forces.

“I never imagined I’d serve when I was younger,” said Eric Cal ’16, “but after being recruited by Navy for football, I saw all of the opportunities available if I chose to attend the U.S. Naval Academy (USNA) and serve in the Navy.”

Now a Midshipman Third Class in his second year at the academy, Cal balances more than 20 credits-worth of classes with military obligations while also playing on the Navy Midshipman football team. Majoring in chemistry, he aims to get a medical degree to serve in the Navy Medical Corps.

Academy life places much responsibility and a large burden on one’s time, said Cal, who credits Providence Day with helping him prepare for his many obligations and duties.

“To be a good service member and officer, you have to be a jack of all trades. There are specialists in every field, but as a leader you are expected to be able to assess any situation and handle it correctly,” he said.

“Providence Day pushes their students to expand their knowledge and skills and provides the vast array of opportunities to do so,” he said. PDS’s goal to “create well-rounded students, who are dedicated to learning and improving themselves helps prepare them for every aspect of life,

including the military.”

Jonathon Conlan ’15, a Coast Guard seamen apprentice, said the way PDS helped prepare him for his SATs allowed him to ace the Armed Services Vocational Aptitude Battery (ASVAB), a test administered by the U.S. military to determine qualification for enlistment in the Armed Forces.

“My ASVAB was high enough that I qualified for all the jobs classifications within the Coast Guard,” he noted.

Currently he serves aboard the Coast Guard Cutter *Sea Fox*, a patrol boat that protects Navy ballistic submarines in the waters off the coast of Washington.

“Once I pass all of the exams for operating the ship, I begin the process for law enforcement and boarding team,” he said. “These qualifications will allow me to board other vessels suspected of wrongdoing, mainly drug transportation, and to make arrests.”

After his two-year assignment, Conlan plans to become an intelligence specialist working with Homeland Security.

“PDS helped prep me with critical thinking and communication skills, and by helping me figure out I can do just about anything if I work hard at it,” said Robert Johnson ’00, an Air Force major stationed with 437th Aircraft Maintenance Squadron at Joint Base Charleston, S.C.

Having started his career in Charleston doing aircraft maintenance, Johnson was





soon leading a team of instructors. He then worked as a project manager outside of Boston, helping to sustain the U.S. air defense system while managing base security systems and installations.

**“ Providence Day pushes their students to expand their knowledge and skills and provides the vast array of opportunities to do so. The expectation and goal of PD to create well-rounded students who are dedicated to learning and improving themselves prepares them for every aspect of life, including the military.**

He went on to study military operational planning and leadership with the Army in Leavenworth, Kan., and spent six months at the U.S. embassy in Baghdad, Iraq, serving as a liaison between U.S. project managers and the Iraqi Air Defense Command working to rebuild the country’s air defense system.

“I gained a real appreciation for the Iraqi people during my time there, and it helped me realize that almost all of us want the same thing — security, the opportunity to take care of ourselves and our families and to have a chance at living better lives,” said Johnson.

“I think the sense of social responsibility was something that really resonated with me from PDS, said Matt Nole '07, a Marine captain and helicopter pilot currently stationed at Marine Corps Air Station New River in Jacksonville, N.C.

Nole oversees the training of pilots in HMLA-167, a light attack squadron, ensuring the entire unit is combat ready.

“I try to remind my Marines as often as possible how important the words ‘service’ and ‘responsibility’ are,” said Nole.

“We truly have a responsibility to the American people to support and defend the Constitution and be the best versions of ourselves every day,” he said. “It’s sometimes easy to lose sight of this in the day-to-day grind. I try to take time out of the work day as often as possible to remind Marines of our values and heritage.”

When it comes to serving your country, its flag and way of life, “you cannot replicate the sense of duty and selfless service that soldiers have in the Army, or in any branch of service,” said Ashley (Dieter) Towns '03, who transitioned out of the Army as a captain in 2015 after 10 years of service.

CONTINUED ON PAGE 40 ►



## Bob Johnson '00

*Major, Air Force*

Currently squadron commander of 437th Aircraft Maintenance Squadron at Joint Base Charleston, a joint civil-military airport in South Carolina.

“Our 650-person unit maintains 48 C-17 cargo jets that move people and equipment all over the world. We flew over 200 flights to deliver humanitarian aid to Texas, Puerto Rico, Haiti and the Virgin Islands after this fall’s hurricanes,” said Johnson. “I feel really lucky to work with some extremely talented, smart and motivated Airmen every day.”

Other posting/deployments include Boston, Mass.; Tuscon, Ariz.; Omaha, Neb.; Leavenworth, Kan.; and Baghdad, Iraq.

Inspired to serve by his father and grandfathers, who all served in the Air Force.

### **Best part of service?**

*“One of the great things about the Air Force is that you can have a lot of different jobs during a career, and every job focuses on developing you as a leader or manager.”*



## Ashley (Dieter) Towns '03

*Captain (retired), Army*

Currently a Chicago regional operations director for Veterinary Centers of America. 10-year military service included serving as a Brigade Engineer Officer, Assistant Operations Officer, Battalion Airborne Operations Officer and Company Commander.

Postings/deployments included Fort Bragg, N.C.; Fort Hood, Texas; Fort Leonard Wood, Missouri; Fort Rucker, Ala.; two deployments to Afghanistan and one deployment to Liberia, Africa.

Inspired to serve by both her grandfathers who served in World War II, and family members who are in public service.

### **Best part of service?**

*“You cannot replicate the sense of duty and selfless service soldiers have in the Army, or in any branch of service. The intrinsic motivation soldiers and leaders have in the Army is unparalleled.”*



## Nic Iannarone '05

*Lieutenant, Coast Guard*

Currently leads a deployable action section with Maritime Security Response Team West, a tactical unit that specializes in maritime counter terrorism and high-risk law enforcement, based in San Diego, Calif.

“Our unit was established to conduct short-notice maritime response to terrorism. Essentially, if there is any terrorist activity in the Pacific, our team would be available to respond and neutralize the threat. In addition to close quarters combat, we’re also equipped to combat chemical, biological, radiological, nuclear, and explosive threats.”

Other postings/deployments include Honolulu, Hawaii, and aboard the *USCGC Jarvis*.

Inspired to serve by the desire to give back to his country and community.

### **Best part of service?**

*Saving lives. “We’re responding to distress calls, and we’re preventing those calls from being made. To see families reunited after they had all but lost hope for their loved ones, and to know that you had some small part in making that reunion possible, is simply amazing.”*



## John Horne '07

*Lieutenant, Navy*

Currently serves with Carrier Strike Group 15, based at Naval Air Station North Island in California, which trains and certifies deploying ships to meet forward fleet requirements.

“This involves spending weeks at sea on aircraft carriers, cruisers, destroyers and amphibious assault ships.”

Other postings/deployments include Southeast Asia.

Inspired to serve by several great uncles who served in World War II.

### **Best part of service?**

*Traveling to five continents and watching sunsets and sunrises at sea. “The best part remains the experience the Navy has provided me.”*



## Matt Nole '07

*Captain, Marines*

Currently an AH-1W SuperCobra pilot and pilot training officer for HMLA-167, a light attack squadron, stationed at Marine Corps Air Station New River, a helicopter base in Jacksonville, N.C.

"I'm responsible for directing and coordinating all of the training for Cobra pilots in the squadron and ensuring that the unit is combat ready to deploy in any climate and place. Transitioning to becoming a teacher has been one of the highlights of my career."

Other postings/deployments include Quantico, Va.; Pensacola, Fla.; and Okinawa, Japan.

Inspired to serve by his father and grandfather, who both served as Marines.

### **Best part of service?**

*"The sense of purpose and job satisfaction, the Marines I serve with and shooting rockets from a Cobra helicopter."*



## Russell Bowers '10

*Captain, Army*

Currently a battalion engineer officer for 2nd Battalion, 75th Ranger Regiment out at Joint Base Lewis-McChord near Seattle, Wash.

"I get thrown anything engineering-related — project management on military construction projects, managing an airfield repair team following an airfield seizure, running battalion demolition ranges."

Other postings/deployments include Iraq and Afghanistan.

Inspired to serve because of the camaraderie and sense of adventure offered by the Army.

### **Best part of service?**

*"It's the people, hands down. I'm certain I will never be as lucky to work with the quality of people I do now at any job in the future."*



## Jonathan Conlan '15

*Seaman Apprentice, U.S. Coast Guard*

Currently assigned to *USCGC Sea Fox*, a cutter based out of Naval Base Kitsap in Washington whose primary responsibility is protecting Navy ballistic submarines during transit to and from the base.

"In addition ... the *Sea Fox* also performs search and rescue and drug interdictions up to 200 miles off shore. I have to be qualified in everything related to the ship."

Inspired to serve by family members in the Air Force, Marines and Navy.

### **Best part of service?**

*"I know that I cannot change the world by myself, but along with all the other Coast Guard men and women, we cast the stone across the water to create many ripples of change throughout the world."*



## Eric Cal '16

*Midshipman Third Class, Naval Academy*

Currently in his second year at the U.S. Naval Academy majoring in chemistry and an offensive guard on the Navy Midshipman football team.

"My roles are to continue to develop my leadership style and goals in preparation for when I commission, and for next year as I train and mentor the plebes (freshmen) and help them assimilate to the academy and military life."

Inspired by father, who served as a Marine, and brother, who serves in the Army

### **After graduation?**

*"I want to service select Medical Corps. I would go directly to medical school after graduation and earn my medical degree and, afterward, serve as a military doctor or surgeon in the Navy."*

*A look at some alumni who've chosen to serve in the U.S. Armed Forces.*



“The intrinsic motivation soldiers and leaders have in the Army is unparalleled,” she said. “Greater love has no one than this: that he lay down his life for his brothers.”

Towns’ service included two deployments to Afghanistan and one deployment to Liberia, Africa, in roles such as a Brigade Engineer Office, Assistant Operations Officer, Battalion Airborne Operations Officer and Company Commander. Since leaving the military, she has gone on to work as a Chicago regional operations director for Veterinary Centers of America, an operator of veterinary hospitals in the United States and Canada.

“I have always grown up with pets and currently have three dogs,” she said. “It allows me to still lead and focus on operations, while working for a company that provides the best pet care and quality medicine.”

## EXEMPLARY EDUCATORS

Russell Bowers ’10, an Army captain, said both PDS’s academics and faculty left lasting impressions on him.

“The teachers at PD are incredible, something you don’t appreciate until later in college,” he said. “I learned so much about how to learn from them.”

Bowers now serves as a battalion engineer officer with the 2nd Battalion, 75th Ranger Regiment at Joint Base Lewis-McChord near Seattle, Wash. Duties range from managing military construction projects and airfield repair teams to running demolition ranges. While deployed with the battalion, he worked as a night operations officer, coordinating, resourcing and battle tracking nighttime operations.

He credits Assistant Head of School for Academic Affairs and former science teacher Derrick Willard, who served as an Army Cavalry officer and earned the rank of captain,

as a “great resource of mentorship for military service, inspiring me to really explore the opportunity post-Providence Day.”

“The military — especially on the officer side — values how to learn much more than breadth or depth of knowledge,” said Bowers. “At Providence Day, with so much going on and so much to take advantage of, I feel like I practiced learning something new every day.”

**“The teachers at PD are incredible, something you don’t appreciate until later in college. I learned so much about how to learn from them.**

Conlan played varsity football for four years under head coach Bruce Hardin, who once served as assistant football coach at West Point, the U.S. Military Academy.

“Coach Hardin suggested that I would be a good candidate for one of the military schools,” said Conlan, who credits PDS athletics with helping him prepare for the intensity of boot camp.

Influential for Towns were basketball coach Barbara Nelson and physical trainer Dodie Montgomery.

They “helped me to be physically and mentally strong,” she said. “They constantly pushed me to work harder and be a leader, on and off the court and field.”

Influential teachers for Johnson were “coach John Patterson, who really inspired me as a nerdy kid to give it my best in a weightlifting class; (lacrosse) coach Mark Fader, whose outgoing and energetic leadership style I try to emulate, “and (English teachers) Mrs. Patsy Steimer and Dr. Clint Crumley, who really challenged my critical thinking and coached me on my

writing skills.”

“Rhea Caldwell remains a formative figure from my final years at Providence Day,” said John Horne ’07, a Navy lieutenant stationed with Carrier Strike Group 15 in California.

Horne, whose group trains and certifies deploying ships to meet forward fleet requirements, recalled Caldwell asking students to write the answers to their calculus homework on the board in front of the class.

“The true lesson from this had nothing to do with calculus,” said Horne. “Instead, you must always take pride in what you do and what you produce. You also can’t wait until the last minute, lest you let down yourself and others.”

“Knowing that the training and evolutions I provide now has a direct effect on ships and sailors deploying means I can’t wait until ‘homework is due’ to start solving the problem,” he added. “Rhea Caldwell wouldn’t accept it; neither should I.”

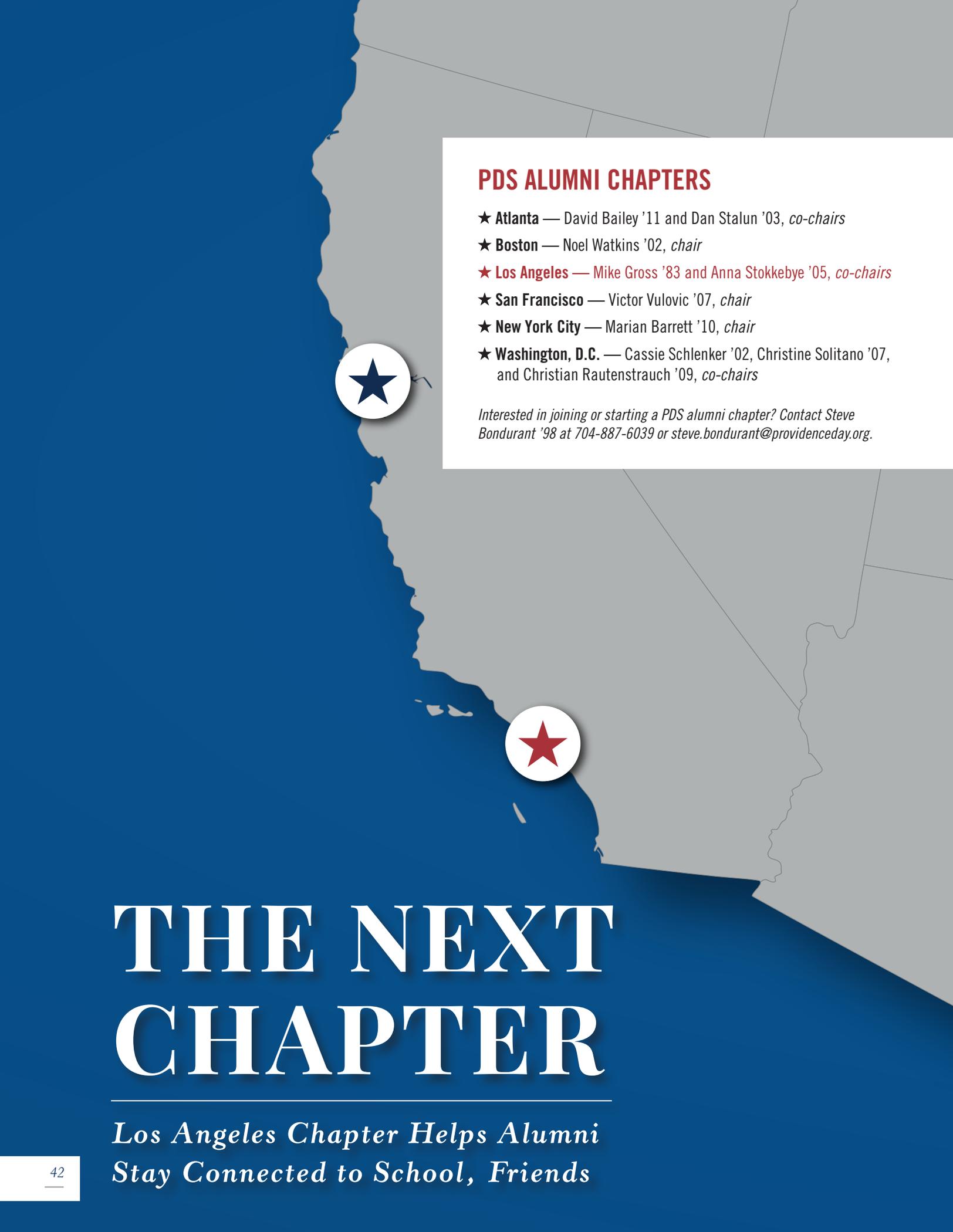
Nic Iannorone ’05, a Coast Guard lieutenant, credits Kenna Powell, PDS’s Safety and Security director and his mother, as the person who most prepared him for service.

Iannorone is a team leader with Maritime Security Response Team West, a tactical unit that specializes in maritime counter terrorism and high-risk law enforcement, based in San Diego, Calif.

Iannorone is grateful to the faculty and staff at PDS.

“I cannot begin to describe my thankfulness to them. They care. They invest. They inspire and they challenge,” he said. “They come alongside you when you’re struggling, celebrate your victories and help you dust your boots off after defeats. I can honestly say now ... (they) helped prepare me for not just service, but for life.” 





## PDS ALUMNI CHAPTERS

- ★ **Atlanta** — David Bailey '11 and Dan Stalun '03, *co-chairs*
- ★ **Boston** — Noel Watkins '02, *chair*
- ★ **Los Angeles** — Mike Gross '83 and Anna Stokkebye '05, *co-chairs*
- ★ **San Francisco** — Victor Vulovic '07, *chair*
- ★ **New York City** — Marian Barrett '10, *chair*
- ★ **Washington, D.C.** — Cassie Schlenker '02, Christine Solitano '07, and Christian Rautenstrauch '09, *co-chairs*

*Interested in joining or starting a PDS alumni chapter? Contact Steve Bondurant '98 at 704-887-6039 or [steve.bondurant@providenceday.org](mailto:steve.bondurant@providenceday.org).*

# THE NEXT CHAPTER

*Los Angeles Chapter Helps Alumni  
Stay Connected to School, Friends*



**S**tars. Celebrities. Chargers.

On the Golden Coast, across the country from Providence Day, a new alumni chapter is now up and running in Los Angeles.

“It’s a great connection to home, to my roots,” said Mike Gross ’83. “I’m sentimental. I still love Charlotte and my friends there. The alumni chapter scratches my ‘home itch’ all the way out here in California.”

Gross, who is the new chapter co-chair along with Anna Stokkebye ’05, relocated to Los Angeles to “chase a silly Hollywood dream.”

“That dream has morphed, thankfully, a hundred times since its beginning,” said Gross, who currently works as a freelance producer and director in unscripted/reality/documentary television. “My life now is nothing how I imagined it would be — all to the good.”

Stokkebye works as a digital design and productions associate with the Anneberg Foundation, which provides funding and support to nonprofit organizations around the world. The alumni chapter is a fun, easy way to connect or reconnect with fellow Chargers living and working on the West Coast, she said.

“It’s always great to see which paths former classmates have taken,” she said, adding, “meeting people who are not in the (film) industry can be a delicate game in L.A.”

“It’s so easy to fall into a rut of just circulating with my same professional colleagues over time,” noted Gross. “The PDS alumni chapter is a wonderfully convenient way to hear how other people are going through this world.”

In addition to providing a “taste of home” for alumni, Gross hoped the chapter would act as a “catalyst for social, professional and philanthropic Charger activity on the West Coast.”

Los Angeles is now one of six chapters — including Atlanta, Boston, New York City, San Francisco and Washington, D.C. — officially started as part of PDS’s

commitment to establishing and maintaining relationships with alumni and to help them stay connected with the school.

““ The PDS alumni chapter is a wonderfully convenient way to hear how other people are going through this world.

“We felt it was important to establish chapters so alumni could continue the bonds that were created,” said Steve Bondurant ’98, Alumni Relations director. “We want alumni to get together throughout the year and strengthen the network in those areas.”

Chapters are founded when local alumni agree to take on leadership roles. Those alumni become responsible for organizing events throughout the year to engage members, as well as for coordinating with the Alumni Relations office to host concurrent events.

Los Angeles is one of the stops on the annual Alumni Roadshow, in which PDS leadership visit alumni in cities throughout the country.

The next Los Angeles Roadshow visit will be October 24, 2018.

“Although we travel annually to engage alumni, we’re absolutely thrilled with their initiative to create and sustain alumni chapters to provide continuing engagement, networking and support for one another,” said Jeffrey Appel, Associate Head of School for Institutional Advancement.

“If alumni are wanting to see specific types of events or to organize community service projects, they are encouraged to reach out to their chapter chairs, or can share their ideas with me and we can see what’s possible,” said Bondurant. 

# Class Notes

Updates on Alumni  
Near and Far

**1977**

**Mark Joyce** received his Master of Science in Real Estate from the UNC-Charlotte in July. Mark was one of 17 in this year's graduating class.

**1976**

**Chip Hood** is a regional sales manager at First National Bank, where he specializes in mortgage, commercial and development loans.

**1978**

**40-year class reunion!**  
Save the date for your 40th PDS reunion on Oct. 20, 2018. We hope to see you there!

**1983**

**35-year class reunion!**  
Save the date for your 35th PDS reunion on Oct. 20, 2018. We hope to see you there!



**Ken Shoonhagen Jr.** is an ancillary segment account executive at Blue Cross Blue Shield of North Carolina after 25 years in the same role with Guardian Life and Principal Financial.

**1985**



**Chris Spencer** is development officer at the United Methodist Foundation of Louisiana in Baton Rouge, La.

**1988**

**30-year class reunion!**  
Save the date for your 40th Providence Day School reunion on Oct. 20th, 2018. We hope to see you there!

**1991**



**Matt Lincoln** is senior counsel for Wells Fargo's Consumer Banking and Corporate Regulatory Division in Charlotte.

**1993**

**25-year class reunion!**  
Save the date for your 25th Providence Day School reunion on Oct. 20th, 2018. We hope to see you there!

**1998**

**20-year class reunion!**  
Save the date for your 20th Providence Day School reunion on Oct. 20th, 2018. We hope to see you there!

**Megan (Richardson) Banks** is an N.C. and S.C. broker and Realtor at Keller Williams Realty's David Hoffman Group in Charlotte. Megan also is a photographer focusing on portrait, real estate and commercial photos.



**Marisa (Rendeiro) Poe** and husband JT welcomed their second daughter, Maria "Mia" Elizabeth, on June 17, 2017.

**1999**

**Brandon Bradshaw** is a client launch executive at Indeed Hire in Austin, Texas.

**2000**



**Grant Porter** and wife Hanna welcomed their son, Charles Bowman, on March 6. Charlie weighed 7 pounds, 11 ounces and measured 21 inches long.

**2001**



**Laura (Williston) Kilpatrick** spent two weeks in Africa and Tanzania with Africa Yoga Project on a Seva ("service") Safari. She spent several days connecting and sharing Baptist yoga with communities in outreach centers in Nairobi, completed construction on two schools for a Maasai village and ended her trip by reaching the summit of Mt. Kilimanjaro.

**2002**

**Sarah Thorpe** was promoted to executive director of the *The New York Times*' Europe Division in London, England.

**2003**

**15-year class reunion!**  
Save the date for your 15th Providence Day School reunion on Oct. 20th, 2018. We hope to see you there!

## Submit a Class Note

Weddings, births, promotions, anniversaries, retirements or awards. Let us know about your major life events. Send them to Steve Bondurant '98 at [steve.bondurant@providenceday.org](mailto:steve.bondurant@providenceday.org).



**Kelli Dyer** married Michael Nunn on June 24, 2017 at Christ Lutheran Church with a reception at Myers Park Country Club in Charlotte. Alumni in attendance were **Kelsey (Downen) Peyton**, **Missy (Mandel) Green**, **William Dyer '06** and **Elizabeth Dyer '09**. They honeymooned in Anguilla and now reside in Charlotte.

## 2005

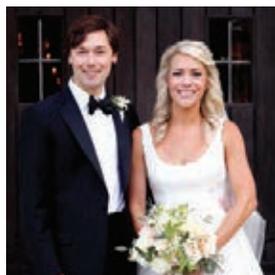


**Liza Clark** married Craig Barnett on April 29, 2017 at Serenbe Farms, a sustainable community outside of Atlanta, Ga.

**Lauren Broome** is project manager at Conbraco Industries' Apollo Flow Controls in Charlotte.



**Andrew Delaney** married Neeta Joseph on Oct. 28, 2017 in Dallas, Texas. Alumnus in attendance was **Ben Shaul** as a groomsman.



**Katy Ohl** married John Moore on Sept. 23, 2017 at Myers Park United Methodist Church in Charlotte. Katy and John reside in Charlotte.

**Chris Thompson** received his M.B.A. degree from UNC-Chapel Hill and is now an investment banking associate at SunTrust Robinson Humphrey in Atlanta, Ga.

## 2006



**Alexis Franzese** married Steven Hanson on Oct. 7, 2017 at the Garden Cafe in York, S.C.



**Marianne Schild** and Jordan Wilmoth became engaged on Dec. 2, 2017 after a symphony pops performance in uptown Charlotte. They will marry on May 19 in Charlotte.

## 2007



**Morgan (Hostetter) Griffith** and husband David welcomed their second son, Styles, on Nov. 7, 2017.

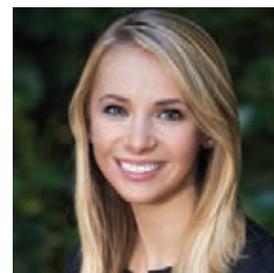


**Andy Wood** married Alison Duffy on Sept. 30, 2017 at Folly Beach, N.C. Andy is a mechanical engineer with Sealed Air in Charlotte.

## 2008

**10-year class reunion!**  
Save the date for your 10th Providence Day School reunion on Oct. 20th, 2018. We hope to see you there!

**Drew Hudson** is a digital product manager at Beyond in San Francisco, Calif.



**Anne Sauvain** was named one of *The Charlotte Observer's* 2018 Class of Rising Stars in Real Estate.



**Sheina Taub** was chosen as a Fulbright-Hays scholar and spent this past summer in Cuzco, Peru. While there, she was part of a program called Partners in Education: Working Together to Enhance the Teaching of Latin America. Sheina currently teaches high school Spanish in Baltimore, Md.

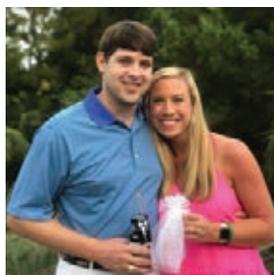
# Class Notes

Updates on Alumni  
Near and Far

**Ali Diorio** is the Business Travel sales manager at the Hilton Charlotte Center City in uptown Charlotte.

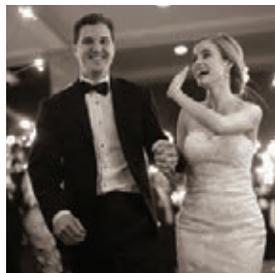
## 2009

**Christina Mauney** became engaged to Tom Bramhall on Feb. 11, 2018.



**Kathryn Kirby** became engaged to Adger Rice on a boat in DeBordieu, S.C. in April 2017. They will marry on June 9 in Charlotte.

**Jon Gregory** has his own podcast for the NFL. He also is a substitute teacher at PDS.



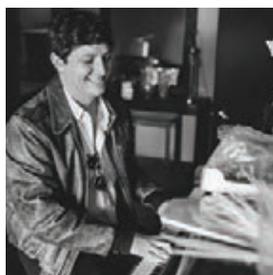
**Hillary Jones** married John Ash at Covenant Presbyterian Church in Charlotte on March 18, 2017. Alumni in attendance were **Ryan Conrad, Kathryn Kirby, Saxby Morehead, Kristin (Cox) Mims, Kirby (Montgomery) Strickland** and **Natalie Jones '12**.

## 2010

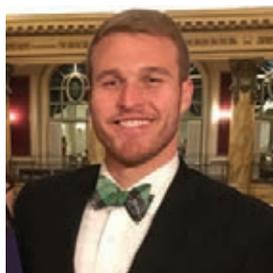
**Alexis Berman** is a senior leasing specialist at Phillips Management in Wilmington.

**Marian Barrett** is Experiential and Integrated Marketing director at MoviePass in New York.

## 2011



**Harry Murrell** provided an original song, "Hope the Teddy Bear," that was used with the Hotel Keys of Hope program for Extended Stay America. Thousands of Hope Bears were given to children in cancer pediatric hospitals and hotel rooms were provided to their families.



**Sam Scott** is a sales resource writer at Wilmington Trust in Baltimore, Md.

**Grant Weinzierl** was promoted to branch manager at Enterprise Rent-A-Car in Charlotte.

## 2012

**Liz Aker** is head volleyball coach at Metro Volleyball Club of DC in Washington, D.C.



**Natalie Jones** works with broker partners through PURE (Privilege Underwriters Reciprocal Exchange), writing policies for high net worth families in the United States. She also works with PURE's partner, The Haven Art Group, appraising large art and jewelry collections for their members.

**Tim Mansfield** signed to play professional baseball with the Savigny Lions, a French club in their top division, located in the southern suburbs of Paris, France.

**Megan Mischinski** was promoted to graduate research assistant at Wake Forest University's Center for Global Programs and Studies.

## 2013

**5-year class reunion!**  
Save the date for your **5th Providence Day School reunion on Oct. 20th, 2018.**  
We hope to see you there!

**Megan Pearson** is an in-house interior designer at West Elm in Charlotte.

## 2014

**Shayna Burack** is an executive assistant at Horizon Investments in Fort Mill, S.C.



**Cassidy Greshko** will be attending the Doctor of Physical Therapy three-year program at Duke University's School of Medicine in fall 2018.



**\$25,000 FOR 25%**

## Submit a Class Note

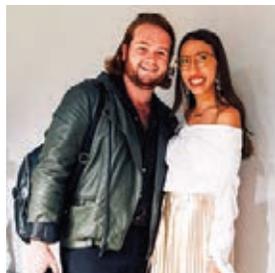
Weddings, births, promotions, anniversaries, retirements or awards. Let us know about your major life events. Send them to Steve Bondurant '98 at [steve.bondurant@providenceday.org](mailto:steve.bondurant@providenceday.org).



**Tomas Hilliard-Arce** was drafted No. 2 overall by the Los Angeles Galaxy soccer team in the Major League Soccer draft. During his career at Stanford University, he was a three-time All American, PAC-12 Defensive Player of the Year and a three-time national champion.



**Jimmy Messmer** earned a Robinson Honors Fellowship from UNC-Chapel Hill, which he used to do research in the United Kingdom last summer. Jimmy, a history and computer science double major, traveled to London, Cambridge and Aberystwyth to study apocalyptic thought in early modern England. He has used many of his findings in his senior honors thesis.



**Mac Willard** was an intern this past summer for Caroline Vazzana, a fashion editor, stylist and creative consultant in New York City, as part of a Theory-To-Practice grant. He worked as Vazzana's personal assistant as well as a photographer for her social media accounts. He also collaborated with bloggers to create content for numerous companies.

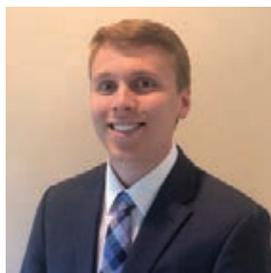
**Matthew Wicker** graduated from the University of Georgia in May and has accepted a position at University of Oxford in England to complete his doctorate in Theoretical Computer Science.

## 2015

**Alex Brea** is an equity analyst intern at Levered Insight LLC.

**Luke Henegar** is studying abroad this spring in Alicante, Spain as part of Pennsylvania State University's CIEE program. This summer he will be an investment banking analyst intern at PNC Bank in Pittsburgh, Pa.

**Ryan Payne** is a client services intern at the AroundCampus Group in Chapel Hill.



**Ross Vandemore** is a credit analyst intern at Great Western Bank in Lincoln, Neb.

## 2016

**SK Clark** is an archives intern at Kreeger Museum in Washington, D.C., which focuses on artwork from the 1850s to present.



**Grant Williams**, a sophomore forward for the University of Tennessee basketball team, was named SEC Player of the Year as well as to the SEC Community Service Team, USBWA All-District IV Team, 1st Team All-SEC.



**Martin Winton** will participate in the Facebook University Engineers Internship Program, an eight-week summer program in Menlo Park, Calif., where he will work with a team to build a new mobile app. The teams will present their apps to an audience of their peers for an opportunity to showcase them for Facebook founder Mark Zuckerberg.

## 2017

**Leah Smart** made the Harvard Crimson Dance Team this past fall.

Providence Day has been challenged to reach **25% alumni giving participation** by June 30, which will secure a **\$25,000 challenge gift** from an anonymous donor.

To support the Charger experience and put PDS one step closer to realizing this exciting opportunity, visit **[ProvidenceDay.org/AlumniGive](http://ProvidenceDay.org/AlumniGive)**.

Save the Date!

 PROVIDENCE DAY SCHOOL  
ALUMNI ASSOCIATION

# Homecoming

& Reunion Weekend

October 19–20, 2018

FRIDAY, OCTOBER 19<sup>th</sup>

Alumni Zone BBQ &  
Varsity Football vs. Christ School

SATURDAY, OCTOBER 20<sup>th</sup>

*the*  
**CHARGER** and  
*Spirit Run*

On-Campus Activities & Reunions  
for class years ending in 3's and 8's

All alumni and their families are invited to join us for the new building tours, a free BBQ dinner and fun activities for everyone in the "Alumni Zone" on Compton Track at Overcash Stadium before cheering on our Charger football team to victory.

More details provided through #AlwaysACharger e-newsletters, reunion coordinators and PD Connect at [alumni.providenceday.org](http://alumni.providenceday.org)

Questions? Contact Steve Bondurant '98 at 704-887-6039 or [steve.bondurant@providenceday.org](mailto:steve.bondurant@providenceday.org).

Follow us on social media!

@PDSAlumni



#AlwaysACharger



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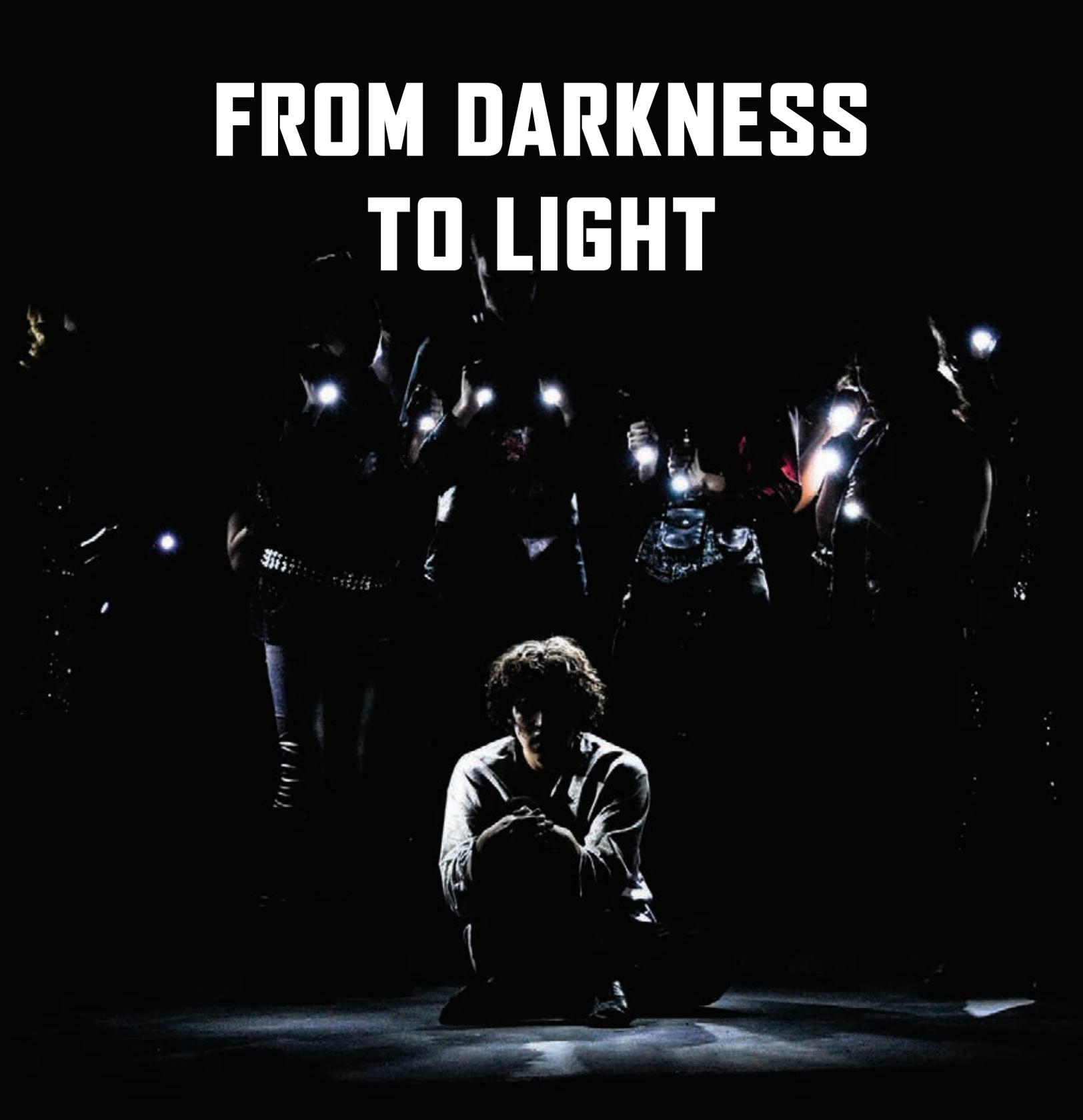


Thank you to Valvoline and all of our sponsors and participants of the 21st Annual PDGA Alumni Spring Classic Golf Tournament at Cedarwood Country Club!

This annual tournament, hosted by the Providence Day Alumni Association, generates funds that support the Alumni Endowment Fund.

Save the date for the 5<sup>th</sup> Annual Charger Club Golf Classic on Oct. 29, 2018!

# FROM DARKNESS TO LIGHT



The Upper School musical “Pippin” was performed in the McMahon Fine Arts Center theater April 12–15. Based on the 1972 musical, “Pippin” used the premise of a mysterious performance troupe, led by the Leading Player (Tessa Giordano ’18), to tell the story of Pippin (Chris Melton ’19), a young prince on his search for meaning and significance.

For more photos from the performances, visit <http://bit.ly/PDSPippin>.



**PROVIDENCE DAY**  
SCHOOL

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*For Parents of Alumni: If this magazine is addressed to a son or daughter who no longer lives at home, kindly call us with the correct address at 704-887-7058.*

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