

StC

The Magazine of St. Christopher's



**BUILDING
COMMUNITY**

page 18

GRADUATION

page 46



IN THIS ISSUE

ON THE COVER

46 **Graduation**

FEATURES

14 **In Their Own Words**
College essays from the class of 2017

18 **Building Community**

30 **Center for the Study of Boys**
Research overview

32 **Around Campus**

DEPARTMENTS

2 **A New Look**
Letter from the editor

5 **Letter from the Head of School**
Reflections on year one

8 **Chapel Talks**
Lifting up X-Term in prayer

12 **Faculty Voices**
Jim Jump

60 **Reunions / Class Notes / Faculty & Staff News**

STC Magazine Staff

EDITOR | Kathleen Thomas

VISUAL CONTENT EDITOR | Cappy Gilchrist

COPY EDITOR | Deborah Kelly

PHOTOGRAPHERS | Jay Paul and Jesse Peters

GRAPHIC DESIGN | Merry Alderman Design

CONTRIBUTORS | Susan Cox, director of marketing and communications; Whitney Edwards, Upper School chaplain; Paul Evans, digital communications director; Alice Flowers, archivist; Melissa Hollerith, former Upper School chaplain; Mason Lecky, head of school; Lydia Johnson, Board of Governors' Community and Inclusion Committee chair; Jim Jump, Upper School academic dean and director of college counseling; Stephen Lewis, sports information director; Shawn Moore, director of community and inclusion and associate director of admissions; Mike Bogese '10; Austin Cashwell '17; Chuck Cummings '76; Neil Dwivedi '17; Dylan Gibbs '17; Garrett Levy '17; John Minor '95; Mason New '92; Hugh Nicholson '05; Aoky Sarhan '12; Wolf Sarhan '14; Stephen Wood '11; Jim Weinberg '79; Philip Woodward '97



StC Magazine Editor Kathleen Thomas with journalism students at year end, celebrating the publication of four magazine issues of The Pine Needle for the 2016-17 year

A New Look

Dear Readers,

Welcome to this latest edition of St. Christopher's School magazine, with a new format, name, design and content that we hope reflects the diversity and breadth of experience and learning here on campus and in alumni's lives. I am always awestruck by the wisdom and perspective offered by students, teachers, coaches and alumni we interview for stories or who write their own. This magazine is just a sampling of StC's rich tapestry of voices and experiences from which we have to draw.

never
underestimate
the power of
story.

Graphic Designer Merry Alderman worked diligently to create and execute a design that's classic but jazzy and easy to navigate. One of the most obvious changes is our new name and logo, simplifying from Moving Boys Forward, which we found challenging in placement and design.

Our primary goal is to do a better job communicating alumni news. To help, we are recruiting class correspondents, ideally two for each class. When visiting reunion parties, I was gratified by the willingness of Brelan Hillman '07, Thomas Jenkins '07, Landrum Tyson '12 and Landon Kemp '12 to help, starting with the Winter 2018 issue. Please let us know if you're willing to canvas classmates once or twice a year via email.

My mantra to my journalism students here at St. Christopher's is to never underestimate the power of story. We do our best to make the ones featured here authentic and real. You never know when something might, as the poet Seamus Heaney wrote, "catch the heart off guard and blow it open."

Wishing you a restful end of summer.

Kathleen Thomas
Editor

SEPT

First Days of School
August 28 (grades 9–12)
August 29 (JK–8)

Ampersand 50th Reunion
September 22–23
Registration information will soon be available for all Ampersand alumni, faculty and friends. Ampersand Encore is looking for alumni willing to display their talent, speak about the effect Ampersand had on their lives and careers and share memories of the Saints' most successful joint program. Please send your information, anecdotes, pictures, programs and past production posters to ampersandencore@gmail.com.

OCT

Journeys to Manhood speaker series
October 5–6
Chris Temple and Zach Ingrasci share stories about the founding and development of their nonprofit production company, Living on One.

Fall Festival
October 14
A day of fun, food and fellowship for Saints of all ages

NOV

Homecoming
November 4
This year's annual celebration pits StC against arch rival Collegiate.

Thanksgiving Break
November 22–27
School Closed

DEC

Winter Wonderland
December 2
A Parents Association holiday fundraiser that includes a pancake breakfast, visit from Santa, gingerbread village and gift ideas for Saints of all ages

Lessons and Carols
December 5
A service of scripture and song that dates to the late 19th century, an annual tradition at St. Christopher's

Winter Break
December 20–January 2
School Closed



Top: Owen Root '22 and Wade Jefferson '22
Bottom: William Tune '20



Students stroll through the Terraces.

LETTER FROM THE HEAD OF SCHOOL

Reflections on Year One

With one full school year under my belt as the new head at St. Christopher's, I am inspired to reflect on what I have discovered at 711 St. Christopher's Road.

After more than 140 one-on-one meetings with faculty and staff and 60 individual and small-group gatherings with board members, parents, alumni and community leaders, plus dozens of hours of purposeful wandering, listening and observing all around our sprawling 43-acre campus with 1,000 students and 230 faculty and staff, there is much to absorb.

I could comment on the reality of our commitment to a relationship-based and transformational form of education—of formation, really, an approach to teaching and learning that places the value of honor and integrity on par with academic achievement.

I could share my affirmation that St. Christopher's is indeed a community, even a family, where students, parents and teachers look after one another. We do consider ourselves "our brother's keeper" here, routinely lending a compassionate hand to any member of our extended community in need of support. I have personally witnessed numerous examples of this commitment in action.

I have noted and appreciated St. Christophers' firm embrace of its role as an essential partner in the continued growth and development of the city of Richmond, of viewing itself as a resource for the broader community with an open campus and partnerships with dozens of community organizations.

I could comment on our genuine, even intense, desire to be a truly diverse community, in the broadest sense of the term, to be inclusive and welcoming to all types of families and community partners.

I have also noted and even encouraged St. Christopher's acknowledgment of our need to better reflect the growing

diversity of the immediate Richmond community and the broader world that our students will inhabit when they leave our grounds. This work is long-term and incremental in its nature, sometimes frustratingly so, though I am delighted by the sense of ownership that board members, administrators, faculty, parents and students have demonstrated. This topic of diversity, community and inclusion is the focus of our special feature in this magazine as we explore where we have been, where we are now and where we wish to be.

As we bid farewell to the St. Christopher's Class of 2017, forever my first class of senior boys, I cannot help but pause and reflect, with fondness, on their patience and good spirit with me as I committed any number of freshman blunders. I will forever be grateful for this class's collective maturity and leadership. I have found this group of young men to be incredibly thoughtful—sage, really—as they exhibited remarkable consideration, poise and wisdom in a school year that could have easily been filled with cheap rhetoric, political put-downs or divisive language. This class of boys has earned my perennial respect, and they stand ready to leave our grounds as accomplished and contributing members of both our alumni and global community.

Thank you all for your support and care during this year of transition, and I look forward to learning and growing alongside all of you in the years to come.

Yours,

Mason Lecky
Head of School





On Being a Boys School

by Mason Lecky, head of school

“We know and love boys, all boys.”

I have heard that phrase repeated countless times on our campus during my first year here at St. Christopher’s. I have begun saying it myself, and I believe it more and more with each passing week.

I believe there is no singular “right” or “best” form of education for any one child. I feel blessed to have had exposure to both co-educational and all-boys forms of education, and I embrace the fact that St. Christopher’s, as a proudly all-boys school, is fully committed to a remarkable program of coordination and co-education in Upper School with our sister school St. Catherine’s.

While either a co-educational or single-gender experience can be transformational for any child, there are certain features of an all-boys experience that I believe are profound and supported by both anecdotal and empirical evidence.

It is well known that time and attention to any one area of pursuit will, with consistency and purpose, lead to mastery. That St. Christopher’s has, for 106 years, focused its entire being and program of study to the needs of boys, just boys and all boys, lends itself to a certain measure of “subject-matter expertise.”

In this case, that subject being the curious, confounding, delightful and eminently rewarding study of the art and science of boys.

Importantly, we don’t just know and love “some” boys, the ones blessed with academic aptitude, athletic or artistic prowess and the

seemingly preternatural ability to maintain steady eye contact, a firm handshake and advanced verbal acumen.

While teaching those boys—and we have lots of them—is an admitted delight, our faculty also revels in teaching boys who are unfinished products, late bloomers, reluctant learners, even quirky or eccentric. Those boys, especially when you stay in one place long enough to know them as Lower or Middle School boys and then proud Upper School graduates, are the ones who affirm your call to education as a vocation.

Boys being who they are

An attribute present in both of the all-boys environments in which I have been blessed to teach is the (largely) unquantifiable notion that in all-boys environments, boys are more apt to “be who they are,” not who others (girls, society at large, even teachers and parents) expect them to be.

Critics of all-male environments often point to the overly insular or hyper-masculine cultures that can emerge in the absence of gender diversity, and that is a fair point worthy of attention. However, my own experience in two Episcopal boys schools is that more often than not the very opposite happens. With the proper guidance, leadership and cultural influence—and here I believe a school’s faith-based identity is essential—the best form of environment can emerge, one that values and respects all kinds of learners and leaders.

I have seen that at St. Christopher’s, just as I saw it at St. Albans where I started my career in education. At both schools, a significant majority of boys (more than 60 percent at St. Christopher’s) actively participate in a performing arts group of some kind. I would challenge critics of all-boys education to identify comparable statistics in co-educational environments.

In addition, I have witnessed a healthy variety of achievement types lauded by all-boys schools at large. Scholarship, of course, is held in the highest regard, as is athletic prowess. However—and this addendum is critical—I have personally witnessed St. Christopher’s boys receive equal and high praise for participation and achievement in the fields of artistic performance (singing, instrumental, visual art, film, even dance), but also robotics, science and math competitions, political debate, service work and leadership on our Honor Council. I have witnessed a noticeable absence of social hierarchies or tiered layers of praise and appreciation based on precisely which of these arenas a boy thrives—what does matter is that a boy has a passion, virtually any passion, that he pursues with full gusto.

Esprit de Corps

A third distinguishing feature I have noticed from my time at both boys schools is the (largely) unquantifiable but undeniable presence of a certain spirit, camaraderie, call it male bonding, that exists at schools for, of and about boys. I felt it at St. Albans, and I feel it at St. Christopher’s.



Simply put, whole-group gatherings—whether in chapel, a playhouse, or a gym—have greater intensity to them, of both purpose and shared communion. Boys schools do “community” well, we do “relationships” well, largely because of the abstract but extant spirit that binds boys together across gaps of time, distance and even common interests. Importantly, that same spirit binds boys to their teachers, who more often than not assume the role of mentor and guide more than academic master. In the teaching profession we are careful not to become “friends” with our pupils, but in the two boys schools I have been honored to serve, that is usually precisely what happens, in beautiful and wholly appropriate fashion.

It is no coincidence that boys schools routinely set national records for alumni engagement, in the form of participation in alumni events, admissions applications from legacy sons and philanthropy. I am particularly proud of St. Christopher’s’ sustained alumni philanthropy participation rate of 49 percent, among the top one percent of independent day schools nationwide.

More than anything, participating in an all-boys educational experience allows young men to take part in an experience that is transcendent, not transactional; lifelong, not fleeting.

In this hyper-competitive, consumerist, materialistic and unpredictable moment in history, I can think of no more enduring a gift to give a child than a gift of formation. I thank God for that gift so generously provided to the young men of St. Christopher’s and of boys schools like it around the world. ✦



Lifting Experiential Learning in Prayer

In the chapel before X-Term, Upper School Chaplain Whitney Edwards led the students and faculty in prayer and invited teachers to stand and read prayers aloud about their outside-the-classroom experiences.

"This morning is our final chapel before X-Term and break. We will be following our customary prayer card, and for our prayers we will be lifting up those projects and places we will be doing and going.

"In just a few days, many of us will be going places and doing things that we have never done before. Some of you will be crossing the street to work with our Lower School little brothers, others crossing town to explore corners of Richmond new to you, and still others crossing the globe to explore foreign streets and cultures.

"Saints will be scattered to the winds, hiking Patagonia, rooting out causes of poverty in Richmond,

exploring ancient Rome, casting flies in pristine freshwater streams. You will be creating connections all over the place, across the road to across the world. And in the process, testing yourselves physically, intellectually and spiritually. Whatever the particulars of your plans, your understanding of how the world works and your place in it will change ... maybe a little bit ... maybe a lot. All of us will grow.

"Many of you, whether you know it or not, will cross a path you will want to return to. I don't mean a literal sidewalk or road, but a life's path. It may be in your discovery of a talent for teaching or leadership or problem solving. Or it might not lie within you at all. It may lie in another person who does something or says something that opens up an opportunity that you want to explore for another day or for the rest of your days.

"It is hard to imagine, but a lot can happen in a week. More likely than not, in the next week, there will be a point towards which, somewhere down the road when you are here for a reunion or are reminiscing, you'll refer back to and say 'that's when it clicked for me. That's when it happened. I'll never forget it ...' My only prayer is that you will have the wherewithal to know it when it is happening.

"I don't have to tell you that this whole thing, no matter what you are doing or where you are going next week, is amazing. You know it. But it is worth saying, again. And it is definitely worth taking time to offer our thanks to the folks who have made it possible:

"For our families, of course, and all who are supporting us, in so many ways. I encourage you to take the time to thank your families for their support.

"For your trip leaders. Maybe it's a given that the faculty go above and beyond what is expected, but they really have in this case—they have given weeks over to careful thought and planning. Within your groups, please



"In serving the hungry people of Richmond, may we help satisfy a deep hunger we all share: for universal access to education, opportunity and dignity for every neighbor near and far."

Billy Abbott, Upper School dean of students
Central Virginia Food Bank, Meals on Wheels and Community Kitchen

"We pray that the Upper School boys in the March Madness Cohort will develop great relationships with sixth grade boys whom they will mentor during the basketball tournament. And that the Upper School boys keep the players safe, teach sportsmanship and have fun."

Hamill Jones, Upper School history teacher
Business of college athletics

spend time in the next week thinking of ways to properly thank your leaders.

"And, of course, Ms. Woodaman. Join me in thanking her for her enormous efforts in coordination and oversight. And remember the best gift you can give her is to come home safely, preferably without cuts or bruises.

"One of the things we are all learning to practice is pausing before we undertake something. But we also find that things tend to go better when we take a moment and pause and invite blessings beforehand, like big projects/trips/adventures. We do it every day by meeting here in this space, putting into words those things we are hoping for, and even expressing an openness to those things which we can't even anticipate happening.

"And so, if I may ask those who are comfortable, to speak a word of prayer or blessing or simple hope for the week ahead, especially for their cohorts.

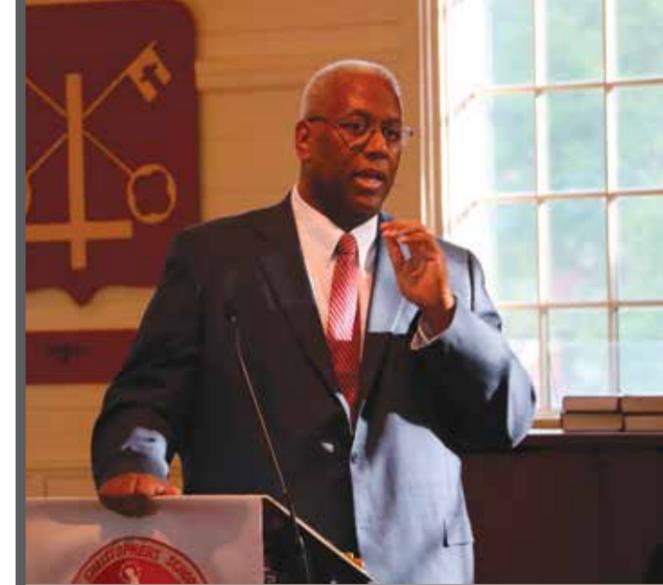
"And we pray for all of our friends up the road at St. Catherine's and their trips and projects.

"And I invite all of you to speak a word of prayer silently or aloud for the week ahead for yourselves as well."

—The Rev. Whitney Edwards, Upper School chaplain

X-Term is an experiential learning program held in conjunction with St. Catherine's.

It allows students to pursue and develop their **passions**, some academic, some not, outside the classroom. The week in late winter provides opportunities for groups known as cohorts to **collaborate, set common goals and bond.**



"Time to Stop Counting"

U.S. Rep. Donald McEachin '79 spoke to Upper School students in chapel in May and went right to the heart of our special section on community and inclusion which follows on pages 18-29.

"St. Christopher's is a very liberating place. What I mean by that is St. Christopher's was the last place where I was Donald McEachin. Ever since I left St. Christopher's I've been 'that African-American lawyer.' I am proud to be a child of the Middle Passage. I am proud of my African-American heritage ... but to always be defined by your race instead of the content of your character gets a little old. When I was elected to Congress people said, 'Oh wow, we now have two African-American congressmen,' and I said, 'It's time to stop counting.'"

For more perspectives on inclusion and community at St. Christopher's, see page 18.

To listen to his talk in full, go to <http://bit.ly/McEachinChapelTalk>

Faculty Prayers for X-Term



Trekking in Patagonia

“May our Patagonia cohort appreciate the beauty of the natural world, recognize and embrace our individual flaws and find comfort and clarity in our discomfort. Let us leave with new friends as well as new memories, and allow us to stay healthy and safe throughout our journey.”

Chris Whalen, Upper School English teacher
Trip to Patagonia

“May our clean-up work on the banks of the South River help others to better enjoy the beauty of your creation, and may our time fishing and breaking bread together bring us closer in friendship and help clear our minds of the clutter of our busy lives and bring us to a closer relationship with you and the natural world that surrounds us.”

Key Randolph, Upper School English teacher
Fly fishing



Students embark on a day of fly fishing in Bath County, Va.



Ninth graders hard at work

“As we explore historic Church Hill, may we approach our time together with curiosity to learn, sensitivity toward strangers, excitement for new experiences and an appetite for delicious foods. May we grasp how the words and actions of those in the past have worked to shape the realities of the present, and understand that we can be active agents for good in the future.”

Dan Fisher, Upper School science teacher
East End service trip for ninth graders



Jack Edwards '18 and Thurston Moore '18 help rebuild a church in Cuba.

“We are grateful for the warm welcome of the Cuban people and especially the Episcopal Church in Cuba. In shared friendship and goodwill may we work hard, laugh a lot, look out for each other and return home having loved and served God with everything we've got.”

Andy Smith, Upper School history chair
Trip to Cuba



Quinn Bundy '18 and Jack Whitmore '18 work with Amy Buerlein's second grade class.

“In volunteering with Lower School boys, may we remember what it was like to be in Lower School, and may we model the behaviors and qualities we hope to see in them when they are in Upper School.”

Dr. Kim Hudson, director, Center for the Study of Boys
Inclusivity program with Lower School students



Boys learn about 9/11 and its impact on our world today.

“We pray that our journey to New York will provide us the opportunity to see all that is best in our fellow man as we grapple with events that might demonstrate the opposite.”

Karen Wray, Upper School French and religion teacher
Visit to 9/11 Memorial and Museum



Working with the dogs at Houlagans' Rest

“Through the efforts of our students, may we work with the dogs coming into our care: homeless, unwanted by other rescues and slated to die within hours, may we do our best to help find homes for these fellow living beings.”

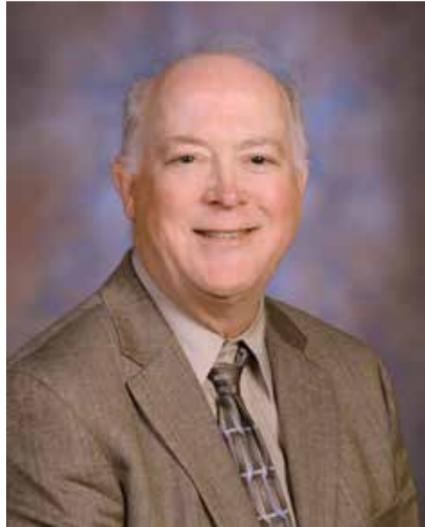
Frank Kiefer, Upper School math teacher
Volunteer work at Houlagans' Rest, a nonprofit that rescues homeless, unwanted dogs



Boys pose for a photo in front of a Gettysburg monument.

“As we travel to Gettysburg, may we do so safely as we look upon those hallowed grounds with genuine respect and commemoration, not only for the place of history that it is, but also for its being the final resting place for those who gave their lives so that our nation might live and continue as a great union.”

Sherman Horner, Upper School English teacher
X-Term to Gettysburg, Penn.



JIM JUMP
Upper School academic
dean and director of college
counseling

Serenity Now

Reflections from Jim Jump on the stress and anxiety of the college application process

It should come as no surprise that the college admissions process is a leading cause of stress and anxiety for many high school seniors and their parents. In certain parts of the country parents don't bother to wait, obsessing over which preschool provides the best path to the Ivy League.

Even those of us in the college admission counseling profession aren't immune. On the college side, there is constant pressure to increase applications and selectivity, raise the class profile, increase diversity and lower the discount rate, all at the same time. On the high school side, we have to keep straight the ever-changing deadlines, admission options and games that colleges use to achieve those goals. And both sides of the desk have to deal with the Helicopter Parent, the Tiger Mom and now the "Curling Parent." Named for the winter Olympic sport, these parents sweep aside all impediments to make their children's lives smoother and easier.

Several years ago, a faculty colleague asked me if I was excited about the senior class's college results. My answer surprised both of us. I told him I no longer get excited each spring, but instead feel like a contestant on a reality show, relieved that I've made it through another episode without being voted off the island.

Is college admissions-related stress and anxiety a bad thing? The prevailing wisdom says that it is. The movie, "The Race to Nowhere," documents students whose lives are filled with too many AP classes, too many activities and too little sleep, all in pursuit of acceptance to a "good" college. In an article with the fascinating title, "College Admission: Failed Rite of Passage," the psychologist Michael Thompson wrote that the college admissions process "can make normal people act nutty and nutty people act quite crazy."

Sure, the stress and anxiety produced by the admissions process are bad if all you care about are the health, sanity and well-being of young people. But might stress and anxiety have redeeming qualities as well?

They are certainly good for the economy. There is a billion-dollar industry preying on and thriving off the anxiety students and parents have about the college admissions process—test prep, essay coaches, summer programs—and providing enrollment management consulting to colleges.

They might also benefit our profession. Public concern about college admission is validation of our work and a sign that we have "made it." That public awareness is a relatively new

phenomenon. When I started in college admissions 40 years ago, none of my friends or family understood exactly what I did or that such a job even existed. Now publications such as *The New York Times* and *Wall Street Journal* regularly feature articles devoted to college admission, and not too long ago *The Chronicle of Higher Education* described college admission as having "mystique."

Are stress and anxiety inevitable, and is there anything we can do about them?

There are some obvious reasons why the college admissions process is stressful. As our seniors know all too well, it's one more thing layered on top of a schedule that's already packed, and sometimes one more thing is all it takes to be overwhelmed rather than merelywhelmed.

If it is true that most stress and anxiety come from the unknown, then colleges could help by being more transparent about how the admissions process works. Then again, it is hard to have both transparency and "mystique."

Finally, the college admissions process represents the first time in your life when you can do everything right and not get what you want, what you really want or even what you deserve. That can be hard, but it's also excellent preparation for being an adult.

At a fundamental level, college admissions stress is unnecessary for one simple reason. Every St. Christopher's student who wants to go to college will have the opportunity. The only questions are: When will he go to college? Where will he go to college? And, most important, why is he going to college?

Most stress and anxiety come from focusing on the "where" question alone. That is tied to a broader debate about what is most important about a college education. That debate involves two competing positions, what philosophers would describe as "world views," in that they reflect a merger of fact and faith.

The first world view says that what is most important about college is the name on the diploma. One's success in life is determined by how prestigious a college he or she attends. That is the assumption underlying things

like published college rankings. The more prestigious a college is, the harder to get in, the better it must be.

The opposing world view is that what is important about a college education is not where you go, but what you do in college. A college education is an experience rather than a brand name. That makes college selection personal—what is right for me may not be right for you—and the college search is about finding the right fit.

That may be a minority view. Several years ago when I was finishing my term as president of the National Association for College Admission Counseling, I talked about the importance of thinking about college as an experience in an interview, and a reporter for *The New York Times* seemed surprised, describing it as "an idea that sounds so simple and worthy, yet somehow eludes many of us, including parents, applicants and journalists alike."

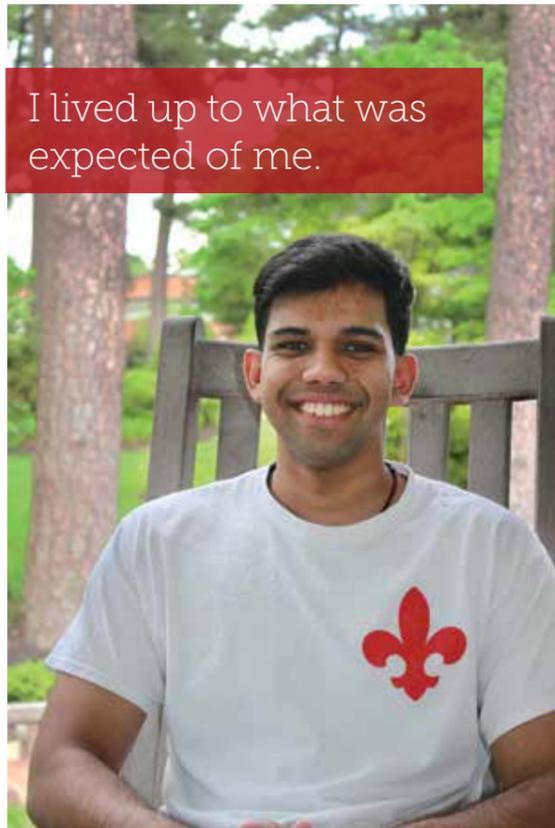
Perhaps the solution to admissions-related stress is having a coping mechanism, something like "Serenity Now." Seinfeld fans will recognize "Serenity Now" as the relaxation phrase recommended to Frank Costanza (father of George, played by Jerry Stiller) to employ whenever he felt stress or anger. Unfortunately, all that the phrase did was bottle up his emotions, such that by the end of the episode he was yelling "Serenity Now!" with no evidence of serenity.

Even better than "Serenity Now" is the Serenity Prayer, credited to Reinhold Niebuhr and used by Alcoholics Anonymous and other 12-step programs. If I were more entrepreneurial, I'd start an organization called College Admissions Anonymous to serve those both stressed out by and addicted to the college process.

The Serenity Prayer asks God to "Grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference." If all of us, students, parents and professionals alike, would worry about the things we control rather than those we don't control, I'm betting there would be far less stress and anxiety.

The office phone is ringing, and caller ID says it's ... Serenity Now. ♣

IN THEIR OWN WORDS
COLLEGE ESSAYS FROM
ST. CHRISTOPHER'S
CLASS OF 2017



Neil Dwivedi

College Choice: Texas A&M University

In many ways, I was forced to grow up when I was just 4 years old.

It happened during a vacation in India with my mother, grandmother and myself. Our auto rickshaw was rammed by a renegade jeep, killing three and injuring two. My mother and I were the two survivors; my grandmother didn't make it. We spent the next three months hospitalized.

My young bones healed quickly, and I left the hospital with only a couple scars. The accident took a much worse toll on my mother. She was permanently handicapped. She couldn't even drive me to and from school without being bedridden afterward.

My father's job included lengthy stretches away from home, so I was the only available source of support for my mother. Thus responsibility was loaded on me at an early age and I had to operate with a certain level of independence and maturity more suited for someone much older.

Initially I struggled to handle that responsibility. I didn't even understand it. It was only when I saw her so vulnerable, lying in bed following her numerous surgeries unable to care for herself, that I began to grasp it. I was supposed to help. But what could I do? I was too young and too weak to do much of anything. I felt powerless.

As I grew older, the physical restrictions placed on me were gradually lifted. I started to help as soon as I could. I started small, since that was all I was able to do. I did the dishes so she wouldn't have to stand for prolonged periods of time. I took out the trash to relieve her from physical labor. These were simple and easy things, but they formed a solid base for the real responsibility in the future.

These small tasks culminated in a situation where I can confidently say, "I lived up to what was expected of me."

One day, my mother hadn't moved from the bed for hours and it was apparent she was very sick. She needed immediate medical attention and I was the only other person at home. It was my time to shine! I was terrified, but I found the strength to act calmly and purposefully. Armed with my newly earned driver's license, I drove her to the emergency room and helped in every way the doctors allowed until she was discharged near midnight.

The drive to the hospital was quite surreal. My mother had spent 17 years, despite her injuries, taking care of me. But that night I took care of her. It was my epiphany moment. I finally understood my position in the family and learned that I can reliably handle my obligations toward my mother. I became the caretaker of the caretaker.

On that day, 13 years after the accident, I left my boyhood behind and became a man. ♣

Garrett Levy

College Choice: University of Virginia

Landing on the beach and wresting my boat's lines and movement, I prepare my vessel to be brought up the ramp. I parade up the ramp with my competitors, my mind concentrated on disassembling my rigging, putting off the disappointment masked by my sunglasses. Thirty minutes pass, and I leave the site. I collapse at the end of the day in my hotel room, only to strain my eyes as I glare into the brightness of my phone, searching for the posted standings. Due to the challenging conditions on the Atlantic, my performance in the first three races of the two-day regatta was sub-par. I discovered I had placed eighth overall in the 2016 Junior Olympics, endangering my goal to finish the regatta in the top three.

The next morning, waist deep in the water, my feet brushed the sand, giving my boat the nudge needed to reach the wind. I left the beach wondering how I would respond to yesterday's disappointment. The wind mimicked the patterns of the previous day, presenting the same challenge I had struggled with before. Having failed the day before, I was aware of my mistakes. In this similar situation, I was able to perform much better. In fact, I finished in the top two in the four races we had that day, earning first place overall.

When presented a challenge or a feeling of adversity, there is one key obstacle that needs to be confronted. It is necessary to forget the past, the pain, the annoyance, the anger and any unhelpful emotion that has emerged from the circumstance at hand. Admittedly, past mistakes, mishaps and failures have kept me up at night, brooding with regret and anger over an unfavorable result that may or may not have been avoidable. But "what could have been" distracts me from responding effectively and strategically. In my life now, I focus on the future and dwell little on the past. The wind will not always be in your favor. Some days the wind blows with you and sometimes against. The past is beyond my control, but how I learn from and respond to the past is not. My strong finish in



I learned the value of present focus.



the Junior Olympics regatta taught me that I must not let my past failures distract me from the task at hand, the need to respond successfully.

At the end of the day, the ideal situation is to fall asleep knowing that you did everything you could to keep moving forward. My performance in the first day of the regatta was a failure. I learned from the decisions I made that day, and I filtered out the negative and distracting takeaways. With this experience, I have learned the value of present focus. Although this present focus does not guarantee success, it is fair to say I have been able to achieve similar comeback feats because of this mindset. This fall, I captained my high school soccer team to a state championship. However, what I am equally proud of is what happened in the quarter-final. During this game, I got to the point where I threw a "swing" at somebody, earning me a very deserved yellow card. I lost focus and let the three goals we just conceded affect me. I remember distinctly my coach asking me from the sidelines, "Garrett, are you okay?" I read between the lines and realized he was reminding me of present focus. Just before halftime, I scored our first of four goals that gave us the win.

What happens in the past can be regrettable, yet is always unchangeable, a concept that is obvious yet easily forgotten. Finding myself in these situations of failure and overcoming these failures taught me the importance of living in the present, learning from my mistakes and focusing on the things I can control. ♣

Austin Cashwell

College Choice: Middlebury College

I saw the deer around mile 3.2. We were both confused. I was wondering why she was not running away, and she was wondering why this kid was running at 4 a.m. in the freezing cold.

Approaching my 18th birthday, my mind was clutching at every available memory to confirm my insecurities. Scared of what lay ahead, I did what I do best when faced with my issues: run.

The plan was fairly simple: treat myself to a scenic 18-mile route before dawn while reflecting on my life and contemplating the future. Each mile would find its significance from my corresponding age, and the time it took me per mile would be devoted to figuring out how that year changed me into the man I was becoming today.

For the first couple miles, it was pitch black, and most of my time was devoted to the few feet I could see ahead, instead of my uneventful infant years. I was almost relieved at the sight of the deer and the chance to wonder why she didn't run away.

It was at mile five that I could leave my new friend behind and start my task. In a span of two hours, I saw an always smiling, blond 7-year-old change to a chubby middle schooler, then to my current dark-haired skinny runner. My dad's deployments, parents' divorce, being cut from the soccer team and first date all re-materialized before my eyes.

Yet, it was the deer in the very beginning of my run that struck me the most. Her stoic, unflinching presence was mystifying. Her awareness that I was just passing by and represented no threat was the only thought on my mind. This internal judgment of the deer allowed me to see my past not as a sum of events but more as my reactions to those events.

By looking back, I realized that I had controlled what events meant and more importantly what effect they held on me. Each defining moment of my life had its significance, but what that meant was entirely up to me.

When I didn't make the varsity soccer team, I had seen that event as a way to pursue my passion for running year-round, instead of a terrible reflection of my soccer skills. My first date where I got stuck in a ditch pulling out of the girl's driveway became an amusing anecdote

instead of a humiliating nightmare. Both showed me that seemingly negative experiences had not stopped me in the past and wouldn't in the future.

My troubles with weight, my social life and my tumultuous family showed me I would pursue improvements in my personal life and not be happy with what I was given. I recognized how even though I had run away from myself in the past, I would always come back to where I had started, like on a run.

I had begun my run doubting if I could make it in the real world. But by the end I realized that didn't matter. Anything that life can throw at me, it would be up to me to determine my reaction and thus its effect.

When I finished the route, the sun was up, and a newborn flower was struggling to shake off the morning frost. My fears had finally melted away with it, and I looked forward to my first day as an adult. ♣



I had begun my run doubting if I could make it in the "real world".

Dylan Gibbs '17

College Choice: University of Virginia

As we were being pelted with golf-ball size chunks of hail, a river of ice-cold water rushed under our boots. Within minutes, we were fighting hypothermia.



I have never been to a foreign country. I have only been off the East Coast of the United States three times. Anything other than strong, cold winds in the winter and thick, hot air in the summer is foreign to me.

Of those three expeditions away from the East Coast, two have been summer sojourns out west to Philmont Scout Ranch in northern New Mexico. My most recent odyssey to that venerable place occurred last summer. I was on a trek through the mountains when another scout and I set off on our own to conquer the terrain. As we neared the summit, the greying sky turned into a sprinkling shadow. Two steep, zig-zagging trails later (known as switchbacks), the drizzle turned into a rush of sleet and the temperature dropped by 30 degrees. By the next switchback, hail was beginning to rain down on us. Thunder crackled.

As we were being pelted with golf-ball size chunks of hail, a river of ice-cold water rushed under our boots. Within minutes, we were fighting hypothermia.

My friend and I looked at each other knowingly. We understood the precarious medical state we were in and quickly began sprinting down the flooded trail. We figured a small service road we had passed earlier was surely the best road to safety.

Unfortunately, that road had turned into an ice cold river that resembled Class 5 rapids. Almost immediately we were unable to walk in a straight line, but I was the leader, and it was my responsibility to guide the two of us toward safety.

Together, we made it to a commissary and took shelter in the manager's undersized office. Both of us suffering from hypothermia, I cushioned my friend with a damp sleeping bag, and I was cocooned in another one by the time the medic arrived.

Although my life-threatening experience did not help the indigenous people of a foreign land or make a lasting contribution to any one particular stranger, it did shape my life for the better.

As it turned out, many mistakes were made that day. Yet I would not have changed anything—not even the near-fatal decisions. What I did discover was that a single decision can affect an entire life.

When I look back, I realize that I met myself on that trail. I learned that I can be stupid. I can be brave. In the years since, when I find myself at a crossroads, I know I have a choice and that that choice can have long-lasting consequences.

The same realization spurred me to earn my Eagle Scout rank before I moved to Richmond. And the lessons I learned about focusing on a goal helped me to get through my first marathon in the fall of my senior year.

Next up: I hope to become an environmental engineer or architect, and conquer whatever may be—actually or metaphorically—in my way. ♣

Building Community

StC encourages open discussion and takes action to diversify and include

by Kathleen Thomas



Community and inclusion go hand in hand with our mission to prepare boys for college and for life in an ever-changing world.

Statistics are clear. By 2055, the United States will not have a single racial or ethnic majority, according to the Pew Research Center.

That is the world our current and future students will lead. Consequently, our school community must anticipate and get ready for a new order. "Diversity breeds superior performance and outcomes in any setting," said Head of School Mason Lecky. "We would be doing a disservice to our young men to educate them in a single- or two-dimensional environment. Our boys need to be comfortable with ideas and people who think differently than they do and who come from different backgrounds and belief systems. That is the world they will inhabit."

Forecasters predict that students today will have six to 10 different jobs in their careers and are likely to live in two to six cities. To prepare students must learn adaptability and flexibility and become comfortable with change.

Many private schools, such as St. Christopher's, have an early history of serving a more narrow population. In recent decades, Richmond's demographics, like those of communities across the country, have broadened. St. Christopher's has made strides in reflecting that shift, but by any objective analysis we are not where we should be. While the National Association of Independent Schools (NAIS) member schools average 30 percent enrollment for students of color, St.

Christopher's average stands at 11 percent, compared to nine percent four years ago. While the NAIS average for faculty of color is about 16 percent, St. Christopher's is about half that.

We are in a good place philosophically and are making strong strides programmatically. The school frequently hosts speakers offering different perspectives and provides a multitude of travel and service opportunities for students in all three divisions.

While some might wonder if our religious affiliation is a potential barrier, it is a strength. Our Episcopal tradition calls for inclusivity and hospitality to all kind of families, both Christians and non-Christians. It means that we embrace differences and engage in meaningful conversations despite uncomfortable moments.

Our tradition encourages open discussions and transparency on where we have been, where we are now, who we serve and who we may not serve as well as we could. "It takes courage and candor," Mr. Lecky said. "I've been really impressed with our faculty and our board, how comfortable they are with leaning into this as a priority for our school and not shying away from it."

Part of our efforts to broaden our reach include the 2016 hiring of Shawn Moore as director of community and inclusion. His personal essay, along with that of Dr. Lydia Johnson, a Board of Governors member who chairs the Committee on Community and Inclusion, speaks to where we are now. We'll also address our past, with insight from a former female StC chaplain and numerous alumni.

The future is up to us. ✝

"Our boys need to be comfortable with ideas and people who think differently than they do and who come from different backgrounds and belief systems. That is the world they will inhabit."

-Mason Lecky, head of school

Most of us don't see the multitude of tones and tenors that separate us; we see the brilliant mosaic that is formed when our variety is blended into one.

-Mason Lecky writing for St. Albans School magazine in 2003 when he served as editor



Shawn Moore

Director of of community and inclusion and
associate director of admissions

I was born April 4, 1968 at 6:05 a.m. Martin Luther King Jr. was assassinated that same day, exactly 12 hours later at 6:05 p.m. Consequently my grandmother always told me, "You are Dr. King reincarnated. It is your job to lead the African-American people into the next generation."

I joke about that, but the truth is that some small part of myself has always believed it. I have tried to carry his ideals of freedom, equality, justice and love into every chapter of my life. From my role as quarterback for the University of Virginia to my work now at St. Christopher's, I seek to serve with MLK's mantra as my guide.

I had some reservations about moving to Richmond after living in large metropolitan areas such as Washington, D.C., Dallas, Denver and Atlanta, where diversity isn't an issue but a way of life. The warm and welcoming reception I've received, particularly from colleagues and staff, dispelled all misgivings.

Still, I must be honest. St. Christopher's isn't where we want to be or should be. Students of color currently comprise 11 percent of our school population, with even less racial diversity among faculty and staff.

We are working to change that, reaching out to community groups and showcasing St. Christopher's for the gem that it is. Varied backgrounds and perspectives in the classroom will create richer discussions for students and enrich learning and understanding of one another. If we are not intentional about increasing diversity, we will continue to be one of the lowest percentage schools in the area and not be reflective of the city, state or country we inhabit.

We have a lot of work to do. The challenge is significant. I can't do this alone. We want to encourage respect for the variety of beliefs and backgrounds reflected in the community of students, teachers, parents and the Richmond metropolitan area. Our board's community and inclusion committee has helped us define the following goals:

- **Developing a plan** to broaden our applicant pool to increase the number of students and faculty from historically under-represented backgrounds.
- **Using our current families** from diverse backgrounds to recruit other families.
- **Building relationships with key stakeholders.** We have reached out to 30 groups this year to partner in this venture, including YMCA, Big Brothers Big Sisters, Boys & Girls Clubs, Communities in Schools, Anna Julia Cooper School, St. Andrew's School and the Virginia Asian Advisory board. Partnering and building relationships with all these organizations and schools is critical in helping us increase our visibility and continuing to be the leader among boys schools in the Richmond area.

We aim to increase student racial diversity by two percent a year and will continue to work on increasing diversity among faculty and staff.

We are
working to
change...

We aim to increase student diversity by **two percent a year** and will continue to work on increasing diversity among faculty and staff.

Patience has never been one of my greatest virtues. I am learning it in this new job, learning the community, students and families. Next year, I am most excited about the possibility of starting a mentoring program for students from various underrepresented backgrounds here at St. Christopher's. Hopefully this program will enable new students to transition into our community with ease.

So while living just a few blocks from Richmond's historic slave trail and working here at a southern school deeply entrenched in tradition, I stand on the shoulders of those who have come before me in this great city, including Arthur Ashe and Douglas Wilder. I want to impact this school and community and help change some of the negative perceptions about the lack of inclusivity.

We seek to honor the traditions of what has defined St. Christopher's for more than a century while living in a global community where contributions come from every corner of the globe and every strata of society.

Change is inevitable. ♣

Shawn Moore formerly worked at St. Albans School as dean of students and director of the Skip Grant Program, which offers academic and social support and guidance to students from traditionally underrepresented backgrounds. Before that, he worked as director of community relations at the College Football Playoff, assistant coach at the University of Virginia, associate athletics director at Howard University and for the national office of the NCAA. When playing football at UVa, he was ACC Player of the Year and a finalist for the Heisman Trophy. Mr. Moore was recently nominated for the College Football Hall of Fame.



race

religion

ethnicity

GENDER

diversity

openness

inclusion

income

difference

FUTURE

CHANGE

discussion

Community

Dr. Lydia Johnson

Chair, Board of Governors' Community and Inclusion Committee

St. Christopher's seeks to attract students and faculty at all levels from diverse racial, religious and socioeconomic backgrounds. We know that diversity in the student population enhances the learning experience for everyone. Having a faculty with varied experiences and backgrounds enriches the experience of the entire school—administration, fellow faculty, students and their families.



The efforts around community and inclusion are deliberate and intentional in identifying qualified students and faculty from a variety of backgrounds and experiences. We are doing this through outreach into

the community to inform those who are unaware or who have limited knowledge about us. We seek to invite people to campus to experience the sense of

community, see our boys and the great work that they are doing with teachers and coaches. Once families come to campus, they are impressed and amazed by the gem right here in the city. An array of student-led organizations, such as Saints for Social Justice, as well as chapel talks and faculty support that extends beyond the classroom, help create an atmosphere and message that we welcome, love and support all our boys. That is fundamental to our Episcopal identity, and that is what it means to be an inclusive community that celebrates, respects and learns from our differences because, most importantly, we share a common humanity and desire for success for every one of our students.

It is widely known that the racial demographic in this country is changing. The more our students and our community know about various racial, religious and social cultures, the better educated and prepared they will be for life beyond St. Christopher's, beyond Richmond, beyond Virginia and even globally. This knowledge comes not only from a textbook, but, more importantly, from personal interaction, conversation and shared experience with one another. This is how barriers are destroyed, true understanding occurs, and

respect and appreciation develop. A more inclusive community among students, faculty and administration, beginning in Lower School, will foster that and continue to enhance the phenomenal education that St. Christopher's already provides.

As a parent, I feel that my boys are supported and are confident in their identity as African-Americans. My husband and I appreciate the superior education that they are getting and the way that they are maturing as boys and developing as young men. We feel that they benefit from the breadth of experience among their peers and that their peers are benefitting from their presence and contributions to the school community as well. ✦

Dr. Lydia Johnson is a Richmond dermatologist and member of St. Christopher's Board of Governors who chairs the Community and Inclusion Committee. She graduated from St. Catherine's School, Stanford University and the University of Virginia School of Medicine. Her sons Gavin and Collin will be in fifth and fourth grades, respectively.

Having a faculty with varied experiences and backgrounds enriches the experience of the entire school—administration, fellow faculty, students and their families.

Brian Lynn '98

Brian Lynn '98 came to St. Christopher's in fourth grade from an all-Jewish day school in Richmond. "At first I was a little concerned, but it was not a problem. ... A handful of times over my career I gave chapel talks in regard to different holidays and their significance. People who didn't know anything about Judaism learned about it in a non-classroom setting. I did not feel I was out of place.

Chapel is one place you'd think you would feel out of place. It wasn't. Chapel isn't all about Christianity. It's about community. It was kind of like a non issue, you know?" ✦

Brian Lynn, who graduated from Sewanee: The University of the South, is president of Victor Products, a Richmond family owned and operated business that designs commercial kitchens and sells equipment.



Brian and Jessica Lynn with daughter Charlotte (3) and baby Henry

Michael Grey '79

In 1969, Michael Grey '79 entered St. Christopher's as a second grader, the first black student at St. Christopher's. He remembers most Lower School teachers as warm and nurturing, his young classmates open and accepting. It wasn't until fifth or sixth grade that he got into some scuffles regarding racial differences, but none he considers significant. As he moved into Middle School, more African-American

students were admitted. He said the majority of his interactions were positive. "Obviously we were taught honor and being a gentleman and doing your best and teamwork," he said. "It was a great experience. I wouldn't trade it for the world. ... Anything I wanted to do, I felt like I was accepted. I think that our class was very diverse and very cohesive. We were kind to each other." ✦



Michael Grey, who graduated from the University of Virginia, now owns Richmond consulting firm, CV Networks, that helps small- to medium-sized businesses with information technology infrastructure.

Chuck Cummings '76



While getting an MBA at Columbia University, I met a student who graduated from St. Christopher's in the early '70s. When I told him that I too was an alum, he stared at me in shock, completely tongue-tied. A few awkward seconds later, he apologized and explained, quite sincerely, that in his day there were no black students there. Actually I was already enrolled when he graduated. **I started in the fall of 1970, but his comment reminded me of the way I felt when I first became a Saint: alone.**

I wasn't the first minority kid. Michael Grey '79 and Fergie Reid '77 were in the Lower School, plus classmates Mike Pak and Joe Chun started the same time I did. Of course that doesn't stop me from occasionally rolling out a big fat lie when someone asks me where I went to school: "I desegregated an all-male, all-white prep school in the heart of Virginia." Talk about an attention-grabber! But I certainly felt frightened and intimidated when I enrolled.

Looking back with 40 years of hindsight, I realize that my rough start was partly because I was such a nerd. Brainy and frightened isn't exactly a recipe for social success at any new school. Plus there was a communications barrier between me and the other guys: CCV? FFV? Cotillion? It was all Greek to me. And for quite some time, I was convinced that I, raised Baptist, was committing a sacrilege by standing in chapel and reciting the Apostles' Creed—which I learned by mimicking what my classmates were saying. I was sure that a bolt of lightning would strike me right after I professed

that I believed in "the holy Catholic church." I assumed this meant I was kissing up to the pope, and that would send a Baptist to hell.

Culture shock wasn't the only source of tension for me. I was also reminded on quite a few occasions that StC was not a comfortable place to be black; guys touching my hair and making fun of it (that wouldn't be a problem now—I'm bald); older students whispering to me that I "didn't belong;" a chartered bus driver asking a soccer coach why they let me attend the school; guys making fun of the way their black maids talked. But the professionalism of the StC staff and olive branches extended by classmates—an invitation to someone's home, an offered beer, Virginia Beach—got me through it all. As we marched toward senior year, StC began to feel more and more like "my" school and less a place to fear.

When graduation day arrived, a classmate I had never exchanged more than a few words with gave me a sincere compliment about the salutatory address I wrote and delivered at commencement. His compliment blew me away, partly because it made me feel connected to him for the first time. And that, perhaps, is the greatest thing I learned at St. Christopher's: across the gulfs of race or politics or wealth or whatever, people can still make connections through shared experiences. ✦

Chuck Cummings received his B.A. from Princeton University and his MBA from Columbia University. He is now a training consultant with Kaiser Permanente in Pasadena, Calif., and a playwright with past productions in Los Angeles, Chicago and London. This piece was edited for the purposes of this publication but originally ran in *The Pine Needle* 2001 reunion edition compiled by and for the class of 1976.



Romain Kang '80 was born in Richmond to Chinese parents studying at the Medical College of Virginia, now Virginia Commonwealth University. He enrolled at St. Christopher's in eighth grade and found the transition difficult, not because of racial differences, but because

of challenges breaking into a small, close-knit community with many students who had known each other for years. He found the increase in academic rigor also difficult. "In public schools you could do well if you had a good memory and could regurgitate information, but at St.

Melissa Hollerith, Faculty '90-'94 and '00-'16

I will never forget George McVey calling me in mid-June of 1990 and offering me the position of chaplain at St. Christopher's. **Little did I know then that a school hire in June means they were desperate. I of course preferred to think they had been waiting for me.**

All along, from my first interview at the school, St. Christopher's felt like home. It had a pixie dust or a special sauce that is often hard to describe. It felt like family and the dedication of my peers was unmatched by anything I had ever witnessed. It seemed to me that no one ever missed school. Because you see, no one wanted to miss school.

At that time, there weren't many women in Upper School. Honestly, I am sure some folks thought George had lost his good sense hiring a young woman as chaplain. If any of those folks actually called George, I sure never heard about it. George was a man ahead of his time.

There is nothing like walking into an unairconditioned Chamberlayne Hall classroom, raising the windows and hoping for a breeze, only to find that your hair and new perm has grown exponentially because of the excessive humidity. As I walked in the room one boy said aloud for all to hear, "What happened to your hair? It looks like you stuck your finger in an electric socket." That's when I knew they had me. There is nothing I love more than the honesty and transparency of a young man. We all laughed as I tried to explain what a perm was, and what humidity could do to it.

When you work at a boy's school the humor is infectious and fun. There is always a little teeter-tottering that goes on as we all try to find the line as to what is acceptable, but by and large boys get that better than anyone.

Another standout memory is from the early '90s when the local news did a special on the anniversary of women's ordination in the Episcopal church. The reporter interviewed some students

Christopher's you had to do a lot critical thinking," he said. "To me that was a bigger step than being Asian at St. Christopher's at that time." ✦

Romain Kang received his bachelor's degree from Rutgers University and worked for various computer hardware companies, currently for Tintri Inc. in Mountain View, Calif. He is active in his church, plays violin in a community orchestra, the Redwood Symphony, and produces a classical music radio program he started 20 years ago.



When you work at a boy's school the humor is infectious and fun. There is always a little teeter-tottering that goes on as we all try to find the line as to what is acceptable, but by and large boys get that better than anyone.

about what it's like to have a woman as the school chaplain. I will never forget one student's response: "I don't think of Mrs. Hollerith as a woman." That stopped the cameras as everyone laughed hysterically. Hunter Stokes '95 blushed and said, "Um, what I meant to say is that it doesn't matter if she is a woman or a man. It is about her message and that is always great." And I thought, he is so right. What we do and what we say is far more important than what gender we are.

The best years of my life were under those pines. ✦

Melissa Hollerith who received her undergraduate degree from Tulane University and a master's of divinity from Yale University, served as Upper School chaplain for 20 years until she and her husband Randy moved to Washington, D.C. This year she taught an ethics class at St. Albans School.

John Minor '95



Back then, bullying was generally brushed aside as nothing more than childish teasing or hazing. Today we know different.

I am a third-generation St. Christopher's alum. Like my grandfather, father, uncle, cousin and brother, I started at St. Christopher's in kindergarten and continued all the way through senior year, when I graduated in 1995. I will always regard my time at St. Christopher's as instrumental in making me the person I am today. Not only did I receive a top-tier education that prepared me well for college and career, but my time at St. Christopher's fortified the guiding principles of honor, integrity, character and faith that my parents and grandparents instilled in me from a very young age. For these things, I am forever grateful.

However, my 13 years at St. Christopher's were not always easy. The fact is, I am gay. This is not something I decided. God created me this way, the same God that I worshiped in chapel at St. Christopher's each week and continue to worship today.

Back in the '80s and '90s, the world was a different place for young gay people. There were few positive gay role models in the public eye, the TV shows *Will and Grace* and *Modern Family* were years away, and homophobia was commonplace and widespread. We have come a long way since then, but during my time at St. Christopher's, I lived through the trickle-down effects of a society that was largely uninformed on the subject of homosexuality.

Back then, bullying was generally brushed aside as nothing more than childish teasing or hazing. Today we know different. Stopbullying.gov, a government website dedicated to the topic, defines bullying as: "Unwanted, aggressive behavior among school aged children. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose."

This was my experience at St. Christopher's. I was bullied by a handful of my peers for what they assumed to be my sexual orientation, as I was not "out" while at St. Christopher's. There were many, many occasions where I was called names, harassed, humiliated and threatened for being gay. I was never physically harmed for my sexual orientation, but I often feared that I would be.

One instance in particular stands out above all others. One afternoon in ninth grade, my mom and I were taking a walk around our neighborhood when two sophomores drove by. As they passed, the passenger leaned out of his window and shouted a highly offensive epithet at me targeting my sexual orientation. Devastated, my mom and I retreated home, unable to comprehend the level of cruelty that was just hurled at us. I say "us" because, while the slur was thrown at me, it also hit her.

Amid the bullying, I struggled to understand how, at an institution like St. Christopher's, one that cultivated honor, integrity, character and faith in me, such rabid behavior could fester. Were my peers not getting the same message I was? Where was the faculty? I struggled deeply with this.

Our chaplain at the time, Mrs. Hollerith, saw my torment and mentored me. In my final two years at St. Christopher's, she helped me understand that those principles that I held so close were in fact the very things that would get me through this dark time. And they did.

Today I live in Manhattan with my partner Lynn, and this year we celebrate our 20th anniversary together. I have a career, two dogs, and am happy to live in a place where one's differences are recognized as part of the greater story of who we all are as humankind.

As for the peer who yelled at me from the car, I still wonder what he missed, or who missed him. I wonder if he has ever found those principles of honor, integrity, character and faith that eluded him. And as I look back at this time in my life, I can't help but think about the profound responsibility that St. Christopher's has to ensure that each and every one of its young men truly understands these principles and lives up to the standards that are at the core of this great institution. ✦

After graduating from St. Christopher's, John Minor '95 attended New York University, where he earned his bachelor's and master's degrees in speech and interpersonal communication. He continues to live in New York City, where he is the director of human resources and head of retail for Jonathan Adler, a high-end home furnishings company with stores in the United States and United Kingdom.

Philip Woodward '97

I was diagnosed with a severe to profound bilateral hearing loss at age 4, received two hearing aids and grew up reading lips. I didn't learn American Sign Language until I took an evening course in tenth grade so that I could volunteer at the Richmond Summer Camp for the Deaf and the Hard of Hearing to fulfill St. Christopher's community service requirement.

Being the only hard of hearing student at a private school before the Americans with Disabilities Act (ADA) was passed was difficult. I enrolled in kindergarten in 1984, and the ADA was passed in 1990, but I didn't become familiar with it until later. I sat in the front of the classroom, read lips and had peer note-takers in middle and high school. I know I missed a lot, but I worked diligently at home every night making sure to complete all assignments and follow up with teachers one-on-one.

Chapel talks and announcements posed challenges. I remember not showing up in a jacket and tie for Picture Day in sixth grade because I did not hear the announcement the day before. Because the chapel is so big, it was difficult for me to hear or read lips across the room, so I am sure I missed a lot of other important announcements without realizing it.

Fellow students made fun of my speech and my hearing aids because they sometimes beep when not properly placed, but by senior year, some of those same classmates were much more friendly and understanding. I was voted most optimistic for the 1997 *Raps & Taps*, an attitude that I carried with me to William & Mary and one that I maintain today.

I took Latin for six years, which became my strongest subject because it is now a written, not spoken language. **One of my proudest moments at St. Christopher's was receiving a perfect score on the National Latin Exam in 1994 in ninth grade.** I also won a Latin essay contest as a senior that funded my classical study abroad trip to Greece the summer after my freshman year at William & Mary. I took French for four years, an oral language that posed more challenges. For ninth grade French, Madame Abbott gave us a quiz with a dictation portion where we had to write down what we heard on a cassette player speaking French. She mouthed the words for me so that I could lip-read her French and have more equal access to that portion of the quiz. This example of a reasonable accommodation is a good practice for a student who is deaf or hard of hearing. During my senior year, I met a student with a cochlear implant who had started kindergarten, and I hope he had a positive experience at St. Christopher's. Somebody once told me I was a trailblazer for students like him. ✦

Philip Woodward, who received his B.A. in English and law degree from the College of William and Mary, works as a systems change manager for the N.C. Council on Developmental Disabilities. Part of his job involves gathering and promoting success stories about people with disabilities in North Carolina.



Last year Philip organized an event at Fort Macon State Park in Atlantic Beach, N.C. to promote new beach wheelchairs provided by ACCESS North Carolina. Philip is standing in the middle wearing purple, this Minnesota Viking fan's favorite color.

Ellen Hampton '63

Ellen Hampton '63, who was John Haskell in early life, is a transsexual who attended St. Christopher's through eighth grade. In Middle School, she had no frame of reference to understand what transgender meant, yet her longing to be a woman intensified with age. The medical community, she said, now views it as a prenatal condition. "That tells me in a very real sense that it's a birth defect," she said. "Why else would you have this compulsion that's a longing when you're in Middle School but becomes more and more of an obsession?" She enjoyed her life as a man but could not deny her compulsion. "This inevitably resulted in my having not only to surgically change my body, but to give up all the aspects of my life as a man. It's like jumping off a high diving board into a pool at night time not knowing if there's water in it. I've been lucky it's turned out wonderful. The tension, the stress, the conflict is gone."

Through the last 11 years, Ellen underwent multiple surgeries for a sex change and facial feminization reconstruction. **She lives in Wintergreen and attended her St. Christopher's 50th reunion. She described her classmates as welcoming, saying, "I've been received really wonderfully." ✦**

After leaving StC, Ellen Hampton attended Episcopal High School in Alexandria for three years and then graduated from Thomas Jefferson High School in Richmond. She graduated from Washington and Lee University with a B.A. in contemporary history. Now a semi-retired investment advisor, Ellen volunteers at The Nature Foundation at Wintergreen and enjoys hiking, kayaking and playing tennis.



Aoky Sarhan '12



Regardless of personal background, we are all blessed to have grown up in the Saints community, a community which teaches us to recognize how fortunate we are and to dedicate our time, energy and resources to those who need it most. In college, St. Christopher's was hundreds of miles away, but I could not have kept its lessons closer. I went to a few classes, but more importantly I committed myself to service, preparing tax returns for low-income families, teaching in a local kindergarten and working to end homelessness in my city.

After I got a "D" in orchestra at my local public middle school, my mom and I decided it was time for a change. I was struggling academically, socially and personally. Unfortunately, public schools in my area were disappointing, and paying full-price for a great education at a private school was out of the question. When a friend told my mom about financial aid at St. Christopher's, we scheduled a visit for the next day, and I fell in love right away.

A beautiful campus, great facilities and teachers who cared about their students. It seemed almost too good to be true, and, of course, for someone of my background, under most circumstances, it was. However, St. Christopher's generous financial aid, provided by those committed to giving back to their community, provided me a once-in-a-lifetime opportunity. As best as I could, I immersed myself in everything St. Christopher's had to offer, from sports to the honor system, from physics to Ancient Greek. I made friends of different backgrounds, and I learned from my fellow students as well as from the faculty, whose myriad roles included mentoring and coaching, consoling and cheering. I grew as an athlete and a student, but more importantly I grew as a young man, supported by a community that values character and service above all else.

Coming from a place like St. Christopher's means that you can't take anything for granted.

When I was looking for a job after graduation, I remembered the transformative power of the gift of education and opportunity I received 10 years ago. I resolved to carry that spirit of service, passed down through generations in the St. Christopher's community, with me into my adult life. Today, I work at my university's Investment Office, helping to manage the endowment that provided, among other things, the scholarships without which my education would have been just a dream. In that way, I hope to further the legacy of those who made my journey possible. Without those generations of great Saints before me I wouldn't be in this position right now. They gave me the opportunity to go to St. Christopher's, but, even more importantly, through their commitment to character and service, they made St. Christopher's a place worth going to. ✦

Aoky Sarhan, valedictorian of his class, graduated from Yale University. He lives in New Haven and works at the Yale Investments Office managing the university's endowment. He works on the foreign equity, domestic equity and capital markets teams.

Andrew Hayes '06

During a campus visit last fall, we interviewed Andrew Hayes '06, who considers himself a Blew (black Jew). Here's a synopsis of that conversation.

"I came to St. Christopher's an impressionable sixth grader. I was dropped into an environment I didn't know much about. My [twin] brother Matthew and I had gone to William Fox Elementary in the Fan and were slated to go to a rough middle school. Mrs. Marilyn Marable was instrumental in getting us interviews at St. Christopher's when we were part of the Richmond Boys Choir. The first couple days here were tough. You're trying to make an impression, and you're kind of afraid of saying, 'I don't know this world.' I had a lot of people asking me questions. The most common one was 'Are you from the ghetto?' That was weird. My mom is a very educated person. They had no real concept of what ghetto was, what it's like to be part of something totally different and honestly neither did I. For me it was just my neighborhood. I didn't realize for years that there was no malice in this question, simply kids who didn't know any world but the one outside their own window. They were



just as interested in me as I was afraid of being here, maybe even more so. These themes followed us into middle school and high school. As we came into our own late in our sophomore year and as juniors and seniors, much of that fell off and I started to feel included.

"... When boys get together, they bond over shared experiences and come together as a class. The class of '06 really came together. We had 11 or 12 black kids, which helped. ... Mr. Spears was one of the guys who kept our class together. Maybe it was because he knew what it was like to be different in a conservative world. Even though he's not black, he was like a breath of fresh air for us. We didn't go searching him out. He just said, 'You can come to my office. You can spend time with me.' He took us out on his own time. I remember being at his house playing football in his backyard. I remember meeting his wife and she being oh-so wonderful to us and him telling us stories about what it was like to be white and Filipino. It made us feel like we weren't alone, like we belonged ...

"There is so much we can learn from each other ... I think there is a point where we will all understand each other. I think it's about listening and really hearing someone else's plight and point of view. It's okay to disagree with it." ✦

Andrew Hayes, who graduated from the University of Miami, now runs a branch office for Enterprise Holdings in Miami. His experience serving a diverse group of clients from Miami Heat basketball players to people from Liberty City, one of the most depressed neighborhoods on the East Coast, has solidified his core belief that people are the same despite outward differences.

Jim Weinberg '79



I began my schooling with like-minded Jewish toddlers at the Jewish Community Center. **It was not until I started kindergarten at St. Christopher's School that I realized there were differences in faith. There, my journey with diversity and inclusion began through interaction with my peers and teachers in a safe and respectful environment.** During my Lower School years, I grew up with stories of Abraham, Jacob, Joseph and Moses through my synagogue and weekly sessions of Sunday school at Congregation Beth Ahabah. During the week, in chapel, I learned of the birth of Jesus, his teachings, parables, and about his disciples. Imagine my parents' surprise when the principal called when I was a first grader to ask if my drawing of a chorus of angels singing to the shepherds could be used for that year's cover for the Christmas pageant program.

Other than chapel, day-to-day life at St. Christopher's did not highlight the religious differences between my classmates and me. Even at chapel, the Lord's Prayer posed no conflict; the Apostles' Creed, on the other hand, did. I would recite instead a Jewish prayer in my head, and the day proceeded. In fifth and seventh grades, we had more formal education focusing on the teaching of the Old and New Testament and the origins of the Bible. It was about the same time I was studying for my Bar Mitzvah, a rite of passage in Judaism when at age 13 you lead the congregation in

prayer and read from the Torah (the first five books of the Bible). A large contingent of my class turned out at the synagogue and afterwards to celebrate with me. I learned a great deal from my peers and teachers, and I would like to think they in turn learned something about Judaism from me.

Social interactions became more complex after Lower School. When riding bikes with friends and wandering through the neighborhood gave way to interaction with St. Catherine's students and hanging out at CCV (even when invited by classmates, my presence was not welcomed by less enlightened members), social distinctions become clearer. I attended religious school, either as student or teaching assistant, until high school graduation. My social life revolved around interactions there and associated youth groups that met regularly on Sunday afternoons. By high school, I had ceased to be the only Jewish kid in my grade and others had joined me that participated in the same religious school and youth groups—thereby providing a link between the worlds of St. Christopher's and Jewish Richmond.

I am thankful that my parents chose to send me to St. Christopher's for the education I received (secular, religious and extra-curricular) and the life-long lesson and challenge it provided—that although people may hold different points of view fervently, there is more we have in common that provides the opportunities to bind us together. ✦

Jim Weinberg, who graduated from Brown University and the University of Virginia School of Law, serves as president of the Richmond law firm Hirschler Fleischer. He focuses on mergers and acquisitions for middle-market businesses and legal advice to closely held entities.



THE CENTER FOR THE STUDY OF BOYS

The Center for the Study of Boys promotes best practices in engaging and teaching boys through research, professional development and programming.



As the parent of a second grade boy who only read because he had to, Lower School teacher Amy Buerlein takes a different approach to DEAR (Drop Everything And Read) time to try and motivate reluctant readers.



Jon Piper studies how self-awareness helps team members work better collaboratively.

Four faculty members took on research projects in the 2016-17 year.

Here's a summary of their findings.

Collaboration, Choice and a Love of Reading

Second grade teacher Amy Buerlein explored how collaborative literacy groups can fuel boys' interest in reading.

Boys filled out reader surveys, chose books and held weekly Book Talks amongst themselves, with their Middle School buddies, St. Catherine's buddies and second grade peers. They also shared book recommendations with schools in Australia and Japan and discussed poetry with Upper School English teacher Ron Smith. At the end of her study, boys in Mrs. Buerlein's class ranked reading time as a favorite classroom activity.

"When it is time to share a book, the excitement is undeniable. My boys are constantly creating waiting lists for certain popular titles, offering favorites up to share with friends and genuinely talking about books. There is an enthusiasm for books that was not present in my previous classes. After every Book Talk, I've had to head to the library to check out requested new books of interest. My boys are thoughtful and enthusiastic about getting their new library books and often talk to each other about their choices.

"I have been extremely pleased to discover that the incorporation of collaborative literacy reading groups led to truly engaged independent readers in my classroom."

—Mrs. Buerlein, second grade teacher

Collaboration and Conflict Management

Middle School history teacher Jonathan Piper studied how conflict management styles can impact small group collaboration in sixth grade students. His goal was to help boys avoid or more amicably resolve conflicts.

Boys took assessments to determine their conflict management style and dominant personality traits. They also practiced conflict resolution techniques and then worked on a comprehensive and challenging group project that required teams to set deadlines.

"Most of the boys either saw the benefit or recognized that there may be some benefit in establishing group norms when collaborating, and their feedback indicated that knowing their conflict management style and personality type was helpful to their project success.

"The majority of the boys believed that their ability to collaborate on future projects was enhanced by this experience."

—Mr. Piper, Middle School history teacher

A Team Effort: Creating a Mindfulness Proposal

Upper School Resource Teacher Laura Lanois questioned how participation in a mindfulness learning group might foster student collaboration. Six ninth graders made a pitch for the value of mindfulness in our school culture by creating a Prezi on the aspects of Mindfulness that they felt were most important.

"This research has reinforced my belief in the need for a mindfulness pedagogy. As educators, we must recognize that the boys are not accustomed to having or creating quiet down time. We must teach the boys to take time for quiet reflection, understanding that our students struggle to make the time to slow down in order to prioritize. It is also important to recognize that our students have never been without technology and would benefit from learning to cope without it periodically. To do so, we must model healthy behavior for our boys to emulate. I will continue to promote integration of mindfulness into our curriculum."

—Mrs. Lanois, Upper School resource teacher



Laura Partee explores whether simple art projects might build friendships and a sense of classroom community in our youngest students. She seeks to model tools kindergarten boys can use to offer positive messages to each other and create friendly dialogue.

Creating Classroom Community in Kindergarten Boys Through Collaborative Art Groups

Laura Partee asked her kindergarten students to work together to design and create while following instructions to listen to each other and make decisions as a group. Most importantly, kind words were required. Through behavior modeling and guidance, the boys began encouraging each other. This encouraging spirit was contagious and the excitement for the project evolved into a supportive classroom community.

"The process of creating these group art projects truly helped develop the boys' cooperation and collaborative skills. Positive behavior toward each other increased. Soon my prompting was not necessary, and the boys were really nice to each other. I hear 'good job' coming from the boys regularly now. As the boys learned what was expected during these collaborative sessions, they felt safe expressing themselves.

"... I now regularly observe cooperation, kind words and teamwork in our kindergarten classroom. These behaviors are surely a combination of many factors, but participating in these art projects engaged the boys in a collaborative, creative purpose. I believe that these repeated opportunities encouraged a sense of community."

—Ms. Partee, kindergarten co-teacher



Laura Lanois works with students to create a proposal for introducing and incorporating Mindfulness into the ninth grade curriculum.

For more information on these studies, go to:

educatingboys.com/saints-action-research

The Arts

Performing and visual arts are thriving at StC.

Here are a few highlights from the auditoriums, music halls and art classrooms this spring.

THEATER - LOWER SCHOOL *JAMES AND THE GIANT PEACH*



THEATER - MIDDLE SCHOOL *BEAUTY AND THE BEAST*



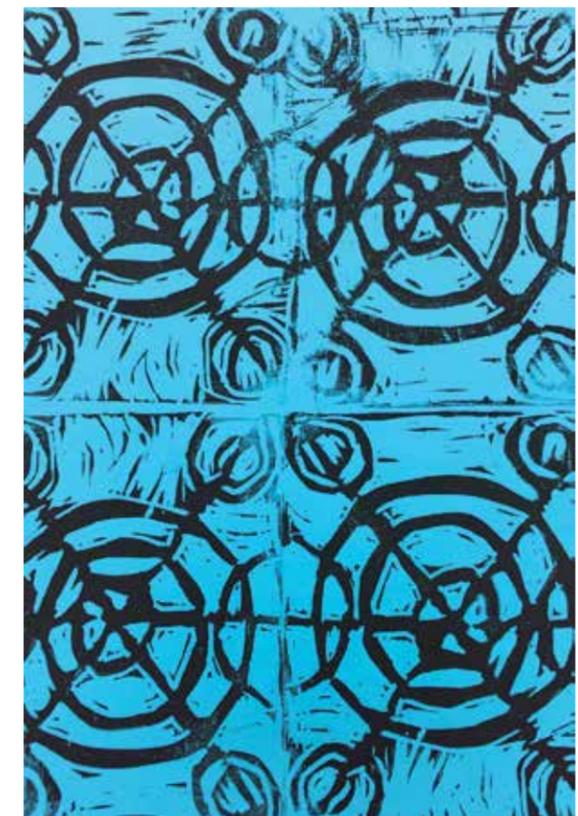
THEATER - UPPER SCHOOL *THE MATCHMAKER* and *WINTER ONE ACTS*



STUDIO ART PHOTOGRAPHY, PRINT MAKING & ILLUSTRATION



Self portrait photograph, Dhykwon Smith '19

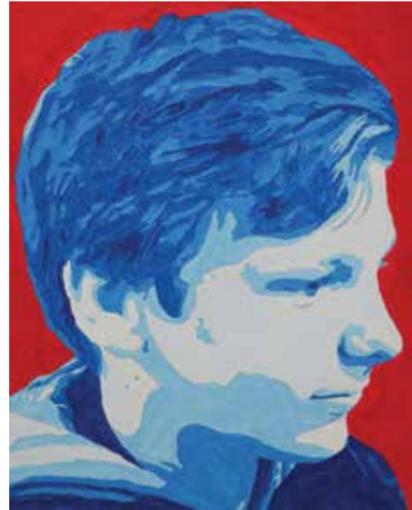


Fifth grade linoleum carving project



Scratchboard, Grant Mistr' 17

STUDIO ART
PAINTING and MIXED MEDIA



Oil on canvas, Brent Mistr '17



Class of 2021 self portraits (also on inside cover)



Second grade dragon head

MUSIC
IN PERFORMANCE



Beaux Ties in performance



Thomas Lamb '20 rehearses with the Jazz Band.



Middle School Choir



LOCAL DIRECTOR VISITS DIGITAL ARTS CLASS

Local director Jesse Vaughan visited Mrs. Livick's digital arts class to teach the boys about professional production. Critical to driving narrative, Mr. Vaughan said, is the "desire line," explained in its simplest form as the protagonist wanting something and overcoming obstacles to attain it.

Mr. Vaughan directed full feature films including *Juwanna Man* (2002) and *The Last Punch* (2016). He also worked on the '90s hit show *In Living Color* and produced several music videos for artists such as Paula Abdul and Missy Elliot.



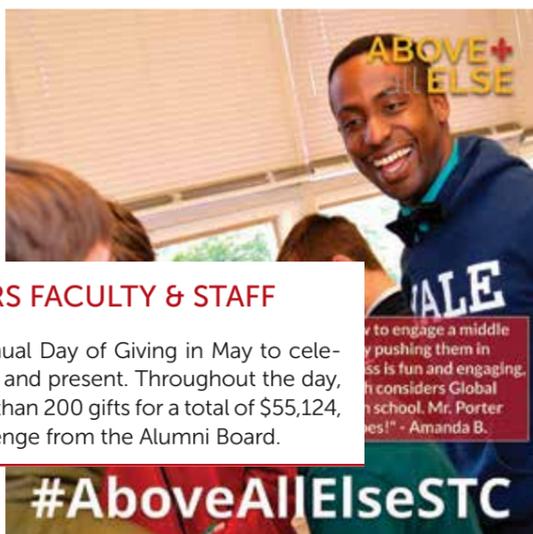
REMEMBERING CASEY JONES

The maintenance crew honored the legacy of Kevin "Casey" Jones at its annual Christmas party with the unveiling of a memorial plaque. Casey, who died in August 2013, was deeply loved for his loyalty, hard work and sense of humor. He worked at StC for 38 years.

BIKE DRIVE BENEFITS TWO RICHMOND AREA NONPROFITS

During the month of April, the Upper School Missionary Society collected more than 175 bikes and \$1,000 to benefit Richmonders in need. The school partnered with OAR of Richmond Inc., which helps people re-entering the workforce after incarceration, and Rag & Bones, a cooperative that provides refurbished bikes to those in need.

"Thanks to your generosity, bikes are being tuned up and turned over to our neighbors in need," said Upper School Chaplain Whitney Edwards. "Keep your eyes peeled and you might see your bike zoom by on the way to a new job and a new life."



DAY OF GIVING HONORS FACULTY & STAFF

St. Christopher's held its first annual Day of Giving in May to celebrate teachers and mentors, past and present. Throughout the day, friends of the school made more than 200 gifts for a total of \$55,124, including a \$20,000 match challenge from the Alumni Board.

ED AYERS SPEAKS TO UPPER SCHOOL CHAPEL

Historian Ed Ayers, former president of the University of Richmond, visited thanks to funding from the Williams-McElroy History Series. He talked about history in the context of the uncertainty and unrest following the 2016 presidential election. Here are a few excerpts.

"... There are no straight lines in history. What that means is that greater things than we can imagine are possible. That means things scarier than we can imagine are also possible. The good news is that you can make the better things happen.



"... The future will be better than the past. The world responds to effort and good will and knowledge. You've been fortunate to be in a place dedicated to fostering the very traits that you're going to need in the surprises that lie before you. You've been educated for a lifetime that will certainly be lived in the constant surprise and drama and opportunity that goes with it."

To listen to his talk in full, go to <http://bit.ly/AyersChapelTalk>.



STUDENTS, FACULTY & STAFF REMEMBER DR. CHAMBERLAYNE

A group of students, faculty and staff honored school Founder Churchill Chamberlayne by laying a wreath on his grave to commemorate the day of his death, April 3, 1939. Middle School Chaplain Durk Steed led the group in an opening prayer before an historical reading from Head of School Mason Lecky and prayers from Chaplains Joe Torrence and Whitney Edwards.

AMBASSADOR FROM THE GAMBIA VISITS MIDDLE SCHOOL

Sheikh Omar Faye, ambassador to the United States from The Gambia, talked to Middle School boys this spring about character, confidence and choosing the hard right over the easy wrong when making tough decisions. After addressing a large group, Ambassador Faye met with DISC (Diversity and Inclusion at St. Christopher's), a student-organized group.



LOWER SCHOOL GRANDPARENTS GO BACK TO SCHOOL

Grandparents of Lower School boys visited in April for a morning of entertainment and bonding with the boys. Grandparents, who traveled from as far away as the United Kingdom, represented 24 states.



ETHICIST VISITS StC

Dr. Virginia Ashby Sharpe visited St. Christopher's in April as part of the Paul Douglas Camp Speakers Series that encourages civil discourse. She spoke to the Upper School in chapel and visited classes throughout the day. "Ethics provides the tools to help resolve conflicts precisely when different moral belief systems or morals or rules come into conflict," she said.

The St. Catherine's alumna is chief of ethics policy at the Veterans Health Administration and a visiting scholar at Georgetown University, where she teaches bioethics, clinical ethics and environmental justice. Dr. Sharpe writes and speaks about patient safety and health care quality, scientific integrity and conflicts of interest, ethical expertise in the courtroom, environmental justice and wolf restoration.

WINTER & SPRING SPORTS RECAP



1



2



3



4



5



Led by first-team VISAA All-State and All-Metro guard **Alexander Petrie '17**, the Saints finished the season 20-10, their third straight year with that many wins or more. Petrie and **Ameer Bennett '17** were named All-Prep. The team won the Rebel Invitational for the fourth straight season and took the coveted Tri-City Championship during Christmas break. Petrie became the second player in school history to score more than 2,000 points in his career.



The two futsal teams combined for a 19-2-3 record heading into the Valentine Classic. After falling short in 2016, the Saints Red team took the Valentine Classic 1-0 in a game against Collegiate School. **Alexander Levensgood '19** headed in keeper **Jalen Maurice '17's** full-court pass for the winning margin. Maurice and **Colin Reece '19** were named all-tourney.



Prep League and state VISAA titles were earned, with StC competitors dominating the competition with success in a plethora of areas, especially field events.

Prep Champs – Meet MVP **Elby Omohundro '19** (triple jump), **Frank Royal '19** (long jump), **Christian Sherod '18** (high jump), **Harrison Rice '18** (pole vault), **Wyatt Campbell '19** (3200, 4x400, 4x800)

State Champs – Campbell (3200), Rice (pole vault)



Players secured the Prep League title in a tiebreaker with Woodberry Forest School. **Alaister Burke '20, Alston Hackney '18, Jackson Barkstrom '17** and **Spencer Seward '17** made All-Prep.

The team finished 9-4 and spent a few weeks ranked first in the *Times-Dispatch* poll after defeating No. 1 Collegiate School and No. 2 Deep Run High School.



The team finished 18-7 and won the Prep League by going 9-2. The boys were state finalists and beat defending champ Collegiate School 4-0 in the state semifinals.

Hunter Andrews '18, Nick Biddison '18, Maddison Furman '18 and **Hayden Mitchell '17** were named All-Prep and VISAA All-State.



The squad started the season 6-1 but finished 11-8 against a tough schedule. The Saints made it to the state quarterfinals after dispatching Potomac for the second time this season, 12-6. The *Richmond Times-Dispatch* poll ranked the team first for most of the season.



Track wasn't the only sport to raise two trophies. Swimming took the Prep League crown, tying Trinity Episcopal School for a share of the title, and two weeks later hoisted the state plaque, the team's first since 2005.

Prep Champs – 200 medley relay, 200 freestyle relay, **Sean Hogan '19** (200 IM, 100 Backstroke), **Drake Wielar '17** (100 breaststroke)

State Champs – **Sean Hogan '19** (200 IM, 100 backstroke)



This team has arrived. After a few years of building the program and having youthful rosters, the Saints put up an 8-2 record, beating perennial powers Gonzaga College High School and Woodberry Forest School. The team placed second in the Mid-Atlantic Squash Organization tourney.



Saints wrestlers won their 16th straight crown and finished a close second in the state VISAA meet with all 14 reaching the podium, six of them state champs, the most for any school. The success continued at National Preps where the team earned its second straight fifth-place finish, led by runner-up **Jackson Turley '19**, finishing with six All-Americans (**Tanner Hood '17, Carter Davis '18, Connor Alexander '19, Gray Hart '18, DT Badley '17** and Turley).



After finishing a close second in the Prep League championships, the team won the state VISAA tournament by five strokes. **Connor Johnson '18, Drew Brockwell '18** and **Clifford Foster '18** made the All-State team. Brockwell, Foster and **Ben Cooper '19** were All-Prep.



The track team completed the double, pairing an outdoor state VISAA title with an indoor one. The boys finished a close second to Fork Union Military Academy for the outdoor Prep League title.

Elby Omohundro '19 was named field event performer of the meet in the state meet. The team scored in all 17 events with event winners Omohundro (triple jump), **Harrison Rice '18** (pole vault) and **Ian Smith '20** (800).

2016-17 Prep League Champs

Baseball, Indoor Track, Soccer, Tennis, Wrestling, Swimming & Diving

2016-17 State Champs

Golf, Indoor Track, Outdoor Track, Soccer, Swimming & Diving

StC Wins Directors' Cup

Fifth naming in the past seven years

The Directors' Cup, which stands for diversity and excellence in Prep League athletics, is awarded annually to the school that comes in first in total points accumulated based on each sport's standings.

1. Frost Wood '17 2. Nick Washington '21 3. Varsity tennis team celebrating its Prep League victory 4. Mason Glasco '17 5. Jackson Deal '17

Chamberlayne Breakfast

Following the annual Memorial Day Service, members of The Chamberlayne Society, alumni who have celebrated their 50th reunion, gathered in Ryan Dining Hall for breakfast, fellowship and a presentation by Head of School Mason Lecky.



Memorial Day Service

Students, faculty and staff congregate at the end of school with a special service to remember and honor those who died in service for our country. Highlights include the Marine Veterans Color Guard and the reading of names of alumni who gave their lives in service to our country. This year's service ended with Joe Brennan '20 playing "Taps."





A NIGHT TO REMEMBER

This year's Mardi Gras-themed auction, held at The Jefferson Hotel, was at maximum capacity with 415 guests. The 16 live auction packages and more than 165 silent auction items raised more than \$225,000 for the school. Parents Mary Evans and Lucy Damgard chaired the event while Tracie Gillenwater and Susan Begley headed the silent auction and Lee Owen, Pia Steinbrugge, Neil Stout and Kay Tyler volunteered as live auction chairs.



THE CHALLENGER PARTY

Historic Corridor | May 31, 2017
A donor recognition event





The Moore family with Australian exchange student Patrick Mahony (far left)



Australian exchange student Jasper DiFrancesco (center) with his host family, the Whitlocks



Australian foreign exchange student Monty Hannaford (far left) with host dad Jesse Peters and host brother Willem Peters '21

Tyler Hutchison '19 has been appointed to the board of the Richmond Astronomical Society, a nonprofit dedicated to providing experiences to expand understanding and awareness of astronomy and space science. He also participated in the Junior Symposium for Humanities and Sciences at James Madison University in March where he presented findings from his independent research project, "Effect of Altitude on Quantity of Muon Particles Using Cloud Chamber Detection."

Led by **John Fitzgerald '19**, students from Dan Fisher's chemistry classes raised \$100 to donate to a charity in honor of his Portuguese water dog Brady who passed away last fall. The money went to the Virginia Commonwealth University Center for Human-Animal Interaction, which promotes interdisciplinary research, service and educational activities related to the relationship between humans and animals.

Sully Beck '20, Henry Leister '22, Alexander Mayer '20 and Matthew Son '22 auditioned for and were accepted into the 2017 Central Regional Orchestra from a pool of more than 400 auditioning seventh, eighth and ninth graders from the city and surrounding counties. The event took place in February at Atlee High School.

Durk Steed '17, Willy Bemiss '17 and Sky Horne '17 were recognized by the Poetry Society of Virginia in a contest, and Kannon Noble was recognized in a worldwide contest.

Hunter Andrews '18, James Armstrong '17, Darren Badley '19, Cameron Lovings '19, Grayson Walsh '18 and Johnny Whitlock '20 participated in the Central Virginia District Chorus.

Michael Hylton '18, Cameron Lovings '19, Max Macek '19 and Elby Omohundro '19 took part in the Harold M. Marsh Jr. Connections Institute, a four-day summer conference where students share perspectives on prejudice, discrimination and identity.

Charlie Whitlock '19 traveled to Perth this summer to study and stay with Jasper DiFrancesco from Christchurch Grammar School for four weeks. While at StC this spring, Jasper stayed with the Whitlocks.

Charlie Cox '19 and Sam Moore '19 hosted Patrick Mahony, also from Australia, for four weeks this spring.

Monty Hannaford, Australian foreign exchange student for the 2016-17 school year, was recognized at the spring awards ceremony for his near-perfect report card, being a member of three state-championship teams and for serving as Varsity soccer team manager after being sidelined by an injury early in the season. He was praised for his dedication to service, willingness to share his culture and perspective in a profound and meaningful way, his humility and for leadership in the classroom.

Carter Lecky '28 had a role as the Changing Boy in the Richmond Ballet's *A Midsummer Night's Dream* performed at the Carpenter Center in February.



Carter Lecky '28 (center) as the Changing Boy in the Richmond Ballet performance of *A Midsummer Night's Dream*

Oliver Gardner '23 was Military Boy in the party scene of the December Richmond Ballet performance of *The Nutcracker*. He also filled in at the last minute as Fritz, a part he played the year before, when the child slated for that role could not make the show.

Santi Castro-Albano '18 and J.P. Shannon '18 launched clothing line Arcus Apparel earlier this year. "We were looking for a



J.P. Shannon '18 and Santi Castro-Albano '18 model their new clothing line.

creative outlet to express ourselves," J.P. said. "Our brand incorporates elements from our favorite artists across a variety of different media including fashion, music, photography and videography." Santi and J.P. hope sales from their first drop will allow them to expand by selling their merchandise in area stores and on their website. Check out their LookBook at www.arcusapparel.com.

Teddy Bannister '21, Teddy Price '23, Max Kobal '23 and Scott Neely '22 were selected for the All-Virginia Chorus this year. The boys traveled to Virginia Tech in April to rehearse and perform with other top singers from across the state. The Virginia Choral Directors Association selects students based on their audition and ability to sight-read.

Students involved in summer enrichment programs include the following: **Aiden Messick '18** (research internship at VCU's Pauley Heart Center); **James Gilmore '19** (Boston University investigative journalism program); **Philip Maruri '19** (Frontiers of Math and Science program at Yale University), **Jack Edwards '18** (Cochrane Summer Economics Institute at Collegiate School); **Gray Hart '18** (U.S. Coast Guard Academy's Introductory Mission Program);

William Rodriguez '18 (High School Leaders Program at the Sorensen Institute for Political Leadership at the University of Virginia); **Tyler Hutchison '19** (Virginia Space Coast Scholars summer research program at Wallops Island); **Aiden Messick '18** (Virginia Aerospace Science and Technology Scholars summer academy at NASA's Langley Research Center); **Jack Anderson '18** (International Boys' Schools Coalition Student Forum); **Read Brown '18, Ralph Levy '18, Kinloch Nelson '18, Maddison Furman '18** (Summer Residential Governor's Schools).

Charlie Cox '19 biked 1,150 miles this summer from the Lake Tahoe region to the Santa Monica Pier in Sacramento camping in tents along the way.



GRADUATION

St. Christopher's Class of 2017

First Row: Hunter Greenwood, Dylan Gibbs, Robert Allen, Geordie Tate, Fabian Hillman, Tanner Hood, James Armstrong, Ruslan Thomas, Drew Vanichkachorn, Whit Sprinkle, Jackson Begley, Jackson Deal, Gordon Mitchell, Shelton Moss, C Jenkins, Eric Thompson, Thomas Kehoe

Second Row: Gareth Mancini, Berkeley Galstan, Ricky Stockel, Neil Dwivedi, Rosser Williams, Colin Hodgson, Rob Jessee, Spencer Seward, Garrett Levy, Grant Mistr, Bo Williamson, John Damgard, Frost Wood, Willy Bemiss, Chris Hull, Richie Herrera, Will Thomas, Zane Buono

Third Row: Allan Pedin, Kannon Noble, Jalen Maurice, Skyler Petrie, Christian Longood, Sky Horne, Austin Cashwell, Davis Evans, Townes West, Trent Levy, Sid Caravati, Billy Wilson, Graham Mauck, Darby Hatcher, Sheldon Towell, Hayden Mitchell

Fourth Row: Luke Parry, Griffin Gayne, Alexander Petrie, Simon Fitch, Brent Mistr, Jackson Southworth, DT Badley, Connor Liggan, Drake Wielar, Taylor Merritt, Thomas Branch, Mason Glasco, Paul Thompson, Alex Rowe, Ameer Bennett, Jack Gillenwater

Fifth Row: Jacob Vath, Josh Craig, Gunther Abbot, Jackson Barkstrom, Durk Steed, Stenzler Green, Jack Essex, Tré Cloud, Holden Adams, George Fisher

Not pictured: Edward Anderson



Classmates high five Captain Worrell, recognized for receiving the highest academic average in his class.



Oliver Smith grins after receiving the Helen Shepherd Music Award.



Mason Lecky shakes the hand of John Wishnack who received the Henry J. Tobler Memorial Award for Art.



Jack O'Donnell talks with Charlie Allen '24, Aidan Apostle '24, Joe Bell '24 and George Berling '24



Anderson Gates focuses during a hand-bell choir performance.



Lower School Chaplain Joe Torrence addresses graduates with Mason Lecky and Lisa Snyder behind him.



Leader of the Lower School August Lange, winner of the Beattie Memorial Prize for Leadership



Fifth grade teacher Teresa Gordon gives students a celebratory hug after the ceremony.



Collin Johnson '26



Charlie Hudson (center), winner of the Olivia Hardy Blackwell Award



Faculty prize winners Teresa Gordon and Laura Sabo

LOWER SCHOOL AWARDS

DOROTHY M. BUGG MEMORIAL AWARD
Carter Leigh '26

ALBA WHITE MEMORIAL AWARD
Asher Green '26

WILLIAM ADAMS PINDER AWARD
Patteson Branch '25

WILLIAM S. GRIFFITH PRIZE FOR ACADEMIC EXCELLENCE
Declan McDonnell '25

THOMAS NELSON PAGE PRIZE FOR EXCELLENCE IN ENGLISH COMPOSITION
Mac Dixon '24, Henry Proctor '24

HELEN SHEPHERD MUSIC AWARD
Oliver Smith '24

ANDREW BEIRNE BLAIR AWARD FOR LOYALTY AND BEST SPIRIT IN ATHLETICS
JAC Borich '24, Wright Hilbert '24

DUFFEY AWARD FOR LEADERSHIP IN ATHLETICS
Taegan Logan '24

LOWER SCHOOL SCIENCE AWARD
Walker Mullins '24

LOWER SCHOOL SPANISH AWARD
Grady White '24

GEORGE SQUIRES LITERARY AWARDS
Charles Lange '26

HENRY J. TOBLER MEMORIAL AWARD FOR ART
John Wishnack '24

OLIVIA HARDY BLACKWELL AWARD
Charlie Hudson '24

BEATTIE MEMORIAL PRIZE FOR LEADERSHIP
August Lange '24

HIGHEST ACADEMIC AVERAGE
Captain Worrell '24

NORMA ALLEY PRIZE FOR FACULTY EXCELLENCE
Laura Sabo

HAWKINS HIDEAWAY FACULTY PRIZE
Teresa Gordon

"I have the pleasure of witnessing lots of smiles, moments of laughter and thoughtful gestures amongst the boys and teachers at school every single day ... I feel surrounded by simple acts of kindness and positivity at school all the time."

—Lower School Head Dave Menges



Edward Pasco '21



Students, faculty, families and friends gather in Scott Gym for the ceremony.



Gibson Bowles '21



Mark Holloway presents award gift to Mike Hawkins '21.



Peter McAuliffe '21 with parents Terry and Dorothy McAuliffe



Weston Williams '21 and Warren Hunter

"At Upper School graduation a few weeks ago Mr. Lecky talked about the graduating class of seniors as Renaissance men ... He talked about their competence in a variety of areas—academics, arts, athletics and service. I would argue that this class of rising ninth graders will serve to fill the space vacated by the graduating seniors quite well next year."

—Middle School Head Warren Hunter



Middle School band performs.

MIDDLE SCHOOL AWARDS

ROBERT W. BUGG AWARD FOR OUTSTANDING CITIZENSHIP IN GRADE EIGHT
Colin Royal '21

WILLIAM R. BABCOCK MEMORIAL SCHOLARSHIP
William Hayes '21

MONICA FRISCHKORN WENZEL MEMORIAL SERVICE AWARD
Braxton Page '21

SARA WHALEY FORSYTHE MEMORIAL SCIENCE PRIZE
Morey Levy '21

FRANKLIN & GRACE MULLINAX MATHEMATICS AWARD
Edward Pasco '21, Coleman Wray '21

T. FOSTER & ANN WITT HISTORY PRIZE
Edward Pasco '21

ST. CHRISTOPHER'S MIDDLE SCHOOL WOODWORKING AWARD
Colter Lanois '21

ST. CHRISTOPHER'S MIDDLE SCHOOL MUSIC AWARD
Drew Brown '21

ST. CHRISTOPHER'S MIDDLE SCHOOL DRAMA AWARD
Drew Brown '21

ST. CHRISTOPHER'S MIDDLE SCHOOL ART AWARD
Finn Gardner '21, Jayden Smith '21

T. FOSTER & ANN WITT ENGLISH PRIZE
Colin Royal '21

BENJAMIN BRISCOE WHITE MEMORIAL SPANISH PRIZE
Luke Thomas '21

MIDDLE SCHOOL LATIN PRIZE
Mike Hawkins '21

DULANEY WARD FRENCH PRIZE
Weston Williams '21

MIDDLE SCHOOL ATHLETIC AWARD
Griffin O'Ferrall '21

CENTENNIAL CITIZENSHIP AWARDS
Davis Hunter '23, Michael Jiménez '23, Jeffrey Mitchell '23, Macon Moring '23

Mac Grant '22, Nikkos Kovanes '22, Ned Mangum '22, Killian Winn '22

Mike Hawkins '21, Jack Omohundro '21, Edward Pasco '21, Jayden Smith '21

HIGHEST GPA for the eighth grade class
Edward Pasco '21



Richie Herrera '17, Ameer Bennett '17, Eric Thompson '17, Tré Cloud '17, C Jenkins '17



Diplomas stand at the ready.



Mason Lecky



Frost Wood '17 and Jay Wood



Boys from the class of 2017



Willy Bemiss '17 checks out classmates lined up for a class photo before the ceremony.

EXCERPTS FROM...

Valedictorian Address

Jackson Barkstrom '17

"... If I had to give one piece of relatively untried life advice to our class, it would be this: as we lead our lives, stay true to our values. Be careful, yet unapologetic.

"My former calculus teacher, Mr. Johns, has a sign he keeps outside his door and gives to students at the beginning of each year. It is made of two words which join together to form a circle: 'care' and 'try.' The meaning of the sign is simple: without a basis of caring,

action is inadequate; and without a manifestation of effort, care is inadequate. Essentially, caring and trying combine to create success, not just in calculus but in life. He might use the word 'love' instead of the word 'care', but love tends to scare people.

"Less than a year before his assassination, Dr. Martin Luther King Jr. expressed a similar concept in a powerful speech entitled, 'Where Do We Go From Here?' He said, 'Love without power is sentimental and anemic, and power without love is reckless and abusive.' In other words, power, defined by King as the ability to act and achieve purpose, and love, defined by value, must combine or else fall short.

"Mr. Johns was helping students learn calculus, and Dr. King was helping others change the framework of a nation, yet both use particular versions of the same important idea. For true success, values must align with action.

"As graduates from St. Christopher's, we have everything we need to shape the future. We are privileged to have the ability to act, and we have learned the morals we need to guide us. Sure, we have closely read *The Wasteland*, calculated center mass, and many times gone through the moment where total confusion turns into understanding. But more importantly, we have learned to be good people with respect, true humility and compassion under our sense of humor. These values will stay with us our whole lives, and we must carefully, yet unapologetically display them in action. In short, we must live for what we care about ... "



Salutatorian Address

Trent Levy '17

"... What hasn't changed throughout all my years here are the values of honesty, selflessness and hard work. The presence of the Honor Code is a system that I think we cannot go without. I know that I can keep my honor wherever I go and even though it might not be convenient, I know I will make the right decisions and I know my peers will too. Selflessness has been taught to me by my teachers. I can't number the amount of times a teacher has gone above and beyond to meet and teach students outside of the classroom on their own time. Their selfless service deserves to be recognized as their actions instill selflessness in me and my peers. The atmosphere of a hardworking attitude is omnipresent around campus and has helped me to develop a good work ethic. I know few classmates who are pusillanimous to the challenge of putting in effort in order to reach their goals. I learned the term 'pusillanimous' for a Mr. Wood vocab quiz.

"I want to say to my classmates, thank you for welcoming me here. From my perspective, this is the friendliest and most genuine atmosphere that you can get. I have met friends who genuinely care about others and are selfless, people who stand up for the right ideas and live great lives. I urge you all to keep this attitude, because it is hard to come by in the world sometimes. Rules are set up to teach us these values. These rules are given to us as young men so that we can maintain these rules and values in the future. However, we have the liberty to choose which ones we value the most. I mean, we have been told to never walk on the grass. Look at us now. God Bless you all, God Bless the United States of America, and God bless this school. Thank you."



To read the speeches in full, visit: www.stchristophers.com/graduation



Charlie Caravati '55 presents diploma to his grandson Sid Caravati '17.



Mason Lecky, Thurston Moore, Whitney Edwards, Tony Szymendera, Jim Jump



Grant Mistr '17, Gordon Mitchell '17



Alex Knight, Clarke Miller '06, Hill Brown '85



UPPER SCHOOL AWARDS

WILLIAM M. HILL JR. '73 MEMORIAL SCHOLARSHIP
Alexander Levorgood '19

RAY MERCER "BUCK" PAUL III '06 MEMORIAL SCHOLARSHIP
Cameron Lovings '19

WILLIAM CARTER BOWLES JR. '56 MEMORIAL MUSIC PRIZE
James Armstrong '17, Drew Vanichkachorn '17

DOUGLASS P. GRIFFITH PRIZE FOR EXCELLENCE IN MATHEMATICS
Jackson Barkstrom '17

SCHOOL PRIZE FOR EXCELLENCE IN DRAMA
Sky Horne '17

SCHOOL PRIZE FOR EXCELLENCE IN ART
Grant Mistr '17

SCHOOL PRIZE FOR EXCELLENCE IN ENGLISH
Jackson Barkstrom '17

SCHOOL PRIZE FOR EXCELLENCE IN SPANISH LANGUAGE
Townes West '17

SCHOOL PRIZE FOR EXCELLENCE IN SPANISH LITERATURE
Trent Levy '17

SCHOOL PRIZE FOR EXCELLENCE IN SCIENCE
Drew Vanichkachorn '17

SCHOOL PRIZE FOR EXCELLENCE IN COMPUTER SCIENCE
Robert Allen '17

SCHOOL PRIZE FOR EXCELLENCE IN HISTORY
Paul Thompson '17

MOORE PRIZE FOR EXCELLENCE IN FRENCH
Gordon Mitchell '17

E.W. BOSWORTH LATIN PRIZE
Bo Williamson '17

DAVID M. BONEY JR. '44 MEMORIAL PRIZE
Sky Horne '17

CIVITAN HONOR KEY AWARD
James Armstrong '17

THE REV. MELISSA K. HOLLERITH PRIZE FOR SERVICE, COMMUNITY BUILDING AND INCLUSION
Willy Bemiss '17, Trent Levy '17

THE CHARLES M. STILLWELL PRIZE FOR LEADERSHIP
Tanner Hood '17

ALEXANDER McNEILL CARRINGTON '41 MEMORIAL AWARD
Gunther Abbot '17

JOHN NEWTON GRAY '35 MEMORIAL PRIZE FOR OUTSTANDING LOYALTY
John Damgard '17

DASHIELL MEMORIAL PRIZE
Austin Cashwell '17

IRVING H. BLACKWELL MEMORIAL PRIZE FOR HIGH DEVOTION TO THE HONOR AND TRADITIONS OF ST. CHRISTOPHER'S SCHOOL
Hayden Mitchell '17

WILLIAM CABELL BROWN PRIZE FOR CHARACTER AND ABILITY
Edward Anderson '17

JOSEPH BRYAN MEMORIAL PRIZE FOR LEADERSHIP
Jackson Barkstrom '17

ARMSTRONG-JENNINGS AWARD
Clarke Miller '06, Upper School health teacher

ANDREW JACKSON BOLLING III FACULTY AWARD
Alex Knight, Middle School English teacher

CARL J. KOENIG PRIZE FOR FACULTY EXCELLENCE
Hill Brown '85, Middle School history teacher



Legacies | First Row: George Anderson '45, Edward Anderson '77, Sam Bemiss '73, Adam Barkstrom '86, Charles Caravati III '83, Charles Caravati Jr. '55, Graham Cashwell '79; **Second Row:** Darby Hatcher, Billy Wilson, Willy Bemiss, Jackson Barkstrom, Sid Caravati, Austin Cashwell



Billy Wilson '17 with his father William Wilson '80



Legacies | First Row: Clinker Moss '75, Chris Branch '77, Andy Mauck '77, Tom Evans '85, John Thomas '79, Sandy Williamson '79; **Second Row:** Shelton Moss, Thomas Branch, Graham Mauck, Davis Evans, Ruslan Thomas, Bo Williamson, Rob Jessee



CLASS OF 2017 COLLEGE DESTINATIONS

Brown University
Tanner Hood

Bucknell University
Colin Hodgson

Christopher Newport University
Jackson Deal
Allan Pedin

College of William & Mary
Christian Longood
Spencer Seward
Ricky Stockel
Eric Thompson

Davidson College
Drake Wielar

Delaware State University
Ameer Bennett

Furman University
Holden Adams

George Washington University
Simon Fitch

Hampden-Sydney College
Jackson Southworth
Sheldon Towell
Billy Wilson

High Point University
Jacob Vath

James Madison University
Josh Craig
Berkeley Galstan
Mason Glasco
Stenzler Green
Darby Hatcher
Rob Jessee

Lafayette College
Alexander Petrie

Loyola University
Richie Herrera

Middlebury College
Austin Cashwell

Morehouse College
Fabian Hillman
C Jenkins

Muhlenberg College
Skyler Petrie

Princeton University
James Armstrong

Rensselaer Polytechnic Institute
Zane Buono
Geordie Tate

Sewanee: The University of the South
Jack Gillenwater
Rosser Williams

Southern Methodist University
Gordon Mitchell

Texas A&M University
Neil Dwivedi

Tulane University
Griffin Gayne

University of Georgia
Davis Evans
Whit Sprinkle

University of Mary Washington
Sky Horne
Gareth Mancini

University of Mississippi
Jack Essex

University of North Carolina at Asheville
Tré Cloud

University of North Carolina at Chapel Hill
Durk Steed
Bo Williamson

University of South Carolina
Graham Mauck
Taylor Merritt

University of Tennessee
Jackson Begley

University of Virginia
Gunther Abbot
Edward Anderson
Jackson Barkstrom
Sid Caravati
John Damgard
Dylan Gibbs
Hunter Greenwood
Thomas Kehoe
Garrett Levy
Trent Levy
Connor Liggan
Hayden Mitchell
Kannon Noble
Ruslan Thomas
Paul Thompson
Drew Vanichkachorn
Townes West

Villanova University
Jalen Maurice

Virginia Commonwealth University
Grant Mistr

Virginia Military Institute
Thomas Branch
Luke Parry

Virginia Tech
Chris Hull
Brent Mistr
Shelton Moss
Alex Rowe
Will Thomas

Wake Forest University
Robert Allen
Willy Bemiss

Worcester Polytechnic Institute
DT Badley

Washington and Lee University
Frost Wood

UPPER SCHOOL AWARDS

At the May 25 Upper School Awards Assembly, students received school, state and national recognition in a variety of areas, both academic and extracurricular.

Comcast Leaders and Achievers \$1,000 Scholarship: Jack Essex

Interfaith Council of Greater Richmond Brotherhood/Sisterhood Youth Award: Willy Bemiss

Daughters of the American Revolution Good Citizenship Award: Josh Craig

Hieroglyphic Award: Ricky Stockel
With special thanks to Gunther Abbot and Kannon Noble

The George Squires Literary Awards: Tyler Hutchison (best photography); Brent Mistr, Grant Mistr, Baylor Fuller (visual art first prize); Trent Levy (visual art second prize); Spencer Cox '18 (visual art third prize); Ruslan Thomas (best prose); Austin Cashwell and John Damgard (prose honorable mentions); DT Badley (best HAIKU); Timothy Emrick '18 (HAIKU honorable mention); Seth Burman '18 (best allegory); Garrett Levy and Tanner Hood (best light verse); Austin Cashwell (light verse honorable mention); Willy Bemiss (best nature poetry); Spencer Cox '18 (best poetry); Trent Levy and Kannon Noble (poetry second prize); Ricky Stockel, Durk Steed, Timothy Emrick '18 (poetry third prize)

The Pine Needle Award: Gunther Abbot
With special recognition to Neil Dwivedi, Grant Mistr and Ricky Stockel

Raps & Taps Award: Dylan Gibbs

Glee Club Award: James Armstrong

Best Thespian Award: Sky Horne

Students who placed in the school-wide **Poetry Out Loud competition** were Spencer Cox '18 (first); Ricky Stockel (second); David Millman '19 (third); Hollis Cobb '19 (fourth).

Regional Scholastic Art Award winners: Sid Caravati (silver key), Wes Featherstone '19 (gold key), Tyler Hutchison '19 (three

honorable mentions, two silver keys, two gold keys) Grant Mistr (silver star) and Jack Oakey '19 (gold key)

Youth Chinese Test recognition went to Will Bird '18 and John Goodpasture '18 (YCT2); Jackson Barkstrom and Drew Vanichkachorn (YCT 3).

National Latin Exam honorees: Read Brown '18, John Fitzgerald '19, Hank Valentine '20 (cum laude); Sky Horne, Zack Kirsner '20, Jude Reiferson '20 (magna cum laude); Kinloch Nelson '18 (gold summa cum laude); and Austin Ford '20 (perfect score)

Austin Ford '20 and Kinloch Nelson '18 received honorable mentions from the **Classical Association of Virginia Tournament exam.**

The French department recognized one boy in each level of study for meritorious accomplishment: Hunter Andrews '18 (level 1); Joe Parker '20 (level 2); Christopher McCormick '19 (level 3), Aidan Messick '18 (level 4); Eli Rhodes '18 (level 5/AP).

Students accepted into **La Sociedad Honoraria Hispanica** were Joe Beck '19, Teddy Hill '19 and Philip Maruri '19.

StC's top scorer in this year's **Continental Calculus contest** was Tanner Hood.

World History II Research Paper Award: Alex Brown '19

Willis Clyde Locker Jr. '40 Memorial Prize: Monty Hannaford

Economics Award: Jackson Barkstrom

British Literature Award: Philip Maruri '19 and Hollis Cobb '19

The Wilbur Davis Bailey Prize: Kinloch Nelson '18

Science Bowl competition participants: James Armstrong, Drew Vanichkachorn, Kinloch Nelson '18 and Andrew Clark '18

Physics Olympics participants who won the gold medal: Austin Cashwell, Gunther Abbot, Dylan Gibbs and Thomas Kehoe.

The **StC robotics team** competed in two regional tournaments and won the Motivate Award for exceptional team development.

Biology Award: Spencer Seward

Chemistry Award: James Armstrong

Physics Award: Jackson Barkstrom

Rensselaer Polytechnic Institute Science Award: Read Brown '18

Bausch and Lomb Science Award: Aidan Messick '18

Robert W. Bugg Scholarship: Darren Badley '18

Horace A. Gray Family Scholarship: Carter Davis '18 and John Flood '19

John Peyton McGuire Memorial Scholarship: Christopher Flippen '18

McGuire-Wilkinson Scholarship: Justin Jasper '18

McGuire-Jack Gordon Scholarship: Seth Burman '18

John Neasmith Dickinson '73 Memorial Scholarship: Ralph Levy '18

Bradford Allen Parrish '91 Memorial Scholarship: Andrew Clark '18

G. Gilmer Minor Jr. '30 Scholarship: Wyatt Campbell '19

St. Lawrence Book Award: Michael Hylton '18

Hampden-Sydney Book Prize: Jack Pendlebury '18

Randolph-Macon College Leadership Award: Fuller Wise '18

Sewanee Book Award for Excellence in Writing: Spencer Cox '18

Kenyon College Presidential Book Award: Hunter Andrews '18

John Merchant Book Award: Will Bird '18

Washington and Lee University Book Award: Justin Jasper '18

William and Mary Leadership Award: Will Forrest '18

West Point Leadership Award: Jens Ames '18

The University of Chicago Award: Seth Burman '18

Williams College Book Award: Ralph Levy '18

Dartmouth Book Award: Jack Anderson '18

Jefferson Book Award: Maddison Furman '18

Harvard Club of Virginia Prize: Kinloch Nelson '18

Student college athletes: Drake Wielar, Thomas Branch, Gareth Mancini, Ameer Bennett, Alexander Petrie, Skyler Petrie, Simon Fitch, Tanner Hood, Hayden Mitchell, Jack Gillenwater, Rosser Williams, Jackson Deal, Allan Pedin, Sheldon Towell

National Interscholastic Cycling Association Specialized Student-Athlete Leadership Award: Edward Anderson and Josh Craig

Saints named this year among the 30 **Lexus of Richmond Pursuit of Perfection Leadership Awards** were Edward Anderson, James Armstrong, Jackson Barkstrom, Tanner Hood, Hayden Mitchell and Frost Wood.

Jackson Barkstrom was selected as the **Richmond Times-Dispatch Scholar Athlete of the Month** for April and Tanner Hood represented St. Christopher's as its scholar-athlete nominee for the year. Both were selected as one of 10 finalists for the award.

Members of the class of 2017 going to their college of choice with a merit scholarship include the following: Davis Evans, University of Georgia; Graham Mauck and Taylor Merritt, University of South Carolina; Jackson Southworth and Billy Wilson, Hampden-Sydney College; Griffin Gayne, Tulane University; Richie Herrera, Loyola University; Jackson Deal, Christopher Newport University; Sky Horne, University of Mary Washington Honors College; C Jenkins, Morehouse College; Gordon Mitchell, Southern Methodist University; Luke Parry, Virginia Military Institute; Skyler Petrie, Muhlenberg College; Alex Rowe, Virginia Tech Pamplin College of Business.

Bo Williamson will attend the honors college at the University of North Carolina at Chapel Hill. **Jackson Barkstrom** will attend the University of Virginia as an Echols Scholar. **Zane Buono** will attend Rensselaer Polytechnic Institute with a Naval ROTC Scholarship.

A.P. Scholars: Gunther Abbot, DT Badley, Stenzler Green, Tanner Hood, Chris Hull, C Jenkins, Kannon Noble, Luke Parry, Durk Steed, Geordie Tate

A.P. Scholars with Honors: Neil Dwivedi, Connor Liggan, Spencer Seward, Ricky Stockel, Ruslan Thomas, Paul Thompson, Drake Wielar, Bo Williamson, Frost Wood

A.P. Scholars with Distinction: James Armstrong, Jackson Barkstrom, Austin Cashwell, Hunter Greenwood, Thomas Kehoe, Garrett Levy, Trent Levy, Christian Longood, Drew Vanichkachorn, Townes West

National Merit Commended Students (top 5% nationally): James Armstrong, Austin Cashwell, Hunter Greenwood, Tanner Hood, Thomas Kehoe, Drew Vanichkachorn, Frost Wood

Jackson Barkstrom is the winner of a **National Merit Scholarship** that he will use to attend the University of Virginia.

Athletic Awards

Presented at the 60th Athletic Banquet May 2017

Buerlein Distance Running Award: Wyatt Campbell '19

Hugh Brenaman Football Award: Paul Thompson

Anna P. Goodale Soccer Award: Garrett Levy and Frost Wood

James W. Proffitt '48 Basketball Award: Alexander Petrie

Futsal Award: Jalen Maurice

E. Otto N. Williams '27 Wrestling Trophy: Tanner Hood

Swimming & Diving Award: Townes West

Squash Award: Jackson Barkstrom

John R. Brinser Baseball Award: Hayden Mitchell

C. Braxton Valentine '41 Lacrosse Award: John Damgard

Bart Jan Laverge '57 Tennis Award: Jackson Barkstrom

Randolph Burwell Cardozo Jr. '74 Track Award: C Jenkins and Whit Sprinkle

Harry W. Easterly Jr. '40 Golf Award: Ruslan Thomas

Voice of the Saints Award: Shelton Moss

Monogram Award: Drew Vanichkachorn

Robert Williams Herzog Award: Jackson Barkstrom

James Turner Sloan II '40 Award: Robert Allen, DT Badley and Billy Wilson

Bradford Allen Parrish '91 Award: Jack Essex

Talmadge Abbit DuPriest '91 Award: Frost Wood

Nelson Hill Hotchkiss Jr. '70 Award: Willy Bemiss

Athletic Director's Award for Competitive Excellence: Edward Anderson, Simon Fitch, Alexander Petrie

John T. Siegel '57 Memorial Prize: Tanner Hood

Slater Prize: John Damgard

Davenport Trophy: Hayden Mitchell

Albert Luck "Petey Jacobs" Memorial Award for Distinguished Coaching: Wrestling Coach Ross Gitomer

*All award winners are members of the class of 2017 unless otherwise noted.

REUNION

The Great Saints Party, held the Friday night of reunion weekend, kicked off a series of gatherings to bring together Saints of all ages.



1

Saints past and present gathered under the pines in early May to celebrate their connection to St. Christopher's.



2

On Friday afternoon, alumni enjoyed capsule classes. Saturday activities included an early bird run, Glee Club reunion, campus tour with Head of School Mason Lecky and a chapel talk from Upper School Academic Dean and Director of College Counseling Jim Jump.



3

1. Under the tent at the Great Saints Party
 2. Katy Hunter, Warren Hunter, Becca Hines, Malcolm Hines '06
 3. George McVey '57, Tommy Meehan '68, David Blalock '72
 4. Sam Bemiss '73, Tom Baker '75, Chris Blair '73
 5. Jim Jump
 6. Cary Mauck '79, Armistead Talman '50
 7. Current and alumni Glee Club members sang at chapel.
 8. Tennis reunion (alums, coaches and current players)
 9. C.W. Stacks and Tom Cain '77



4



5

The greatness of St. Christopher's lies not in its history, in its traditions, but in its core values. Traditions are temporal; core values are timeless and enduring. Our legacy from Dr. Chamberlayne is a set of bedrock values that have served St. Christopher's and its boys for more than 100 years and will continue to do so far into the future.

Jim Jump, reunion weekend chapel talk



6



7



8

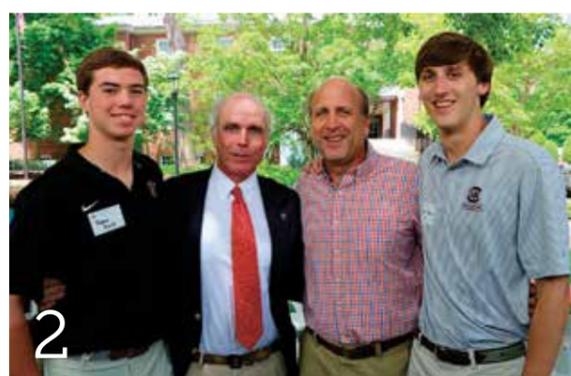


9

REUNION



5. George Ellis '67 and Ross Hoppe '07 tinkering in the MakerSpace 6. Early Bird Run participants 7. Alums enjoy lunch after chapel with current students.



1. Ron Smith, John Harris '69, Francis Park '90 2. Chris Branch '77 and Andy Mauck '77 flanked by their sons Thomas Branch '17 and Graham Mauck '17 3. Billy Trigg '77, Joe Knox, Chris Branch '77 4. Jim Whitney '67 greets Rives Hardy 5. Billy Trigg '77, Joe Knox, Chris Branch '77

OUT-OF-TOWN REUNIONS

Baltimore - March 1, 2017

At the home of Linda and Jack Boyd '94



BALTIMORE | 1. Warren Hunter, Kate Schmick, John Schmick, Adam Lynn '01 2. Parker Davis '88, John Paige Williams '61 3. Mason Lecky, Bill White '81, Adam Lynn '01, Vicki Lynn

New Orleans - November 9, 2016

At the home of Betsy and Steve Clement '03



NEW ORLEANS | Whitney Edwards, Joe Torrence, Alex Landin '04, Thomas Bryan '00, Jim Clement '06, Steve Clement '03, Boyd Chambliss '12, Durk Steed, Harrison Mire, Scott Richardson '09, Mason Lecky

New York City - May 18, 2017

At the home of Lisa and Robbie Huffines '83



Charlottesville - March 29, 2017

At the home of Eleanor and Joel Hoppe '94



NYC | 1. Stephen Wood '11, Ron Smith 2. Robbie Huffines '83, Alec Reynolds '94, Lisa Huffines 3. Will Ferguson '95, George Dunston '87

CHARLOTTESVILLE | 4. Joel Hoppe '94, Mason Lecky, Megan Lecky 5. Mary Beth Farhi, Jack Farhi '07, Kevin Isaacs '08 6. Kevin Isaacs '08, John Wilkinson '08, Kathy Hoppe

Atlanta - June 14, 2017

At the home of Reed and Brad Roberts '94



River Saints - June 9, 2017

At the home of Taz Carrington '68 in White Stone, Va



ATLANTA | 7. Mason Lecky, Frank MacConochie '48 8. Megan Lecky, Mason Lecky, Jamie Rankin '95 9. Megan Lecky, Catherine and Tom Adkins '52 RIVER SAINTS | 10. Ben Tompkins '76, Jay Ball '82, Jamie Ball '11 11. Michael Calkins '82, Billy Walker '85, Mary Walker

Washington, D.C. - April 11, 2017

At the Metropolitan Club



WASHINGTON D.C. | 1. Melissa Hollerith, Ted Ellett '70, Lee Ellett, Massie Ritsch '94 2. Toks Ladejobi '93, Hamill Jones '00 3. Pierre Molster '08, Robert Molster '06 4. Mason Lecky, Megan Lecky, Freeman Jones '75, Anne Beverly Jones 5. Austin Pace '09, William Irby '08, Billy Miller '09

DALLAS | 6. Greg Moore '69, Elliot Warren '11, Connie Moore 7. Austin Johnston '08, Dick Carrington '67

AUSTIN | 8. A group shot 9. Chris Runyon '02, John David Crossen '09, Peter Dorsey '11



Dallas - January 24, 2017

At the Dallas Country Club



Austin - January 23, 2017

A joint reunion with St. Catherine's School, Norfolk Academy, Collegiate School and Episcopal High School at the Rattle Inn



MARRIAGES

- 1997** JOHN KIRKLAND BURKE III to Melissa Jo Firth
May 6, 2017
- 2001** ADAM JOHN KONRAD to Christine Marie Fenney
June 11, 2016
- 2002** CHRISTOPHER SCOTT LANE to Mary Dryden Childs
Feb. 25, 2017
- 2006** KELLY SHANNON SUTTON to Anna Kristina Bonner
May 13, 2017
- DAVID ALEXANDER HULL to Emily White
October 15, 2016
- 2007** AUSTIN ANTHONY WATES to Christine Akemi Lee
July 30, 2016
- 2008** SAMUEL VERNON PRIDDY IV to Ella Hampton Hyatt
March 4, 2017



Austin Wates '07 with his bride Christine



Sam Priddy '08 and other Saints on his wedding day.



Ward McGroarty '03 with his wife Gena and baby Genevieve 'Evie'

BIRTHS

- 1986** Mr. and Mrs. ADAM C. BARKSTROM, son Archer Sutton
Nov. 2, 2016
- 1998** Mr. and Mrs. BRIAN D. LYNN, son Henry Alexander
Jan. 2, 2017
- Mr. and Mrs. CHARLES C. R. BROWN, daughter
Charlotte "Charley" Fulton Butcher
Jan. 30, 2017
- 2001** Mr. and Mrs. Z. NATHAN TAYLOR, daughter Andali Ann
April 26, 2017
- 2003** Mr. and Mrs. WARD G. MCGROARTY, daughter
Genevieve Adams
Jan. 11, 2017
- 2003** Mr. and Mrs. RAWLEIGH W. TAYLOR IV, son Bruce
Montgomery Taylor
Jan. 19, 2017
- 2004** Dr. and Mrs. BRIAN T. HEROD, son Elias Zeb
Jan. 27, 2017
- Mr. and Mrs. CLAYTON WORTHINGTON, daughter
Sallie Lewis
May 5, 2017

DEATHS

- 1937** PIERRE PAUL SAUNIER JR. of Charlottesville, Va. died Feb. 8, 2017.
 - 1946** J.W. STUART GILCHRIST JR. of Williamsburg, Va. died June 17, 2017. He is survived by his sons Victor Gilchrist '74 and Stuart Gilchrist '84.
 - 1947** ROBERT STITH SPRATLEY of Richmond, Va. died Jan. 11, 2017.
 - 1949** SHIRLEY HARRISON CARTER SR. of Charles City, Va. died Feb. 12, 2017.
 - WALLER HOLLADAY HORSLEY of Richmond, Va. died May 10, 2017. He is survived by his sons Stuart W. Horsley '78 and J. Garrett Horsley '82, grandson Nicholas P. Horsley '13 and brother J. Shelton Horsley III '45.
 - EDWIN LEE LECOMPTE of Virginia Beach, Va. died April 23, 2017.
 - 1952** AUBREY RUSSELL BOWLES III of Richmond, Va. died April 28, 2017. He is survived by his sons A. Russell Bowles IV '77, George H. Bowles '84 and John M. (Southall) Bowles '79 and grandsons Drury W. "Knight" Bowles '21 and Aubrey R. Bowles '21.
 - MINOR SADLER HARRIS JR. of St. Simons Island, Ga. died April 24, 2017.
 - 1953** JOHN P. ACKERLY III of Richmond, Va. died May 18, 2017. He is survived by his son John P. Ackery IV '82, brother Benjamin C. Ackery '61, son-in-law Edward C. Anderson II '77 and grandsons Edward C. Anderson III '17 and John Gates Anderson '18.
 - GEORGE CAMPBELL BIRD of Monterey, Va. died April 19, 2017. He is survived by his son Lloyd C. Bird II '80.
 - 1956** MARION FRANK ERWIN of Durham, N.C. died March 30, 2017.
 - 1958** RICHARD HICKSON BOWEN of Bedford, Mass. died Jan. 16, 2017.
 - 1961** GEORGE HORACE FLOWERS III of Richmond, Va. died March 24, 2017. He is survived by his sons James B. Flowers '86 and Robert P. Flowers '93, brothers John B. Flowers '64 and William W. Flowers '66 and wife Alice B. Flowers, archivist for St. Christopher's.
 - 1961** WILLIAM DUNNINGTON SYDNOR of Richmond, Va. died Feb. 8, 2017.
 - 1962** DAVID CLARKE ALLEY of Richmond, Va. died April 28, 2017.
 - ERNEST CLIFFORD BARRETT III of Washington, D.C. died Feb. 14, 2017. He is survived by his brother Barton G. Barrett '64.
 - 1986** LANGHORNE GIBSON III of Charleston, S.C. died May 7, 2017.
-
- DENNIS I. BELCHER of Richmond, Va. died April 27, 2017. He is survived by sons Matthew Belcher '98 and Benjamin Belcher '01. Mr. Belcher served on the StC Board of Governors and Foundation Board.
- ROBERT WILLIAMS HERZOG of Beaverdam, Va. died Jan. 11, 2017. Mr. Herzog served the school as coach, athletic director, assistant headmaster, business manager, public speaking teacher and college guidance counselor. He was also founder and executive director of the Virginia Prep League. Survivors include his son Andrew S. Herzog '72.
- ROBERT EDWARD TAYLOR of Richmond, Va. died Dec. 27, 2016. Mr. Taylor was supervisor of custodial services and was employed at the school for many years.

CLASS NOTES

Are you interested in becoming a correspondent? We are recruiting folks to help us gather news. If interested, contact Kathleen Thomas at: thomask@stcva.org

1940s

Reed Johnson '49 was featured in a *Richmond Times-Dispatch* article in April for his accomplishments in nuclear science. The article noted that "his nuclear resumé is long and distinguished, from helping to design and test radiation shields for the U.S. Navy's first atomic submarines to decades on the nuclear engineering faculty at the University of Virginia, where as a graduate student, he worked on the school's research reactor." In the 1950s at Fort Belvoir, Reed helped Alco Products, formerly the American Locomotive Co., build the first nuclear reactor, SM-1, to provide electricity to a U.S. commercial grid. The pressurized water reactor generated electricity for the first time on April 15, 1957, launching the nuclear power area.

1960s

U.S. Fourth Circuit Court of Appeals **Judge J. Harvie Wilkinson III '63's** memoir, *All Falling Faiths: Reflections on the Promise and Failure of the 1960s*, was published earlier this year by Encounter Books. While exploring the impact of that tumultuous decade on our society today, Judge Wilkinson touches on his time at St. Christopher's. The book jacket reads, "But he asks his own generation to recognize its youthful mistakes and pleads with future generations not to repeat them. The author's voice is one of love and hope for America. Our national prospects depend on facing honestly the full magnitude of all we lost during one momentous decade and of all we must now recover."

Jay's review of six memoirs was published in the *Wall Street Journal* in April. These include: *Losing Mum and Pup* by Christopher Buckley, *The Year of Magical Thinking* by Joan Didion,

Avid Reader by Robert Gottlieb, *Yazoo* by Willie Morris and *My Grandfather's Son* by Clarence Thomas.



This photo of Gene Autry with Jay Wilkinson, then 7 years old, ran in the March 5, 2017 special section of the *Richmond Times-Dispatch* entitled "Familiar Faces." Autry, who performed shows at the Mosque in February 1952, is pictured here with Jay wearing his best Western outfit.

Walter Dotts III '69, an agent with Virginia Properties, a Long & Foster company, promotes preservation for the Old House Authority as he works to encourage owners of older homes to repair and restore vintage windows in lieu of inferior vinyl replacements.

From **Dennis Miller '69**: "I competed in my first and only Ironman 140.6 in Boulder last August. I now know what Woody Bedell did in Hawaii 30 years ago. I finished the swim in 1:29:00 and the bike in seven hours, but I had to stop the marathon at 10 miles. It was a walk for me, and my knee was very unhappy."

1970s

In the fall of 2016, **Walter Robertson III '72** was named managing director of Lowe, Brockenbrough & Co., an independent, employee-owned investment advisory firm serving high net worth individuals, endowments, foundations, retirement plans and other institutions.

John Moon '74 was the director of *Buffalo Soldiers*, a play at the Children's Theatre in The Shops at Willow Lawn.

After closing a brick and mortar garden shop in Richmond, **Briscoe White III '76** and wife Kenan opened a web-based business, The Grower's Exchange.com, on their farm in Charles City and are expanding to a new location. The new venture involves a number

of Saints. **Jim McVey '85** located the property, **Brian Cann '76** put the financing together and **George Parrish '75** is serving as closing attorney. While **Christopher Branch '77** was the original contractor, **Bobby Garland '75** is overseeing the build out of the new facility. The Grower's Exchange now focuses on growing and selling culinary, medicinal, aromatic and rare herbs. Briscoe's test plants for the sweet substitute Stevia made appearances on shows hosted by Martha Stewart and Oprah. He also grew authentic plants for the John Adams' HBO miniseries that was shot in Virginia, made it into the *Wall Street Journal*, *Fine Gardening and Horticulture* and hit the cover of *Greenhouse Grower* magazine.



Kenan and Briscoe White III '76

1980s

Scott Carter Woodard '82 has added to his growing roster of artistic titles. His letterhead lists: director/producer, corporate public speaker, voice-over artist, acting coach, narrator, emcee and actor. His recent work behind the camera is a collaboration with the Martelli Brothers of Mad Media for Polaris and its newest Razor—the XP1K3. He also worked for Audi's campaign for the 2017 A4 model shot with an Ultimate Arm and a list dolly. Scott also portrays a special agent in charge in "The Coming Storm," an active shooter training film produced by the FBI.

Birck Turnbull '83 has completed a \$1 million-plus renovation of the Brooke Apartments on Monument Avenue with architectural features that include 11-foot ceilings, reconditioned windows, glass transoms over doors, and original detailed woodwork as well as new electrical, mechanical and heating systems. The building has six 2,600-square-foot apartments and two 1,800-square-foot apartments in the English basement.

Scott Shaheen '85 and several partners have left Long & Foster to start their own brokerage firm, Shaheen, Ruth, Martin & Fonville (SRMF).



1967

50th Reunion

Joe Blackburn, Jack Sands, DeWitt Casler, Dick Carrington, Jim Whitney, Hugh Birkland, Gene Buckle, Bob Englander, Lewis Wilkinson, George Ellis, Hank Gibson, Harry Harris, John Nicoll, Read Branch, Pierce Rucker, Larry Miller, Bobby Long '68, Frank McCann, Chesley Goldston, Scott Miller, Conway Moncure, Van Talbert, Lynn Spurlin, Bruce Dorrier, Joe Knox, Rives Hardy, Sandy Campbell

1972

45th Reunion

First Row: Billy Parrish, Bill Ivey, Keith Nunnery, Victor Penzer, Hugh Harrison

Second Row: David Basnight, Andy Herzog, John Ferrell, Winston Trice, David Neal, Tom Dingledine, Jim Sessoms

Third Row: Tim Ward, Sheridan Stone, Taylor Tucker, Bob Vaughan, Bill Garrison, Walter Robertson, Frank Bedinger, Chuck Throckmorton, Claude Coleman, David Blalock, Phil McEwen

Not Pictured: B Snead

1982

35th Reunion

First Row: Rives Hardy, Bob Harr, Brian Campbell, Garrett Horsley, Tom Cardwell, Nat Edwards, Jack Martin, Michael Calkins, Berno Hamilton, Dermot Rooney, Gee McVey, Dave Martin, Grif Blackard, Freddie Preston, John Dodrill, John Harris

Second Row: C.W. Stacks, John Ackerly, Frank Trice, Rob Ault, Barry Tatum, Jon Eric King, Charlie Diradour, Michael Rigsby, Jay Ball, Bill Ellis, Lane Stern



1987 30th Reunion

Kneeling: Ben Cox, Stewart O'Keefe, Kevin McSweeney, Brian Stygar, Bill Lamb, Tom Rhodes

Second Row: Matthew Farley, John Siegel, Tim McCoy, Chris Walmsley, Billy Waechter, T Bell, Holt Trice, David Addison, Harry Grymes, Sam Farnham, Marc Nystrom, Scott Wallace, Byron Parker, Doug Camp, Colin Wright

Not Pictured: Faiz Oley, John Sutro



1992 25th Reunion

First Row: Si Davenport, Jody Parker, Adam Carter, Josh Wishnack, Montgomery Maguire, David Sharrar, Andy Rothenberg, Paul Dickinson, Chris Buford, Scott Nystrom, Cabell Ackerly, Jay Wells, Robert Nelson, Knox Hubard, Randolph Trow; **Second Row:** Wyndham Buerlein, Burke Lewis, David Caldwell, Caston Jarvis, Charlie Guthridge, Marshall Manson, Alec Bates, Erskine Williams; **Third Row:** Jeff Nottingham, Taylor Reveley, Chris Oakey, Charles Baylor, Joe Brockman, Mason New, Mark Bain, Tee Clarkson, Charles Repp, Christian Kiniry, Townley Chisholm, Randolph Minor, Michael Chapman; **Not Pictured:** Josh Rogers, Chris Guerry, Pelham Blunt



1997 20th Reunion

Fox Walton, James Parker, Rob Whittemore, Hugh Rabb, Ashby Price, Shelton McMullan, Matthew Gehring, Tripp Taliaferro, Mike O'Kelly, Mark Hudson, Billy Stone, Matthew Schaaf, Armistead Blanton, Alex Rolfe, Cary Bowmer, Cam Holmes, Andrew Bogle, Eric Logue

continued from page 70

Shaheen was formerly a regional senior vice president for Long & Foster, overseeing 46 offices and 1,500 agents.

Robert Hurt '87, a former U.S. representative, is director of a new law and government center at Liberty University in Lynchburg, which promotes self-government and free markets. Robert wrote an op-ed in the Feb. 26 commentary section for the *Richmond Times-Dispatch* about studies in American freedom. He wrote, "Throughout my time in Congress, I often wondered whether we are living up to our responsibility to ensure that the next generation understands the value of this freedom and is prepared to preserve it ... When it comes to preserving our freedoms for future generations, do these young people meet Jefferson's idea of a well-educated citizenry?"

Jason Meath '88's Meath Media Group created a 25-minute inauguration video for President Donald Trump on the National Mall. The job involved his team searching hours of footage from more than 300 rallies to chronicle Trump's journey to the presidency. The film was shown on more than 20 screens, measuring two stories tall and three stories wide. Jason, a 20-year veteran of politics and media campaigns, is currently a consultant to political, corporate and public affairs clients worldwide. He helped produce messages and advertising for President George W. Bush and directed and co-wrote the award-winning PBS Military Channel's film, *The Surge: The Untold Story*, that interviews U.S. military commanders on how a failing mission transformed into a successful military operation in Iraq. Jason was also co-creator, writer and director for the award-winning documentary series *The Feds* on the Discovery Channel. He wrote the book, *Hollywood on the Potomac*, and recently co-authored a children's book with his son Aidan called *The Pepperoni Palm Tree*. He is a frequent guest lecturer on various topics related to media, entertainment and politics.

1990s

Cabell Ackerly '92 joined Development Strategies LLC as senior director. His responsibilities include business development and representing owners and developers in all phases of real estate development and construction management.

Gibson Luck '96 joined Dominion Construction Partners as managing director. He

will oversee the company's daily operations, finances and business development. Gibson has more than 15 years of construction management experience, working for Hourigan Construction and Kjellstrom & Lee Construction. He also serves on the The Wildlife Foundation of Virginia board.

Sam Towell '96 was named deputy attorney general for civil litigation at the office of the Virginia Attorney General. Sam was formerly deputy secretary of agriculture and forestry in Virginia.

After a decade working for Symbol Mattresses in Richmond, **John Neal '98** has started Luft Beds, an online mattress sales company made possible by technology that can squeeze and roll mattresses into boxes for easier home delivery. The beds are manufactured at a Symbol factory in Watertown, Wis.

1992 25th Reunion

Mason New '92 wrote this article for his 25th reunion special edition of *The Pine Needle*.

"Mystic Chords of Memory"

Twenty-five years ago, George McVey handed you a diploma. I was not there. In many ways, I wish I had been.

Many suns have set since the day we graduated high school. On that day, we all held the promise of the future and the escape from the past. We had conducted ourselves the way we had, for better or for worse, and at that moment, we had only the perpetual promise of what would it all become. Today, we have realized, or not, the potential we once had. I imagine most of us have suffered immeasurable defeats and unplanned victories, all of them adding up to who we are now.

Two years ago, I re-entered the St. Christopher's community after too many years away from it. There is no secret in the love of home, it's adamantine pull, the memories that come back just in time. When I walked into the school again, this time as a parent applying my son, I could only remember those indelible memories that made me. Far too many memories to recount here, but you have yours. I know it.

In 1861, Abraham Lincoln standing alone on the precipice of a nation giving way beneath his feet spoke of the "mystic chords of memory" that bind us together. These chords stretch through time from the dead to the living, and they make us one community. As I

consider these 25 years, sometimes with and mostly distant from you who earned your St. Christopher's diploma, I smile because our friendship began in this place. A million laughs and a few tears shared among boys growing up together.

We have grown older, wiser I hope. Each has his own memories that stretch throughout his life from back then to now to what will be. I have been blessed to call you friends since boyhood, and I remain ever grateful to celebrate today, tomorrow and all the days to come.

After 15 years as a classroom instructor and administrator, Mason founded NewVia LLC to advise and inform businesses, associations and schools about technology, instructional strategy and design, curriculum design and development and strategic planning. He also writes about education, creativity, leadership and the confluence of these in business.



Mason New '92 with classmates Charles Repp and Jay Wells at their 25th reunion



Class of 1992 chums Cabell Ackerly, Jody Parker, Henry Schecter, Jeff Nottingham and David Caldwell

A Bulgarian Experience

By Wolf Sarhan '14



Summer after my freshman year of college, I somewhat unexpectedly found myself at a refugee camp in southeastern Bulgaria. I'm still not sure how I got there, but it involved a basement in a Bulgarian Orthodox Church in New York, a former Bulgarian ambassador to the United Nations and generous amounts of Bulgarian brandy. Intrigue aside, I was there to work for a refugee resettlement agency and complete a side internship with UNICEF. I had just come from an internship with the State Department in Jordan and an impromptu tour of the Middle East, which was in hindsight a poor life decision. As a result, I felt well prepared for the experience in the refugee camp.

Indeed I was. This wasn't my first rodeo with horrible misery, despair and general hopelessness, which fairly accurately characterizes the refugee experience. I had spent the previous few weeks with my younger half-siblings, themselves internally displaced Syrian refugees. The realization that their experience, surviving airstrikes, having their school bombed, being forced to watch ISIL executions, was typical of the Syrian child's experience desensitized me completely to the crisis. There are only so many children you can meet without limbs or parents and still feel anything. Anyone who tells you otherwise is either a liar or exceptionally empathetic. The human despair of the camps surpassed my understanding, so instead I focused on my job.

Initially, my role was to translate medical information from older refugees who had chronic illnesses, like heart disease or diabetes. There were so many of them and our resources were so scarce that a lot of them died from completely preventable diseases. But, as time went on, I got frustrated with the status quo. As an expert on economics due to my Econ 101 class, I astutely observed that Bulgaria had a rapidly

aging population and low fertility rates. For all the bluster about immigrants taking all the Bulgarian jobs and simultaneously taking all the money from welfare and not working, Bulgaria really, really needed the refugees. Instead of just having the refugees hang out and waste their lives in the camp, they could be filling the labor shortage.

I got a grant to start a vocational program, but really I didn't do anything. I talked to the owner of a bread factory, and he said he was always looking for workers. Then he came and spoke to the director of the camp, and he agreed to let them work. So essentially, all I had to do was make a phone call. This is a gross oversimplification, but refugees moved out of the camp, got jobs and showed themselves to be assets to Europe as opposed to liabilities.

The United States suffers from demographic issues similar to Europe's, but over here we are able to depend on a steady stream of illegal immigrants from Latin America to avoid economic stagnation. That isn't to say that there aren't genuine security and social concerns to these migration patterns, but given the statistics involved I believe it is clear that the benefits outweigh the costs. Contrary to prevailing myths—that people opposed to refugees don't care or actively hate those fleeing the Middle East—the real issue is that they have been misled into believing that providing refuge to these people will hurt them and their children in the long run. The goal in discourse should be the reversal of this misconception, rather than accusing them of hating Middle Easterners or refugees.

Finally, the free marketer in me would be remiss if I didn't add that the crisis in Syria is occurring because of their socialist and corrupt system. But that's a whole other discussion. ✚

Wolf Sarhan is a rising senior at Davidson College, majoring in economics. His field research will focus on Russian military intervention and its effects on economic and democratic development in the Caucasus and Middle East.



Reflections from Hugh Nicholson '05

Hugh Nicholson '05 recently sent an email to Middle School Chaplain Durk Steed and agreed to let us publish it. The following is an excerpt:

Greetings from an old friend,

... As the dreaded 30th birthday approaches next month, I find myself often reflecting on my youth, time spent growing up in Richmond, and the man who continues to put his pants on one leg at a time each day. (Is it possible to do both legs at a time? I've never really worked that one out.)



Hugh Nicholson '05 (far left) with his brother Phil '06 and sister Helen, who attended St. Catherine's in Lower School before moving to Washington, D.C. and graduating from St. Albans in 2014.

Each time I find myself in reflection, it all seems to start in the same place—St. Christopher's Middle School. It began in those seats you stand in front of and those 180 bodies you address each morning. Days spent with Mr. Bruner trying his best to explain the meaning of the word "juxtaposition" to a group of 12-year-olds, but finding middle ground by giving us *The Right Stuff* to read; or Mr. Dickinson who truly challenged our intellect and comfort zone for the first time at the age of 13 with conversation (and of course essays) surrounding the Civil War ... or Mr. Koenig, who frankly—at least to me personally—was the first person to tell us we weren't boys anymore, and that it was time to start thinking about the kind of person we aspired to be, as the grace period was over. Slowly but surely, seasons passed, and we meandered our way across the quad to the Upper School chapel, where each day we were charged with the expectation of acting like gentlemen and bettering ourselves, as well as one another.

In hindsight, I can attribute much

of my personality today to the mold cast during my seven years at St. Christopher's.

I learned a great deal about who I was as an individual, as well as the definition, value and importance of character—the cornerstones of which are built on honor and integrity. While one tends to focus on the good times, I can't help but think back to those instances and decisions I came to regret. There were many times, as an adolescent, that the easy wrong was more convenient than the hard right. When I think about those memories, I remind myself that it was a time of growing up and digging deep, testing one's limits—physically, socially, and mentally—and trying to harness one's inner self. And in hindsight, it would appear to have been a daily exam, complete with a Q&A that would dictate the path of who you were to become ...

Habits were formed daily—some good, some bad. And to me, that's where St. Chris meant the most. As a youth, you assume the adults around you are guiding you in the right direction—whether or not you agreed with what you were being told or shown was a different story—but it was the teachers and their guidance that I still think about to this day. Those unique and rare personalities, whose voices and advice still appear 15 years later. I doubt it's possible to have a student enter and exit St. Christopher's with a "clean record" (not everything shows up on paper), but I can tell you there's not one alum I know who doesn't acknowledge the intrinsic value of what we were afforded: what it means to be a good man. Imparting the values of what it takes to be a gentleman—a contributing member of society, a leader within your local community/workplace, treating others how you would like to be treated (man, that is an important one), stalwart among your peers and someone who others not only respect, but can count on. Sometimes it takes a few wrongs to find the right, but as long as you hold on to, and accept the value and importance of the right, then it's ok to make mistakes ... The foundation we as boys develop on St. Christopher's Road no doubt will be what represents the man that boy becomes 15 years down the road ...

Please stay in touch, and here's to a great 2017.

Best,

Hugh



Hugh Nicholson '05, who lives in Alexandria, is in his sixth season with the Washington Redskins, where he runs the team's special events department. That includes booking, negotiating and marketing FedExField's concerts, NCAA football matchups and FIFA International Soccer.

What We Can Learn from Dogs

By Mike Bogese '10

I've always had a love for animals, from being fascinated with the classroom guinea pigs in Lower School to learning about animal physiology and ecosystems in Middle and Upper School. Now as a post-grad researcher, I've been lucky to continue working with animals in the field of psychology. At the Canine Cognition Center at Yale we're attempting to solve age-old questions about dogs to learn what makes humans special.



Mike Bogese '14 works with a dog choosing between two bowls as part of a study about how dogs use visual information in their daily lives. Photo credit: Alyssa Arre

We confront the question from many directions, but we often adapt child and infant research for dogs to create a direct comparison between populations. Our first published paper is a great example. My colleague Angie Johnston developed a dog-friendly puzzle box similar to one presented to children. She found that dogs were able to filter out bad advice about how to solve the puzzle more reliably than kids, which suggests that humans may be unique in the animal world in how we learn from each other. Specifically, humans are susceptible to misleading information that apes

and dogs readily ignore. However, many complex parts of being a human involve following directions before questioning it or experimenting, such as brushing your teeth, building a fire or knitting clothes.

Another pathway to answer these questions is to look at close evolutionary relatives of dogs that don't have the same human-centric past. Our targets are Australian dingoes, wild dogs that haven't lived with humans for at least 4,000 years. By comparing dingoes and dogs, we can unveil what cognitive and social differences domestication has instilled in dogs. In January I had the pleasure of traveling to the Dingo Discovery and Research Centre in Victoria, Australia and conducting research with dingoes. Dingoes are like cats in terms of their warmth to humans, but they have unmistakable canine mannerisms, including howling at 6 a.m.

While it's fun to ponder future directions in my research, it's also worthwhile to reflect on what's helped me reach this point. My time at St. Christopher's was an integral part of my scientific development. Thinking critically about the importance of nature and the environment in Mr. McGuire's environmental science course and simultaneously considering nature in a human sense alongside Thoreau and Mr. Randolph gave me a broad, sound framework to search for the human in the canine. Mrs. Woodaman and X-Term also encourage students to explore topics outside of regular curriculum, which could lead an intrepid Saint to a niche subject like canine cognition. ✚

Mike Bogese '10 graduated from Yale University in 2014. He is excited to be part of the Canine Cognition Center, which opened in late 2013, and plans to continue with psychology research, potentially as a graduate student. So far, Yale researchers have tested approximately 470 dogs and have found that the dog mind conceals much more nuance than anticipated.

continued from page 73

2000s

Hamill Jones '00 was recently featured in the *Richmond Times-Dispatch*.



Will Wall '01 was promoted to manager of trading and operations at RiverFront Investment Group in Richmond. He is a recognized figure in the ETF (Exchange Traded Funds) Strategist space, representing RiverFront at numerous trading roundtables and industry events.

James Hoffman '05 was the first hire of the newly formed consulting arm of the Richmond law firm of Kaplan Voekler Cunningham & Frank PLC. Hoffman joins KVCF Solutions LLC as a government relations consultant.

Tyler Smith '05 started off his career on Capitol Hill working for a U.S. Senator, where he was exposed to the influence health care was going to have on our economy for the foreseeable future. He joined a health care consulting firm based in Nashville for about 18 months before venturing out his own. This year, he merged with another group to form Health Data Movers Inc., which provides consulting services focused on internet technology and revenue cycle management to health care organizations around the world. Tyler's partners are in the Bay area, but he lives in New York City.

Last year **Rob Long '06** left his investment banking job with BB&T Capital Markets to develop a high-end "boutique" bowling alley in Scott's Addition, one of Richmond's hottest neighborhoods. Plans for the \$5 million, 25,000-square-foot project, called River City Roll, include 20 bowling lanes with leather seating and custom-made tables, shuffleboard, Skee-Ball, high-end food, live music and a patio with firepit. Rob, who came

across the concept in bigger cities, hopes to take the concept to other areas of Richmond and even nationally. This first location is scheduled to open next year.

2007

Class Correspondents:

Thomas Jenkins
tjenkins@mac.com

Brelan Hillman
brelan.hillman@gmail.com

Peter Thomas '07 teaches sixth grade English/language arts at a charter school in Washington, D.C. After graduating from the College of William & Mary, he taught high school English in Fairfax County for two years before coming into the city to work with students from under-served communities.

After graduating summa cum laude at Colorado State University, **Jack Gardner '07** joined Breckenridge Brewery where he worked his way up from stacking boxes at \$8.25 an hour to assistant brewer. In 2014, he moved to Hogshead Brewery where he is head brewer. In 2012, he began working for Cicerone Beer Certification Programs, grading and designing tests and helping assure off-flavor exams were conducted properly. He also runs Jake Gardner Brewing Consultants LLC whose first major project was helping open, design and brew beer for Westbound and Down Brewing Co. in Idaho Springs, Colo.

Christopher Alexander '09 is an associate at Meridian Capital Group in New York City where he focuses on brand development, advertising and digital/social strategy.

Marine Force 1st Lt. **Robert Allen '09** recently moved to San Diego. After two years of flight school in Florida and Texas where he flew lots of different training aircraft, he is now focused on the Cobra, an attack helicopter, which will be his job for at least the next three years of his six-year commitment. During that time, he expects some routine deployments to Asia and the Middle East or wherever needed. "Basically during peacetime we just sail around the world projecting power, training with partner nations, intimidating enemies and acting as a quick reaction force to anything that happens in the part of the world we're deployed in," he wrote in response to an email query. "I'll primarily do close air support for ground units, hunt down bad guys, etc. It's a lot of long stressful days and high standards but it's worth it, and I'm enjoying it in a weird way."

Since graduating from the University of Virginia, **Henry Inicky '11** has been working as an auditor with PwC in New York City.

Jamie Ball '11 is stationed in Fort Lauderdale with the Coast Guard and painting on the side.

Ben Resnik '11 has been working in politics and technology in Washington, D.C. since graduating from Brown University, first for a startup called Ruckus and then political advertising technology firm, DSPolitical. This spring he started a new job at an anti-Trump nonprofit, It Starts Today (which he named). Money raised will be dispersed to any Democrats running in 2018 who win his or her primary. "The movement aims to undercut the administration's ability to have a blank check and also to encourage better people to run for office," Ben said. "It gives people running for office a little bit of base to build on."

2012

Class Correspondents:

Landon Kemp
lck4bq@virginia.edu

Landrum Tyson
tysonw@hsc.edu

Jesse White '12 lives in downtown Los Angeles and works in the music department of the William Morris Endeavor in Beverly Hills. He was recently promoted to assistant to an agent who books club shows in 3,000 venues in the Great Lakes territories.

Keaton Hillman '12 performed in *Choir Boy* as part of Richmond's Acts of Faith Festival last spring. The coming-of-age story takes place in a boys' prep school known for its legendary gospel choir.

Michael Yust '12 graduated from Lafayette College with a B.S. in civil engineering. His honors thesis was titled "As-Built Verification and Condition Assessment of Mechanically Stabilized Earth (MSE) and Geosynthetic-Reinforced Soil (GRS) Retaining Structures Using 3D Point Cloud Data." He is now in the first year of a doctoral program in geotechnical engineering at the University of Texas (Austin).

Swayne Martin '15 is one of about 250 commercially licensed teen pilots in the country. In May he became a flight instructor. He and two others founded and run Boldmethod, an aviation training publication with about 700,000 monthly readers that produces training software to help pilots get certified. He attended the Living Legends of Aviation in Beverly Hills for aviation networking where he met Harrison Ford. He also serves



Swayne Martin '15 with actor Harrison Ford (above) and flying (below)

as student outreach director for the University of North Dakota Aerospace Student Aviation Advisory Council and social media director for the largest aviation student group there. His personal YouTube channel has 11,000 subscribers and 1.5 million views. He is also working with airlines and flight schools to ease the international pilot shortage by inspiring the next generation to learn to fly. He will graduate from UND next May, a year early, with a bachelor of science in aeronautical science with an emphasis on commercial aviation.

StC coaches and teachers trekked to The College of William and Mary in late January to see **Rodney Williams '13** play for Drexel University in Philadelphia. Rodney scored 19 points against the Tribe and this year passed the 1,000-point mark for his college career. ✚



Jeb Britton '99, Rich Hudepohl, Porter Reinhart '13 (former William & Mary baseball player and current manager of the college's basketball team), Trevor Hall '13, Rodney Williams '13, Hamill Jones '00, Tony Szymendera, Jim Jump



2002 15th Reunion

First Row: Marshall Tucker, Allen McDowell, John Tucker, Grayson Goldman, Clay Harris, Daniel Bullock

Second Row: Beau Pratt, Chris Purdy, Ross Buerlein, Matthew Washko, Allen Johnson, Kevin Elmore, Mike Gray, Alan Carney, John Cronly, Gordon Morrison, Preston Kendig, Willy Flohr, Ty Wellford, Matt Hughes

Not pictured: Joel Parker, Timmy Pratt



2007 10th Reunion

First Row: Jeb Bryan, Zach Greentree, Brelan Hillman, Tyler Hamblen, Spencer Hall, Ben White

Second Row: Matthew Thompson, James Smyth, Kyle Menges, Chandler Pace, Ted McChesney

Third Row: Thomas Jenkins, Will Towne, Alex Hall, Billy Burlee, Scott Bacigal, Alex Grymes, Ross Hoppe

Not Pictured: Sam Karn



2012 5th Reunion

First Row: Jack Nester, Andrew Lambrechts, Andy Pitts, Aoky Sarhan, Landon Kemp, Mac Robertson, Hunter Daniels; **Second Row:** Stephen Lestyan, Lee McElroy, Jack McDowell, Ian Daniel; **Third Row:** Adam Richardson, Miles Jackson, David Austin, Thomas Cronly, Mike (Michael) Winchester; **Fourth Row:** Jordan Chalkley, Will Turner; **Fifth Row:** Doug (Douglass) James, Cameron Barlow; **Sixth Row:** Landrum Tyson, JP McGuire

The Brexit Vote: An Alum's View from England

By Stephen Wood '11

As a resident at an English boarding school, I often begin my mornings by waking up a house full of teenage boys. It typically requires some prodding, but on June 24—the morning after the United Kingdom voted to leave the European Union—they were wide-awake. The first thing a student said to me about Brexit was unprintable. Another boy greeted me with, “Sir, you’re being deported!”

Like me, they hadn’t gotten much sleep. The BBC’s coverage of the referendum began just before polls closed at 10 p.m., with the first results coming in a little before midnight. Newcastle was the first heavily-populated area to announce its result, a victory far too narrow for the comfort of Remainers. A short time later, a raucous cheer interrupted the announcement that Sunderland had voted Leave by a wider margin than predicted. The BBC’s chief pollster couldn’t explain what was happening. Nigel Farage, the father of Brexit, hastily walked back what had sounded like a concession.

I went to bed around 1:45 a.m. and woke up at 3 to check The Guardian, which said things were looking good for Leave. Accustomed as I am to the American electoral college, I may have thought subconsciously that the British equivalent of a swing state would come through in the wee hours of the morning and reverse the trend, but it was not to be.

I awoke again at 7 to find that Britain had voted to leave the EU. I watched Prime Minister David Cameron announce he would resign, then headed to my first-period class.

Along the way, I said “Good morning” to my housemaster, an economics teacher from Scotland. “It’s not a good morning, Stephen,” he corrected me.

Other reactions from the faculty, which consists mostly of educated Brits under 60 and includes many young immigrants, ranged from bemused fatalism to concern for their children, their savings and their visas. Every teacher I spoke with had favored Remain—the day of the vote, a history teacher told me she hoped the rain would deter her Leaver parents from voting.

As the referendum showed, my colleagues were in the minority. Dorset is a rural area home to many retirees, making it a Leave stronghold. The yellow and purple signs of the U.K. Independence Party are a common sight along the winding country roads, and the trademark red “Vote Leave” signs adorn many a farmhouse window.

“I know which way I’m voting—get the hell out!” a bus driver told me days before the referendum. Having retired to Dorset after more than two decades as a police officer in Birmingham, he didn’t like the idea of Britain’s laws being written in Brussels.



Stephen Wood with a friend

But not all Leavers were pensioners. Two days before the vote, one student sent a passionate email to his teachers, arguing that his generation needed them to change the status quo. His generation, of course, voted overwhelmingly to stay, but every now and then a student would quietly express support for Leave.

Many have signed petitions for a second referendum, feeling that their elders have mortgaged their future. That’s not to mention the future of a time-honored British tradition, partying on the continent after finishing A-level exams.

“Now I’m gonna need visas!” one boy moaned, although his A-levels will be over before Brexit comes to pass. The younger kids in his house, however, have no way of knowing what the U.K.—or Europe—will look like by the time they graduate. ✚

The Princeton Alumni Weekly originally ran the story June 29, 2016. Stephen Wood '11 is a writer and tutor based in New York. Last year he taught English and classics in Dorset, England and is now working as a free-lance writer in New York City. At St. Christopher’s he was a regular contributor to *The Pine Needle* and at Princeton served as sports editor of *The Daily Princetonian*, an editor of *The Princeton Tiger* and a contributor to the *Princeton Alumni Weekly*.



James Madison University Professor Susan Nye, Jack O'Donnell, Manoli Loupassi '85 and Virginia Commonwealth University Professor Misti Wajciechowski

St. Christopher's faculty continue to hone their skills and share their knowledge with other educators throughout the country.

Here are a few highlights:



Austin Suttan works with ninth grade boys on an IBSC action research project about the benefits of experiential learning.



School faculty take part in Minecraft in Education conference hosted by StC.

Lower School Director of Physical Education **Jack O'Donnell** participated in the Virginia General Assembly Speak Out Day in January to advocate for health and physical education. He spoke to James Madison University and Bridgewater College students about the importance of physical education in children's physical, emotional and mental health. He also connected with Virginia delegates **Manoli Loupassi '85** and **Chris Peace '94** at the event.

Associate Director of College Counseling **Scott Mayer** served as chairperson in February for the Summer Governor's Schools regional selection committee for Central Virginia private schools. In April, he attended High Point University's National High School Counselors Admission Advisory Committee and the Potomac and Chesapeake Association for College Admission Counseling conference in Williamsburg. A member of the Potomac and Chesapeake association board, Mr. Mayer chairs its ByLaws and Credentials Committee and is a member of its Nominating Committee. In June he spoke to the Chesterfield Historical Society at the Magnolia Grange House Museum about Richmond's baseball history.

Upper School Academic Dean and Director of College Counseling **Jim Jump** also attended the April Potomac and Chesapeake Association for College Admission Counseling conference in Williamsburg. He made presentations in two conference

sessions and in May was the keynote speaker for Randolph-Macon College's Admissions Open House for high school sophomores and juniors. His Ethical College Admissions blog is now published by the higher education website, inside-highered.com, a new weekly newsletter devoted to issues in college admissions.

Middle School Teachers **Kyle Burnette** and **David Shin** attended the National Science Teacher's Association Conference in Los Angeles in March. Both returned home with resources and ideas to enhance their science curriculums.

St. Christopher's hosted a March workshop on using Minecraft in Education for area teachers. The workshop was sponsored by Microsoft and Educational Collaborators. Academic Technology Director **Hiram Cuevas** and Lower School Technology Coordinator **Gail Warren** served as hosts and provided on-site support.

Mr. Cuevas also attended the Association of Technology Leaders in Independent Schools conference in Burbank Calif. He co-presented a three-hour workshop for tech directors from around the country on More Effective G Suite Administration, the control panel for Google Apps for Education.

Head of School **Mason Lecky**, Assistant Head of School **Sarah Mansfield**, Middle School Head **Warren Hunter**, Lower

School Head **Dave Menges** and Director of Global Engagement **Fran Turner** attended the National Association of Independent Schools conference in Baltimore in March. The conference theme was "From Mission to Values."

First Grade Teacher **Betsy Tyson** and Middle School Director of Curriculum and Instruction **Keena Fitch**, along with Dr. Mansfield and Mrs. Turner, attended the Global Education Benchmark Group conference in Los Angeles in April that explored global citizenship, curriculum, professional development and travel programs.

Lower School Counselor **Catherine Graves** and Dave Menges attended the Learning and the Brain Conference in Washington, D.C. in April.

Dr. Mansfield also served as the vice-chair on the Virginia Association of Independent Schools Accreditation Visiting Team for Woodberry Forest School. As stated on the VAIS website: "The process of accreditation is based on a regular, professional peer assessment of the degree to which the school supports its stated mission in a thoughtful, sustainable and responsible manner."

Upper School Head Librarian **Marsha Hawkins** presented as a Design Thinking in Libraries panelist at the Association of Independent School Librarians conference in New Orleans in April.

Middle School Spanish Teachers **Laura Dugan** and **Kathleen Hornik** attended a conference in Ann Arbor, Mich. in April to hone skills in Teaching Proficiency through Reading and Storytelling, a methodology embraced by St. Christopher's Middle School language department. TPRS simulates an immersion experience through context, comprehensible messages, language and repetition. Sessions enforced current techniques for Mrs. Hornik and Ms. Dugan and introduced new ones through a simulated Hebrew class. At the end of one day of instruction, they could understand short stories they read and listened to in Hebrew, giving validation to the Middle School's chosen approach.

Middle School French Teacher **Carey Pohanka** also attended a TPRS conference in Agen, France in July.

Jen O'Ferrall completed a post-master's certificate in educational leadership and policy studies with an administration and supervision endorsement for Pre-K through grade 12 at the University of Richmond. Mrs. O'Ferrall is a reading specialist who provides academic support for Lower School students.

Middle School English Teacher **Alex Knight** took a Richmond Visual Arts Center creative writing class to produce short stories and revise older ones to prepare for the literary market.

Upper School Spanish Teacher **Asha Bandal** recently completed her thirteenth season as head coach of the University of Richmond synchronized swimming team. The team placed ninth (its highest ranking in several years) at the 2017 U.S. Collegiate Synchronized Swimming Championship at The Ohio State University in March.

Several faculty members took leadership roles at the International Boys' Schools

Coalition annual conference in Baltimore this summer. Lower School Teachers **Amy Buerlein** and **Meredith Traynham** presented on incorporating BUILD (Boys Using Innovation to Learn and Design) into the classroom. Upper School faculty **Amanda Livick** (digital arts) and **Marsha Hawkins** (head librarian) led a workshop, "From Consumption to Creation: Digital Literacies and Infographic Design." **Laura Sabo**, Lower School Learning Commons librarian, and **Kim Hudson**, director of the Center for the Study of Boys, served on a panel with educators from Eton College in London and The Scots College in Sydney, Australia, to make a presentation entitled "Building Research and Innovation Cultures in Boys' Schools." **Betsy Tyson** served as a Boys' Global Network facilitator for a discussion regarding classroom innovation and how makerspaces help in the development of resiliency and innovation in students.

Upper School Science Teacher **Austin Suttan** was involved in an International Boys' Schools Coalition action research project this year about how experiential education is especially suited for boys to



Kyle Burnette and David Shin at the National Science Teacher's Association Conference in Los Angeles

promote collaboration in large groups. She explored how ninth grade boys' participation in a low ropes course boosted collaboration in her biology classroom.

Of the six poems by **Ron Smith** in the November issue of *Broad Street*, "Volterra," was nominated for a Pushcart Prize and was the featured poem on *Poetry Daily*. In January, StC's writer-in-residence served as judge for the Poetry Society of Virginia's book prize and delivered a talk at St. Stephen's Episcopal Church titled, "What Poetry Is & How to Create It." In February, his poem "John Smith in Virginia" was singled out for praise in *New Pages* review, and Mr. Smith spoke to Amy Buerlein's second grade class about why he writes poetry and how he goes about it. In early March, Mr. Smith gave two readings in Rome, Italy, one at the Keats-Shelley House and one at the official residence of the American ambassador to Italy. Later in the month he delivered a lecture at the Tredegar Civil War Museum entitled "Whitman & Melville: The War That Did Get into the Books." He also presented "Mathematicians, Astronauts, & Yankees," an Upper School chapel talk inspired by the movie *Hidden Figures* that ended with a reading of his poem "Yankees," which focuses on racism in the Deep South in the 1960s. In April, Mr. Smith's poem "Birds of the Air" was published in *The Anglican Theological Review*.

StC Admissions Director **Cary Mauck** was featured in the Q&A article, "Managing a Head Transition," in the winter 2017 issue of *The Yield*, an Enrollment Management Association publication.

Second Grade Teacher **Glorietta Jones** graduated from the Samuel DeWitt Proctor School of Theology with an M.A. in Christian education.

Now in her fifteenth year serving as an AP Spanish Language exam grader, **Sue Varner** has been chosen to serve as a question leader for the speaking portions of the exam. The eight leaders at this level oversee more than 1,000 high school



Extended Day Teacher Tim Gruber completes his first marathon.

and collegiate Spanish language educators from around the world. In the yearly eight-day session, graders evaluate more than 170,000 AP Spanish language and culture exams.

Other interesting StC faculty pursuits include the following:

Betsy Tyson participated in El Camino de Santiago, a pilgrimage to the Cathedral of Santiago de Compostela in northwestern Spain, where legend has it that the remains of Jesus's apostle St. James the Elder were laid to rest.

Jazz Band Director and Upper School Music Teacher **John Winn** played in the pit orchestra and was in charge of local musicians hired for the *Book of Mormon* and *Beautiful: The Carole King Musical*, both played onstage this spring at the Altria Theater. He also performed with the Richmond Symphony as a saxophone

soloist in its March tribute to Barbra Streisand and was guest director of the Chesterfield County Schools All-County Jazz Band in April.

Extended Day Teacher **Tim Gruber** participated April 22 in his first 26.2-mile road race, The Foot Levelers Blue Ridge Marathon, known as the toughest of its kind. He also placed seventh in the April 1 Monument Avenue 10k.

CAROL LOGUE

Retires as Head of Extended Day

By Mary O'Brien and Abbey Moring, Extended Day teachers



what Extended Day should be," she said. "Because there were no holds barred, I got to develop a creative, comfortable home full of art and music and joy and study hall. I was allowed to develop it the way it should be done."

Since then, the Extended Day program has grown to 400 students and 26 teachers, serving St. Christopher's and St. Catherine's grades JK-8. In addition, Mrs. Logue started an after-school enrichment program open to all St. Christopher's Lower School students as well as a community early childhood enrichment program for 2 to 5 year olds. The program also develops and hones study skills and time management where students are encouraged to take pride in their work, be responsible and get their homework completed. Under her direction, the Extended Day program has become a prototype for similar after-school programs in the Richmond area and beyond.

Carol Logue compares starting and developing St. Christopher's after-school program to painting, a hobby she pursues in her spare time. "It was like developing a canvas, always evolving, always dynamic."

More than 30 years ago, Headmaster George McVey approached Norma Alley's junior kindergarten assistant with the interesting proposition of starting an after-school program at St. Christopher's. Mrs. Logue accepted the challenge and taught her first class of six boys in 1985. "George McVey opened the door for me to grasp the vision of

"I just love St. Christopher's," she said. "I love what I was able to create here. I love the experiences my family had here, the sense of community and feeling of comfort and support that allows you to grow."

Apparently those feelings are mutual among fellow staffers and students. "Mrs. Logue is the nicest teacher," said one fourth-grade boy. "She has always been kind to me!"

She also displays a healthy sense of humor, especially when it comes to creative antics by her youngest charges. "Carol has kept a boy's note to her stating: [Boy's name] 'doe's not haf to do hes homework,'" said Extended Day Teacher Mary O'Brien. "Carol appreciated the

student's invented spellings and determination. She laminated the note and hung it on her wall. Needless to say, the boy had to do his homework."

Although Mrs. Logue will retire, her active lifestyle will continue. She is comforted to know her ties to the school will remain strong. Her grandson, **William Logue '29**, just finished kindergarten and her granddaughter, Meriwether, will start junior kindergarten at St. Catherine's this fall. She is involved with them, along with two other grandchildren in London, and will remain active with bicycling, playing tennis, hiking, kayaking, painting, traveling and volunteer work.

Mrs. Logue is well-regarded for her innate ability to hire talented and dedicated teachers, and her legacy will live on through her staff and programs. She leaves St. Christopher's with sadness, but also with feelings of liberation and peace that accompany the best retirements. "I'm going to figure it out and look at it with bright eyes and enthusiasm and cherish every free moment."



"Carol has the innate gift for being very intuitive, which is exemplified by her amazing staff. She is a very devoted, caring individual who would do anything to help a friend in need."

Bitsy Hillsman, Extended Day teacher

Carol has often called Extended Day her baby and the staff her family. She has been very dedicated to the school and to the Extended Day program for over 30 years. She has been a wonderful motivator and innovator for her staff and will be greatly missed!

Carol is always enthusiastic about the activities we are doing with the children. She often comes into my classroom to take photos of my class painting at the easel, art projects at the table, cooking a Friday treat, or creating a building block masterpiece.

Mary O'Brien, Extended Day teacher

March On Saints

Congratulations to St. Christopher's Class of 2017 as they embark on the next chapter of their academic careers.

We are so proud of all that you have accomplished.



MARK YOUR CALENDARS



JOURNEYS TO MANHOOD
 THE CENTER FOR THE STUDY OF BOYS
 SPEAKER SERIES EVENT

WELCOMES:

CHRIS TEMPLE & ZACH INGRASCI

THURSDAY, OCTOBER 5 AT 7:00 PM

FREE and open to the community in Scott Gym at St. Christopher's School.

StC

The Magazine of St. Christopher's

St. Christopher's School welcomes qualified students to all the rights, privileges, programs and activities generally accorded or made available to students at the school and does not discriminate on the basis of race, color, religion, sexual orientation or national or ethnic origin in administration of its educational policies, admissions policies, financial aid policies and athletic and other school-administered programs.

Member of VAIS, NAIS, NAES and IBSC



78 GRADUATES ATTENDING

29 AP SCHOLARS

15 COLLEGE ATHLETES

38 COLLEGES & UNIVERSITIES IN

8 NATIONAL MERIT DISTINCTIONS

6 LEXUS OF RICHMOND PURSUIT OF PERFECTION WEEKLY LEADERSHIP AWARD WINNERS

16 STATES

1 NATIONAL MERIT SCHOLARSHIP WINNER

Thanks to all the parents, students, alumni and friends who provided content and pictures for this publication. Please send your news and photographs to thomask@stcva.org for use in an upcoming issue.



St. Christopher's School

Educating Boys For Life

711 St. Christopher's Road
Richmond, VA 23226

P. 804.282.3185

F. 804.285.3914

www.stchristophers.com

