The Lexington School
Pinpoints



From Good to Great
Why Endowments Matter

By Chuck Baldecchi, Head of School

Great schools have great teachers who motivate and inspire their students. Great schools have stirring mission statements that they execute with clarity and purpose. Great schools have high selectivity that provides them with a pool of mission-appropriate students. Great schools offer financial aid when needed, and great schools have facilities that allow great teaching to blossom. In addition, truly great schools have endowments.

Solid endowments, commensurate to the number of students enrolled, push good schools to the top of the rankings across the nation. It seems preposterous to reduce a school's effectiveness to one data point. An endowment is, nonetheless, the one factor that distinguishes a school and allows it the freedom to become one of the best. In other words, endowments allow good schools to become great.

Endowment funds provide crucial income for a school beyond tuition revenue. Most of The Lexington School's revenue comes from tuition, but our budget and goals are not limited by enrollment. A solid endowment affords The Lexington School the chance to pay its faculty more than it could if it were solely dependent upon tuition. In addition, TLS can provide up to 20% of its student body financial aid because of its endowment, giving us a more economically diverse student body and bright students who would otherwise not be able to afford TLS. This factor alone enriches the education opportunities of all who are part of the school community.

The endowment helps the administration stay true to the school's mission and philosophy. If a school is solely dependent on tuition dollars to fund its program, that school may feel beholden to families who don't believe in or value the school's mission. A strong endowment gives a school

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the freedom to say we can be the school we strive to be rather than the school someone else wants us to be.

Does The Lexington School have a strong endowment?

The simple answer is yes.

Back in 2006 the Strategic Planning Committee set an audacious goal for the school: increasing the endowment from $8 million to $20 million by 2012 through a 50th Anniversary Endowment Campaign. This goal was audacious for several reasons. Most fundraising consultants will tell you that raising money for an endowment is more difficult than raising money for a building. People like to see their money used for facilities. It takes a more sophisticated donor to understand how a strong endowment can transform a school by more than doubling its existing funds.

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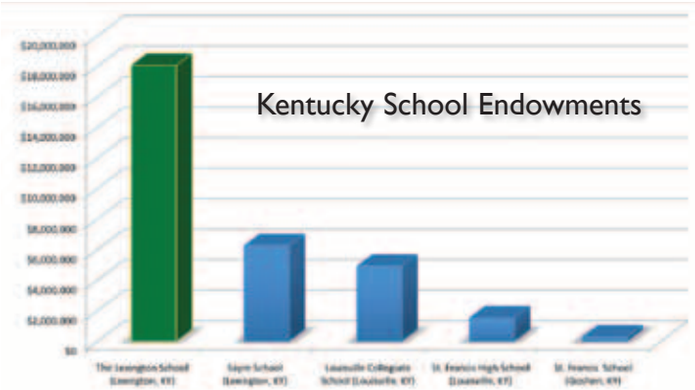
If The Lexington School is successful in its fundraising, a $20 million endowment will put it in the "top tier" of its peer schools nationally. When one thinks of schools with successful endowments, Ivy League universities and New England boarding schools come to mind rather than elementary schools and certainly no elementary school in Lexington, Kentucky.

Hindsight and reality also make this goal audacious. In 2006 the Strategic Planning Committee did not know that just two years later the country would be crippled by its worst economic downturn since the Great Depression. The question became, could The Lexington School have the support and understanding to raise the funds in order to double its endowment during a time of economic crisis in the country?

The answer to this question is yes, and the history of the school's endowment provides an answer as to why The Lexington School has a philanthropic understanding among its alumni and past and current parents to support such an effort.

How did the school start its endowment? Former Board Chair and current grandparent Robert Clay told me, "Labe Jackson was the most effective fundraiser and Jim Kenan invested it."

I recently tracked down Mr. Jackson while he was visiting his son, **Phelps '87**, in California. "Well, I didn't do it alone. I was on the board in the late '70s when Ms. Abercrombie finally said, 'I am not going to continue to write a check to the school every year in order to keep it running. You all are going to have to do that yourselves.'" Mr. Jackson went on to say, "That was very difficult for us to hear because the school depended on Ms. Abercrombie to bring us into the black each year. On the other hand it made us sit down and figure out how we were going to do that ourselves. The school also wanted to build a gym. We had about $400,000 left over. The board decided we would set aside that money to start an endowment; the only stipulation the board had was that Jim Kenan must be the person to invest it."

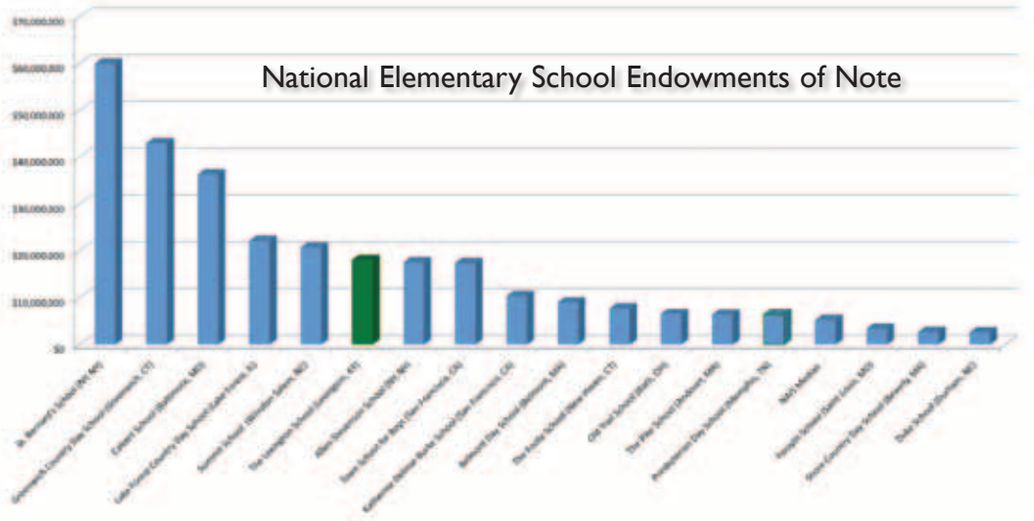


Investing it wisely is what Jim Kenan did and still does. From 1981 until the early 1990s, Mr. Kenan turned that $400,000 into $3 million, a remarkable rate of return for any investor. When asked how he did it, Mr. Kenan humbly replied, "I have a very basic and simple approach to investing. I am a big believer in Warren Buffett's approach to value investing. We buy stocks in solid companies that keep increasing their dividends year after year. When investing for The Lexington School we don't invest in anything exotic – [we look at] solid companies that are most successful at

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what they do. It also didn't hurt that the school reinvested all the returns for the first ten years or so. They let the endowment build before they took any draw from the principle."

To The Lexington School's good fortune, Mr. Kenan has a rate of return for the endowment significantly higher than that of the S&P 500, and he manages the school's endowment for free. TLS is deeply indebted to him for his generosity, counsel, and investment acumen.



Mr. Kenan also went on to express another common trait I heard from several board members from that era of The Lexington School, "Obviously I am very invested emotionally in the success and growth of The Lexington School's endowment. I want it to continue to grow. I am proud of the fact that we have one of the largest endowments for a school of its type in the country."

It is this history of placing a priority on an endowment for the school that helped TLS make its case for a 50th Anniversary Endowment Campaign. As **Bill Young Jr. '63** commented when asked if he thought it would be difficult to raise money for endowment instead of some other purpose, "Why wouldn't you want to give to an endowment? It is what makes schools great. It allows schools to achieve things they couldn't do otherwise. It funds scholarships. It funds teacher salaries. And if you are lucky enough to have someone as able as Jim Kenan to manage your endowment as The Lexington School does, you know that whatever money you contribute will be in good hands."

Mr. Young's words set the stage for a successful campaign that still needed a "hook" in order to give donors a reason to "stretch" toward a goal of $10 million during the backdrop of a calamitous economic recession.

That "hook" arrived on New Year's Day, 2009, with the news of a "transformative" $5 million gift from Graham and Rhona Beck. With five grandchildren at The Lexington School and a lifelong commitment to supporting educators and giving those less fortunate the gift of education, the Becks earmarked half of their gift for an endowment for teacher salaries and half for financial aid. There was a catch that came with the gift, though. The Lexington School had to raise a matching $5 million. With that great news in hand, President of the Board, **Rob Brewer '85** and Head of School Chuck Baldecchi met with various past and present friends of The Lexington School. As Rob Brewer noted, "As bad as the economy was, nobody turned us down. Those generous donors would always remark, 'This is an incredible opportunity for The Lexington School. This gift will transform the school; we must receive the full match.' Ms. Abercrombie led by example with a bequest for $1 million."

What followed was an incredible demonstration of support for The Lexington School, where past parents joined with current parents with a common goal of growing the endowment and meeting the challenge. By the time the school celebrated its 50th Anniversary ten months later, an incredible $4.7 million had been raised toward the $5 million match. With a generous gift from a current



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>
> *Bill Young '63*

parent last winter, The Lexington School finally exceeded its goal. By the end of the 50th Anniversary Endowment Campaign, The Lexington School raised $11 million to add towards its endowment.

As luck would have it, a significant portion of the monies donated were given to Mr. Kenan to invest at or just before the nadir of the bear market. At the conclusion of The Lexington School's most recent fiscal year (June 30, 2011), its endowment was valued at $18,569,184. With roughly $4 million in pledges to be received over the next three years, it looks as if that audacious goal of a $20 million endowment will be achieved.

What does this mean for The Lexington School today?

The Board of Trustees has authorized the school to receive 5% of a trailing three-year average market value of the total endowment at the end of each fiscal year. In real terms this means the school used to receive roughly $400,000 annually from its endowment in 2006, but will receive roughly $700,000 this year. A three-year average reflects the transformative impact of this gift that will put $1 million into our budget once the endowment tops $20 million. This, in turn, will keep tuition increases to a minimum, increase faculty pay when other independent schools have been keeping wages flat, and make the dream of attending The Lexington School a reality for deserving students through an increased financial aid program.

The Lexington School is fortunate to have such a generous endowment. In essence, the 50th Anniversary Endowment Campaign ensures that The Lexington School will not only remain one of the nation's best elementary schools, but it also ensures that this great school will ultimately enjoy its 75th and 100th anniversaries with much to celebrate.

*Pictured on our cover is **Grace Woody '23**, a member of the Acorns class for two-year-olds, who looks toward tomorrow as she waters an oak sapling on the grounds of Scarlet Gate.*



At home at Winter Quarter Farm are **Ferran Robinson '92**, daughter **Layla Robinson '22**, and father **Don Robinson '63**.



Harry Cohen '65 is surrounded by his daughters, **Erica Cohen Mash '93**, left, and **Barbara Cohen Rubin '89**, and Barbara's children, **Seth Rubin '17** and **Abby Rubin '20**.

Three Generations of Proud Lexington School Families

— A Strong TLS Endowment Will Ensure Fourth, Fifth, And Sixth Generations To Follow.



Gathered for the June 25, 2011, wedding of **Jamie Nicholson '94** and Maegan Ford Nicholson are Jamie's parents, Joe Browne and **Jessica Bell Nicholson '64**, Jamie's sister, brother-in-law, nephew, and niece, **Kelsey Nicholson Tune '96**, **Brad Tune '85**, **Bennett Tune '20**, and **Elliott Tune '18**.



Three generations of the Young family include **Charlotte '22**, **Chris '90**, and **Bill '63**.

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During the 2010-2011 school year, The Lexington School celebrated the successful completion of its 50th Anniversary Challenge.

Through this $5 million matching challenge, The Lexington School raised a total of $11.5 million, dramatically increasing the school's endowment, funding the opening of The Learning Center, and providing endowed support for faculty salaries and financial aid.

We wish to say a very special thank you to these donors for their support of The Lexington School's 50th Anniversary and their support of our endowment campaign from 2009-2011.

Bertha Lebus Charitable Trust
Girl Scout Troop #879
— in honor of Jawanna Herd
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Ms. Josephine Abercrombie (H'00)
Mrs. Virginia L. Adams
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Dr. Teresita Bacani-Oropilla
Mr. & Mrs. Charles D. Baldecchi
Mr. & Mrs. Don Ball
Mr. & Mrs. Antony Beck
Mr. & Mrs. Graham Beck
Mr. & Mrs. John Bowling
Mr. & Mrs. Norman L. Brown
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Mr. & Mrs. R. Dudley Webb
Dr. & Mrs. Dean White
Mr. & Mrs. William T. Young Jr.



Founder's Day 2011
Photo Collage by Rob Neuzel

NEW TEACHERS

Robin Crawford



Mrs. Robin Crawford likes to "watch their learning growing." With her bachelor's in elementary education from UK and public school teaching experience, she is in her element as an instructional specialist at The Learning Center. She says her years of teaching students with learning differences have taught her the importance of small class size.

She brings life to learning and learning to life. At the beginning of school during social studies and writing, Robin and her students had their first visit to the library. With her encouragement, the fourth graders each chose a book on Kentucky to discover more about their home state. Serendipitously, the book on Blue Grass architecture featured Scarlet Gate. It was a natural next step, then, for students and teacher to have an impromptu field trip, to walk next door and visit our historic house, seeing firsthand that the fun of learning takes place everywhere we turn.

Jean Ezell



Growing up in a family of 12 children gave **Mrs. Jean Ezell** a good education right away. The fact that all 12 worked to put themselves through college furthered that education, as one realizes that not all things come cheaper by the dozen.

An instructional specialist in The Learning Center, Jean holds two degrees in elementary education, her bachelor's from UK and master's from Miami of Ohio. She has a solid background, as well, in the Orton-Gillingham teaching method, integral to TLC's program. During college, she taught four summers at The de Paul School in Louisville, widely known for its curriculum for students with dyslexia.

In addition, Jean has enjoyed teaching first, second, seventh, and eighth grades, and has headed up the resource room in her previous schools. Her classroom benefits from her strong sense of time management, a trait honed early on in figuring out which of the 12 siblings got the next shower.

Susan Hawkridge

In her 15th year of teaching various age levels from primary through eighth grade, public, parochial, and independent, from St. Anne's Episcopal School in Middletown, Delaware, to central Kentucky, **Mrs. Susan Hawkridge** has seen the gamut and enjoys the gamut. She brings her experience and expertise to fifth grade language arts and social studies, but she hasn't come without careful thought beforehand. With two of her three children, **Gabrielle '13** and **Evan '18,** here at school, she has been a stay-at-home mom since Evan was born. A voracious reader, she pondered the fundamental question, "Do I go back to work fulltime, or do I read?" Happily, for her students, she decided on both. She begins her mornings by reading ten different newspapers, and that's only the start.



With a bachelor's in elementary education from Central Washington University and a master's in curriculum and instruction from City University of Seattle, Susan helped begin a parent co-op and was the first teacher there. "I know explicitly the essential relationship between parents and educators. I value that relationship and I build a team."

Jason Hurst



Mr. Jason Hurst, middle school science teacher, brings life experience – and plenty of it -- to his classroom.

With roots in rural Sand Gap, Kentucky, Jason spent his middle school years as a boarding student at the Bluegrass Boys' Ranch in Lexington. From there, he earned a full academic scholarship to The Lawrenceville School, where he was a three-sport athlete. He matriculated close to home, to Berea College,

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and earned his bachelor's in chemistry. For five years he was the residential educator at his alma mater, the Boys' Ranch. While at UK, earning both his bachelor's in secondary education and his master's in secondary science education, Jason observed and taught at Dunbar's MSTC program and Tates Creek's IB program.

Outside the classroom, Jason has rafted the entire Grand Canyon, the Ocoee, the New, and the Gauley Rivers; traveled throughout Europe; sailed the Society Islands in French Polynesia; and traveled extensively around the United States and the Caribbean.

Angela Schuman

Mrs. Angela Schuman has her bachelor's in psychology from UK and is fascinated by how the brain works. With her master's in education and certificate in learning and behavioral disorders from Georgetown College, she finds her Learning Center students highly motivated. She repeatedly says, "Pinch me. Is it true? Can The Lexington School be this great?"



Her background in working with students to improve their English has taught her a few lessons as well; she's picked up some Swahili, Korean, and Spanish along the way. A percussion player as a youngster, although she has graduated from her elementary and middle school drum set, she encourages her students to pursue their hobbies and talents. Exploring students' natural interests is one way she incorporates multi-sensory learning into her classroom.

Angela says it was evident early on that Lexington School students feel secure in their environment. She is convinced that the established traditions and strong leadership create that sense of confidence.

Anna Walsh

Daughter of two longtime and well loved high school teachers, **Mrs. Anna Walsh** wanted to test her wings in any field other than education, and that was an education of its own. After a few years though, with a bachelor's in communications from Asbury and a master's in elementary education from Bellarmine, Anna submitted to the call. She's a born and bred teacher.



As an instructional specialist in The Learning Center, Anna was previously a special ed teacher and has more than a natural inclination toward that area. Summing up thoughts of her new school, she says, "I wish every child with language-based learning differences had the opportunity to participate in a program like this one at The Lexington School. There is time for the kids. In other schools where I have taught, there is never enough time. Students feel success every day here. They want to do their best."

Tracy Young

Third grade teacher **Mrs. Tracy Young** already knows these hallways well, having been Mark Scarr's long-term substitute last fall and winter. Being back in the TLS classroom is a natural fit for her while she continues to be a learner as she is a teacher. With her bachelor's in elementary education from Messiah College in Pennsylvania, she is now working toward her master's in Asbury University's Teacher as Leader program.



Tracy has teaching experience in both independent and public schools, and was assistant director of a Lexington preschool. In reviewing her decades as an educator, Tracy says with particular emphasis, "The Lexington School has the greatest sense of community of any place I have been. The children see that and know they are a part of that." She backs up that statement in the strongest way possible, as her three children, **Sydney '13**, **Ella '17**, and **Chase '18**, come to school with her every morning.

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"Let Nature Be Your Teacher"

"Let nature be your teacher," William Wordsworth wisely counseled. The Lexington School has followed the poet's advice and, over 150 years later, his words still hold true. TLS students are fortunate to have their horizons broadened by opportunities for learning that are far outside the classroom walls. Journey with us to see some recent adventures.

No Barriers to Learning

A classroom beside – or in -- the ocean is not a bad gig for student or teacher.

Middle school science teacher, **Chris Johnson '89** reports that Lexington School seventh graders learned firsthand about salt marsh ecology and marine biology on their South Carolina Barrier Island trip. Staying in cottages at the James Island County Park in Charleston, the Middle Schoolers put aside their textbooks and put on their bathing suits and old tennis shoes instead to get an up-close view of riparian life in the low country estuaries. Crabbing, cast-netting, and fishing yielded catch of the day, and the lunchtime crab boil gave some students their first opportunity to pick crabs. Knowing Mr. Johnson's storied aptitude for surfing, the group especially enjoyed the next morning's instruction on the art and the skill of making that challenging sport as easy as it looks.

Classmates learned history on site through a tour of the celebrated World War II aircraft carrier, USS Yorktown, at Patriot's Point. History lessons continued the next afternoon on a narrated cruise through Charleston Harbor to Fort Sumter, where National Park rangers gave thorough background on the fort's pivotal role in the Civil War.

When students got back home, no doubt there was still some South Carolina sand in a few pockets to serve as a happy reminder of their classroom by the sea.



CLOCKWISE FROM TOP Ireland Morton, James Dupree, Jack Farrell, Zack Powell, Jason Hurst, and Annie Hogate perfect the important art of picking crabs at lunchtime; Catch of the Day, fresh blue claw crab; On the lawn in front of the USS Yorktown, history comes alive for the group; Dr. Laura Bowling, Eric Kline, Will Shapiro, Daniel Grigsby, and Delia Kessinger take an up-close look at the constricted confines of the USS Yorktown.

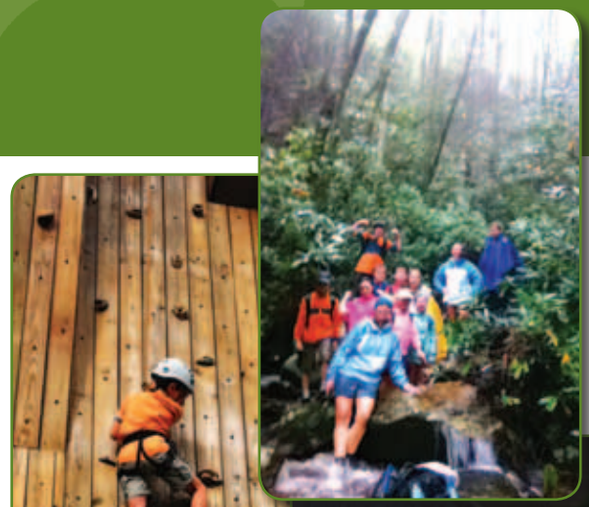


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"Wherever You Are, Live There"

Green River has been a favorite destination for Lexington School Middle Schoolers for the last 16 years, and for 13 of those years it has been the cherished domain of the sixth graders. Outside Hendersonville, NC, the 3,400-acre former home to the Cherokee Nation is now a nature preserve where today's explorers experience outdoor life through the eyes of those first mountain inhabitants.

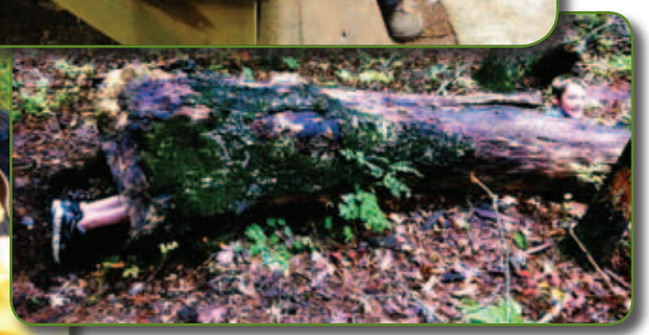
Middle school math teacher **Greg Gunn** recalls each one of his 14 Green River trips with enthusiasm and says he loves seeing his students move outside their comfort zones to thrive without everyday luxuries. Middle Schoolers flourish as they live in harmony with the land and learn the spiritual lessons of the Cherokee. Beautiful hikes in the woods lead to the enjoyment and wonder of sampling edible plants such as sassafras, sourwood, and sweet birch. The Green River mentors and naturalists have become friends with the TLS community over the past decade and a half, as The Lexington School classes stand out, year after year after year, for their good manners, thoughtfulness, and respect for their environment. Mr. Gunn enjoys seeing the students slow down from the influence of the outside world and reflect on the Cherokee and Green River wisdom, "Wherever you are, live there."







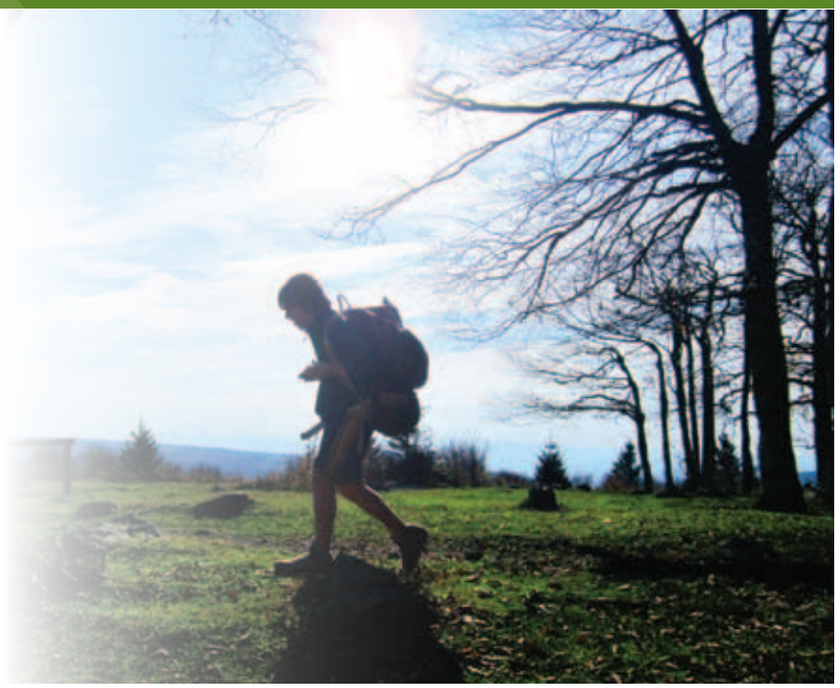




FROM THE TOP Becky Johnson and her group enjoy the cool of the waterfall; Zachary Langdon heads to the top of the climbing wall; A red-bellied newt gives an up-close science lesson; With instruction from a Green River mentor, Jack Cline chisels out a yellow poplar bowl, similar to one the pioneers would have made and used; Myles Winkley stretches himself to see things up close at Green River. ***LEFT*** *(l-r)* Morgan McDonald, Ruby Kate Gray, Ellie Phillips, Caroline Keating, Annie Varner, and Alex Simpson.

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The Great Outdoors



Enjoying sunshine and fair weather, yet under the official umbrella of The Lexington School, middle school math teacher and accomplished outdoorsman Joe Griggs led an intrepid group of nine hikers along the Appalachian Trail during Fall Break. A natural but closer-to-home extension of TLS Voyages, organized by middle school social studies and French teacher Sara Hinds (see Pinpoints Spring 2011), this adventure proved a success from the first step. Having hiked the entire AT from Georgia to Maine, nearly 2,200 miles, Mr. Griggs chose his favorite section, one he has explored ten times before. The 20-mile loop at Grayson Highlands, Virginia, afforded majestic views of Mt. Rogers, Virginia's tallest peak, a number of balds, and a particular surprise that Mr. Griggs had kept from his fellow hikers, herds of small, wild ponies also sharing the terrain.

The four-day, three-night trek gave most of the group their first multi-day camping experience as they carried and cooked their own food, treated stream water to make drinking water, and, of course, slept in tents. Learning firsthand that their leader was no ordinary Joe, the group laughed at the tale of Mr. Griggs's hiking a section of the Appalachian Trail for four days wearing a three-piece suit every step of the way.

Hale and hearty adventurers included eighth graders Strohmann Breeding, Stephanie Ramsey, William Ramsey, seventh graders Eric Kline, Kyle Sampson, sixth graders Jack Cline, Deacon Thomas, as well as Deacon's grandfather, Mr. Paul Welch, and middle school Spanish teacher Joe Conley.

Through another unforgettable Lexington School opportunity, seven students and three adults got to know the great outdoors, each other, and themselves better.

TOP With his pack full of life's necessities, Eric Kline makes good progress on the Appalachian Trail. ***CLOCKWISE BELOW*** Kyle Sampson, Stephanie Ramsey, Strohmann Breeding, Eric Kline, and William Ramsey break for a bit of sustenance before logging more miles; Jack Cline reaches into the ice-cold water to fill his bottle; and Strohmann Breeding meets a new friend along the way.



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Notes from the Alaskan Adventure of Parke Loyd '02



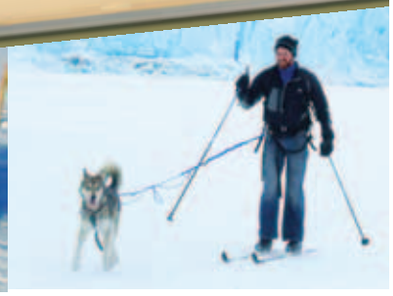




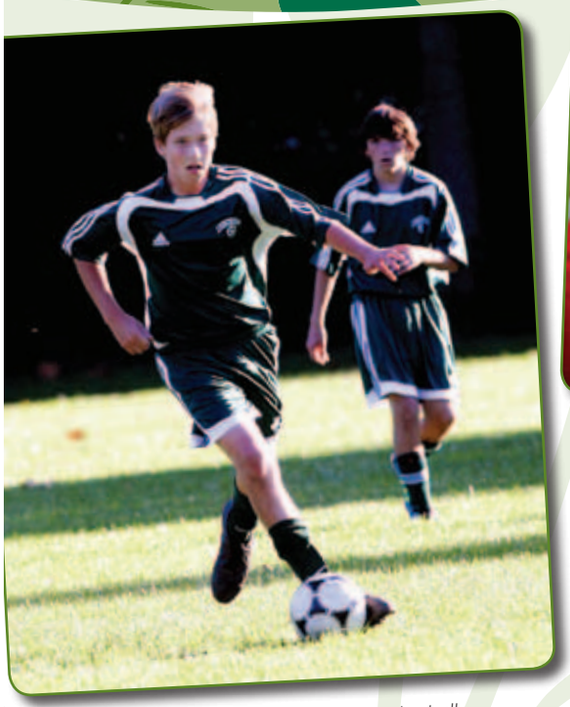
At the moment, the mosquitoes fly thick about me, making heroic efforts against the moderate breeze to gain purchase on the few square inches of skin I have left exposed. To the few that have succeeded, I have shown no mercy, leaving me dotted with the red wreckage of mosquitoes on my wrists and neck. These cursed mosquitoes and I are both presently inhabiting a Fish and Wildlife Service field camp about a mile outside of Palmer, Alaska. Field camp is really a misnomer in this situation because we are literally a few yards from a highway. Alas, my tent does little to dampen the noise of cars and even less to keep out the endless summer light. Even when the sun is below the horizon, which I think is happening well after midnight these days, there is still light enough to read by. Palmer field camp will be home for the remainder of my time in Alaska, until mid-August when I depart for graduate school in Boulder, Colorado.

In spite of the highway noise, this summer will be one to remember. Hiking up streams with a team of biological science technicians catching and cataloging juvenile salmon for a research project is nothing to complain of. I can hardly believe it, but I get paid to hike in the forests of Alaska! Even the training for this job was a blast - ATV driving, jet-boat piloting, bear spray deployment; it was all covered. Plus, there is still phase two of the bear defense training to complete. The final test involved for this requires firing shotgun slugs at a paper cutout of a bear made to run at the student through a system of tracks and pulleys. Miss too many times or make any safety errors and the student won't qualify to carry a firearm in the field. Bear activity is minimal (so you can breathe again, Mom) in the Matanuska-Susitna Valley where this project is being conducted, so our team will almost always carry only bear pepper spray, but I'm certainly not complaining that I still have to take the firearm training.

So, how came I to be sitting in Palmer field camp diligently typing, between slaps at mosquitoes, on my laptop? All the credit goes to Tara. Tara is my older sister, whose first response two years ago to finding out the U.S. Public Health Service had elected to send her now-husband, James, to Anchorage was to break into tears. Despite her initial reaction, Tara came to love Alaska, both its wild lands and its wild people. So much, in fact, that she decided I should not miss my chance to be a part of it as well. To describe Tara as convincing is an understatement, so before long I found myself standing on the sidewalk outside of baggage claim at the Ted Stevens International Airport in Anchorage in the middle of December, two weeks before the winter solstice, questioning my sanity.



Pin Prints



Eighth grader Trent Marshall controls the ball while classmate Nick Kostelic provides strong back-up.



At far left, sixth grader Andres Gedaly looks on as Myles Winkley, Cleve Merritt, and Jackson Leach work together to find quotations about theme and literary elements in their summer reading book, **The Hobbit**.



Kindergartner Freddie Duignan is absorbed with his Lite Brite activity, honing his fine motor skills.



Montessori student Niah Rhodes, in foreground, and her fourth grade sister, Ariyana, enjoy their picnic at Scarlet Gate.



Prekindergartner Sophie Haddad concentrates on counting apples for her apple tree.



Budding scientist Michael Duzyk is intrigued with his fifth grade lab experiment.

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First grader Katherine Truitt and Marijo Foster begin the school day with a special moment together during carline.



Sixth grade student board representatives are Ellie Webb, Tom Polites, MacCarthy Baker, Jackson Leach, Sam Perez, and Colton Warner.



In the Acorn room, two-year-old Tag Gudeman discovers the magic of bubbles.



Anna Walsh, Robin Crawford, Angela Schuman, Jane Childers, Maggie Clement, and Jean Ezell know it will be another strong year for The Learning Center.



Fifth grade boys Nate Steiner, Luke de Castro, Matt Halpin, and Sam Levy show TLS camaraderie.



Sixth grader Ruby Kate Gray represents TLS and the USA on the FOX Sports website as she cheers for the US Women's Soccer Team at the World Cup in Germany.



Eighth grader Christian Courtney is the soccer hero.

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Pin Prints



Fourth grader Isabel Brunker keeps her eye on the screen as she works at the computer.



Fifth grader Louie Kessinger begins the school day making sure the recycling gets in the right place.



Eighth grader Tessa Fry checks out her new locker at The Learning Center.



Sixth graders Alex Simpson and Kate Christensen enjoy the sparkling afternoon of Fall Festival.



Kindergartners Abby Rubin, Cate Conklin, Greer Webb, Ella Cline, and Ela Congleton link arms during Green and Gray Day.



Sticking together is the name of the game in TLS running. Left to right are Allington Bowling, Olivia Greer, Monique Bacha, Sarah Morrison, Elizabeth Nielsen, and MacCarthy Baker.



Seventh grader Elise Merchak is absorbed in her book.

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For Mrs. Zimmerman's science class, fourth graders Graham Wald, Logan Absher, Matthew Russo, and Austin Hagan assemble a puzzle showing the life cycle of a frog.



KinderKlasse student Kennedy Harris creates a colorful masterpiece at her easel.



Seventh grader Jack Farrell fights through a tackle.



Fourth grader Allie Holoubek flashes a smile in science class,



Fourth grader August Brooks and Elysia Shively collaborate with some artwork during a buddy activity in the Pre-K classroom.

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Pin *Notes*



Kate Davenport Wisz '84 reports that life with ten-year-old triplets, Emmy, Jimmy, and Woody, keeps husband David and her busy. With two fencers and one year-round swimmer, Kate is a master of logistics for their family of five. Kate's professional moniker, Administrative Law Judge for the Social Security Administration - Hearing Office Chief Administrative Law Judge for the Fayetteville, NC, office, is almost as impressive as being the mother of triplets. For an in-depth report on Kate's world in triplicate online, please visit ePinpoints.com.

After graduating from the University of Virginia and spending three years in Wealth Management in Birmingham, AL, **Katherine Alford '94** returned to Charlottesville, VA, for a career change and to pursue a master's in student affairs practice in higher education. Upon completion of her degree, she worked for the legacy admissions program at the UVa Alumni Association for three years before transitioning to graduate education. Currently, Katherine travels throughout the world recruiting students for the University of Virginia Darden School of Business. She would love to wave the TLS banner on any continent and would especially like to connect with Lexington School alumni in Tokyo, India (Chennai, Bangalore, New Delhi, or Mumbai), Hong Kong, or Singapore. *(Pictured at left: On the way to Agra, India, Katherine makes friends with the monkey who stole her earring..)*



Harrison Stuart '95 has been named director of admissions for Woodberry Forest School. Formerly director of alumni affairs at Woodberry, he matriculated to WFS after graduating from TLS. Harrison has had significant independent school experience, having been director of development at The Episcopal School of Knoxville in TN. While there, he was also middle school student advisor, a sixth grade math teacher, director of the annual fund, and head of two successful capital campaigns. His professional career also includes experience in sales and management for private companies. Harrison and wife Katherine have two sons, Teddy and Jack. Both Harrison and Katherine are active at St. Thomas Church in Orange, VA, where he is a lay Eucharistic minister.

Gunner laCour '99 and Melanie Price were married May 21, 2011, at Temple Adath Israel in Lexington. **Lucy laCour '03** was a bridesmaid in her brother's wedding, while **Chris Ware '99** and **John Thomas '99** were groomsmen. Gunner is an attorney for RiverHawk Fast Sea Frames in Tampa, FL, and Melanie is an attorney for Florida Sixth Judicial Circuit Court. The newlyweds live in Tampa.





Lindy Elswick '04 and Blake Woodward were married at Talon Winery on August 6, 2011, and live in Lexington, where Lindy works at Elswick Chiropractic. After graduating from TLS, Lindy went to Henry Clay High School and then Transylvania University, where she majored in Spanish. Mrs. Bonzo and Mrs. Kemmish share smiles with the bride on her wedding day.

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Catching Up with the Karems



The Karem clan -- From left are Robert; Rebecca and her husband, Scott Hughes, standing behind her; Fred holding son Max; Kami, and Suzanne and Fred.

After moving to Lexington from Washington, DC, in 1977, Suzanne and Fred Karem chose The Lexington School for their son Fred, who enrolled in Melvin McKinney's Montessori class that year. Early enthusiasm about the school was reinforced as Fred, Robert, and Rebecca were students at TLS from Montessori through the ninth grade. Suzanne and Fred were involved in the school as board member, fundraiser, teacher, and active participant in the TLS Parents' Committee. Grateful for their education and experiences there, the Karem family members are proud of the continuing excellence that is found at TLS.





Since graduation from Harvard and from Stanford Law School, **Fred Karem '87** has practiced securities litigation at Morrison and Foerster in San Francisco, served as Legal Counsel to Zappos in San Francisco and Las Vegas, then for four years worked as legal counsel to Senate Republican leader Mitch McConnell in Washington, DC. Now in Chapel Hill, NC, Fred is an attorney. He and wife Kami Hayashi, who is studying for her Ph.D. in International Public Health at UNC, met while students at Harvard. Their two sons *(pictured, at right)* are Max, born July 2009, and Henry, born January 2011.

Robert Karem '93 has lived in Washington, DC, since graduating from Columbia University in 2000. After a stint at the Center for Strategic and International Studies, he moved to Capitol Hill to work as legislative assistant to Senator Mitch McConnell. Robert moved to the White House in 2005 to serve on Vice President Dick Cheney's national security staff where he was responsible for the Middle East portfolio with a particular focus on Iraq, Iran, Syria, and Lebanon policy. Since January 2009 he has continued to serve as an adviser to the former Vice President and also holds a position as a research fellow at the American Enterprise Institute. His work has involved extensive travel throughout the Middle East.

Rebecca Karem Hughes '97 and husband, Scott, welcomed daughter Hannah Story Hughes *(pictured, above center)* on May 11, 2011. Rebecca and Scott met at Rhodes College, married in 2006, and now live in Birmingham, AL. After graduating from Rhodes, Rebecca taught pre-kindergarten at Hutchison School in Memphis, then worked in the mortgage business for Wells Fargo in Jacksonville, FL, and in Birmingham. She now works for Triumph Services, a nonprofit organization providing support to adults with developmental disabilities.

Alice Doudard '11 sends news from Paris, France. Alice was a TLS student in third and fourth grades in 2006 and 2007, when her family moved from France to Lexington for two years before heading back to their home country. Her sister, **Clemence '14**, was in Montessori and first grade. Reminiscing that she will never forget her TLS years, Alice wishes she could have been at Scarlet Gate when her class graduated in June. The next best thing, though, was a post-graduation visit from good friend **Jacquelyn Engel '11**, with whom Alice has remained close since their lower school years. Alice says she "lives about 45 minutes away from Paris in a nice house by the forest" and that she and Jacquelyn "enjoyed visiting all of the famous and touristic places of Paris. It was a lot of fun to see each other again, and it was a good way for me to practice my English and for Jacquelyn to hear and speak French." She is in her ninth year of music, having been inspired in third grade music class by Mrs. Anderson, one of her favorite teachers. In fourth grade under the direction of Dr. Cooper, Alice continued her interest in music and especially enjoyed being a part of Kentucky Heritage Day. To keep her connection to the Bluegrass, she recently e-mailed Dr. Cooper for the piano score and text of our Alma Mater, which she plays for her friends throughout Paris.



Clemence is a sixth grader now and keeps up her Kentucky connection through her continuing interest in riding horses. Both sisters "hope to come back and say hello to TLS some day, but for the moment say hello to all of you at TLS."

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In Memoriam

Evan Douglas Lounsbury '04

Evan's death on August 19, 2011, in an automobile accident, has left a gaping hole in the hearts of his friends and admirers in all parts of the Lexington School family. Evan was a smiling TLS student from Prekindergarten through graduation, the son of longtime and well-loved middle school science teacher, Tomi Lounsbury. During high school at Dunbar, and when his schedule at Emory University allowed, he was a popular fixture in the after-school program at The Lexington School, where the younger students literally looked up to 6'3" Evan with obvious admiration, if not adoration. He grew up in these hallways. As current TLS parent the Reverend David Thomas said at Evan's funeral, "Evan was a part of the TLS fabric. He was there on the afternoon of his last day."



Dear friend **Harrison King '04** began his heartfelt reminiscences at the funeral, "Evan and I go way back. We were partners in crime from kindergarten to ninth grade and have remained good buds ever since." Harrison relayed memories of growing up with Evan and closed his eloquent eulogy with a quotation from one of Evan's favorite authors, Antoine de Saint-Exupéry, "The tender friendships one gives up, on parting, leave their bite on the heart, but also a curious feeling of a treasure somewhere buried."

The presence of a great number of Emory friends from as far away as California at Evan's funeral was especially touching, as his college friends gathered with his elementary school friends to celebrate and to pay tribute to a life that had meant so very much to each one of them.

Katherine Bandoroff '04 remembers, "Evan and I shared a passion for The Lexington School. Out of our classmates, we stayed most connected to TLS after graduating, and it was always a pleasant surprise running into him around school. I will miss seeing his warm smile throughout the hallways of The Lexington School."

Following Ms. Lounsbury's wishes, Evan's class has led the way to establish a scholarship in memory of Evan that specifically benefits faculty children. As the scholarship will be a lasting legacy remembering Evan and honoring Ms. Lounsbury, she feels especially moved by the thought that each faculty child who receives this financial aid will carry Evan's cherished memory, great promise, and bright hope.

Mary Lee Nichols (H'99)

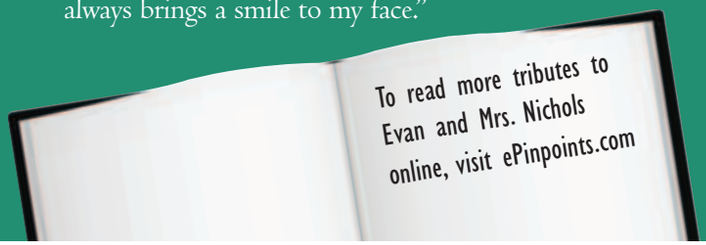
When word reached The Lexington School that Mrs. Nichols had died on August 21, 2011, it didn't seem right. It caught short her colleagues, her students, her friends, her admirers, and even those who still felt a bit intimidated by her mighty presence in the hallways, classrooms, and school offices. She had cut such a wide path during her days -- her decades – here at school, that it just didn't seem right.

English teacher and Head of Upper School, Mrs. Nichols influenced and inspired a generation of students, from 1975 until her retirement in 1995. Head of Upper School and Assistant Headmaster **Don Bortz (H'82)** reflected, "What I think most of all when I think of Mary Lee is that special regard and special relationship she had with her students. The kids knew she wanted the very best for them. When she became Head of Upper School after I left, she was perfect for that position. She had a wonderful rapport with the kids and they loved her."

Headmaster **David Lowry (H'00)** worked closely with Mrs. Nichols, admired her deeply, and cherished her friendship. Dr. Lowry reminisced, "I have been working in independent schools for almost forty years, so one can imagine the number and variety of teachers and administrators I have known. One that stands out for so many reasons is Mary Lee Nichols. I give her credit for training me up to be more firm and forceful in my disciplinary dealings with middle school students. She had such an understanding of who they were, how they thought and what they were about to do! She was rightfully called 'The Hawk,' as she had eyes in the back of her head – nothing got by her."



Matt Hartley '95 remembers, "Mrs. Nichols and I always had a good friendship while I was a student at TLS. It was not until I attended Centre and joined Mrs. Nichols, Roberta Owen, and a few others on the (then) new TLS Alumni Council that she and I became close friends. After alumni meetings, Mrs. Owen, Mrs. Nichols, and I would eat lunch together as often as possible and always had the greatest of times just catching up. Simply thinking of spending time with the two of them always brings a smile to my face."



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ONCE AN EAGLE, ALWAYS AN EAGLE

Throughout the years, a select number of Lexington School alumni have proudly attained the distinguished rank of Eagle Scout, the highest award in the Boy Scouting program of the Boy Scouts of America. The medal was first awarded in 1911, and last year, five percent of all Boy Scouts earned the Eagle Scout rank.

Dan Caudill '09 *(pictured)* is the most recent of a coterie of TLS Eagle Scouts, including **Joe Lagrew '98**, **Ben Buker '02**, **James Lagrew '02**, **Crawford Ifland '07**, and **Sam Lyons '08**. Middle school science teacher Joe Conley also claims that esteemed honor.

Attaining the rank of Eagle Scout demonstrates leadership within the scout troop and within the community at large, as each Eagle candidate is charged with determining an extensive service project, creating a detailed and well organized plan, taking full responsibility for its execution, and seeing it through to completion. **Louise Prewitt Lagrew '74**, mother of Joe and James, says, "It's all about their becoming a leader. You see a 14- to 16-year-old young man in charge of the project. It shows at an early age someone who is a finisher." Describing the Eagle Board of Review, which the scouts must pass before their 18th birthday, she continues, "They are unformed, somewhat uncertain, and untamed. It is truly impressive to watch boys become young men. It's incredible to see how poised they have become, answering challenging questions from the adults on the Board of Review. It's man-making. It's turning boys into men. Eagle Scout leadership continues through life."



MORE ONLINE

See photos and read more about TLS Eagle Scouts at ePinpoints.com!

"Tall Oaks From Tiny Acorns Grow..."

The Lexington School gives its students an incredible start. The transformative opportunities available to them are made possible through the *Annual Fund*, which supports every single student and faculty member within its walls.

We hope that you will join with 100% of the faculty, 100% of the Board of Trustees, and 90% of our parents in support of The Lexington School with your gift to the *Annual Fund.*

"It is inspiring to think about how our alumni are already changing their corners of the world, and breathtaking to think about what they will do in the years ahead. Thank you for helping to make it possible."

Holly Bandoroff
2011-2012 Annual Fund Chair



GIVE ONLINE at thelexingtonschool.org/donate or call Amanda at 859-278-0501 ext. 273.

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The Halls Are Alive with

THE SOUND OF MUSIC

Scientists and researchers, teachers and parents – the best of hands-on analysts – know that playing and listening to music enhance brain development from a young age. Children fortunate enough to attend music class and music lessons show improved cognitive and memory skills, strengthened verbal learning, and reap the incomparable benefits of being introduced, early on, to the powerful, emotional, inspirational world of music for the rest of their lives.

Providing a consolidated place for extracurricular lessons and activities, The Lexington School continues to offer piano, guitar, and percussion lessons throughout the school day, so that student and parent do not shuttle from place to place and spend additional hours in the car after the school bell rings. Under the orchestration of third grade teacher **Mrs. Joni Calkins**, the Applied Music Lessons program, begun in 2008, now serves 96 students.

Using individual teaching spaces, five instructors come to the school during lunch and recess, middle school elective time, and immediately after school, to ensure that time is maximized.

Piano teachers **Mrs. Heidi Icleanu**, **Mrs. Rezia King**, and **Miss Cara Thomas** instruct students from beginner to adult. The Little Mozart program gives four-year-olds a musical introduction in groups of two to four. Kindergartners and first graders follow with individual or group lessons, as do members of the older classes. First grade teacher **Mrs. Lisa Gumm-Gray** is happy to have the opportunity to take piano lessons herself, and shares practice time with some of her students.

For guitar **Mr. Chris Mattingly** focuses on the Childbloom program, a comprehensive musical education program for children from five to 12. While younger students learn in groups of up to four, older students have the choice of private or group instruction.

Percussion instructor **Dr. Kyle Forsthoff** might be the noisiest teacher on the block, as both girls and boys enjoy expressing themselves loudly and clearly with drums and symbols. Impossible to muffle, the unmistakable sounds of practice from the percussion students tend to bring on a smile from any passerby.

Working in concert with music classes that are a part of the regular school schedule, Mrs. Calkins emphasizes that the extracurriculars do not encroach upon established classes. At the same time, she works hard to make each instructor feel a part of the welcoming community that is The Lexington School. To ensure harmony as well as rhythm and to give reassurance to the younger students, for the first lessons several children were accompanied to the new classroom by the homeroom teacher.

Music lessons wouldn't be music lessons without pointing toward a recital in the spring, and each of the TLS virtuosos, from the four-year-old Littlest Mozart to Mrs. Gumm-Gray on the piano, will gather in the theater in May to fill the hall with their sounds of music.



NEW TRUSTEES

ALL JOKING ASIDE, anyone who knows **Chris Bowling** knows his affinity for telling jokes. With Chris on the TLS Board of Trustees, meetings will be enlivened with smiles and laughter.



He and wife Gwynn are both from Danville and he is a graduate of Centre College. He also earned his MBA in finance from Notre Dame, and founded C. B. Bowling and Associates, a public finance company, specializing in work with the local government and the public school system. The father of **Allington '14** and **Dant '18**, Chris says the school "feels like a neighborhood. The teachers know all of the siblings, and all activities can be done at school. It's just like one-stop shopping."

In addition to his interest in serving on the finance committee, Chris hankers to be in charge of the music for middle school dances.



Mrs. Lucy Barrow Calhoun '75 provides a strong alumna presence on the Board as she and her family have known and loved The Lexington School since the 1960s. A second generation TLS board member, Lucy follows in the footsteps of her father, Mr. John P. Barrow, who proudly points toward grandchildren **Emma '12** and **Nicholas '14** to make it three generations in a row.



Institutional knowledge is important in any organization, and Lucy comes to the table with an abundance of it. Not one to rest on her laurels of yesterday, with support from husband Scott, she has accumulated an impressive curriculum vitae of recent work for her alma mater, president and executive committee member of the Parents Association, secretary of the Alumni Council, library committee chair, room representative, and preschool service learning chair.

Dr. Shazia Iqbal and her husband, Ibraiz, both grew up in Pakistan with the British system of education, and went to medical school there. She saw sacrifices her parents made to give her the best education available in her country and she intends to do the same with their children, **Hina '11**, **Maha '15**, **Ahmad '18**, and two-year-old Hamza. Shazia is already a vocal ambassador for The Lexington School in the local Pakistani and Indian community, as she says, "I relate to them and talk to them about TLS, and I help guide them as they adjust to life here."

She calls TLS "my energy drink," and she just can't get enough of it. "When you come here to TLS, you sit back and listen and observe, and you are reminded why you make that sacrifice."

With her strong background in accounting, **Mrs. Angie Thomas** has worked at Dean Dorton Ford, E. S. Barr and Company, and now at Kentucky River Properties. She has also shared her CPA expertise with several charitable boards in the Bluegrass and has helped guide each one effectively and efficiently. Governor Beshear appointed her to the Kentucky Philanthropy Initiative, where she assisted in organizing a summit to bring together various Kentucky philanthropies to focus awareness on improving children's health.

As a new trustee, Angie looks forward to helping the school, just as she and her husband, David, feel the school has helped their family. One of her favorite things about TLS is how it challenges students' thinking and encourages them to step outside their comfort zone. Son **Deacon '14** has taken a large part for his drama class production and daughter **Kali '16** recently joined the cross country team. Angie smiles as she says, "Both activities are FAR outside their usual comfort zone and they probably wouldn't have considered them without the loving nudge from a TLS teacher!"

Daughter **Palmer '09**, a junior at Henry Clay, still feels a daily connection to her alma mater through her siblings.

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TLS *Out & About*

TAILGATING WITH THE BEST OF THEM

Alumni of all ages, current students, parents, former parents, faculty, staff, and friends came out to wave the TLS banner and cheer the Wildcats for the UK – U of L game on September 17. The Lexington School Alumni Association, spearheaded by Linn and **Jeff Jefferson '85** and Suzanne and **Jeff Truitt '85**, hosted the enthusiastic crowd of almost 100, sporting both UK blue and TLS green. Green and silver balloons marked the way to the TLS tent, filled with tasty fare from Bourbon n' Toulouse, some liquid refreshment, and plenty of reconnecting among friends.





CLASS OF 1996 CELEBRATES TLS FRIENDSHIPS

The Class of 1996 celebrated its 15th reunion on July 23, 2011, at the home of Brooke Folley Counts's parents. Sharing the prize for coming the farthest were **Shea Burns** from Arizona, **Roheen Raithatha** from New York City, and **Olivia Hurter Swan** from Chicago. Also enjoying the gathering, but not pictured at left, were **Diana Mendiondo Bozzuto**, **Wells Bullard**, **Don Offutt**, and history teacher Debbie Wilson. The film debut of their Ninth Grade Show provided major laughs as after-dinner entertainment. The party changed venues when the group headed downtown, but the night didn't end until well into the next morning.

More online! To learn the identity of the perpetrators in these photos please visit ePinpoints.com.

One-Stop Shopping



It's as easy as it sounds. Just come to The Lexington School. It's all here. Everything you need.

Begin with an exceptional curriculum and build from there. In 1959, The Lexington School was built on the foundation of superior academics. Superior academics are still the core of our school, and that solid basis allows us to offer more opportunities to our students than any other PS-8 school in Kentucky.

Preschoolers are given a dazzling array of extras which enliven and enhance their every day. On any given week, our three-year-olds go to Spanish class, to the gym, to art, to music, the library, and they have a wide variety of performing arts programs come to them. With the host of additional alternatives conveniently offered here at school, parents rejoice. Mothers, fathers, grandparents, even older siblings, agree that the time saved driving from place to place after school is huge. Parents feel the burden of responsibility lifted for having to initiate after-school activities on their own. As Director of Admission Beth Pride says, "You don't have to give them anything else but a kiss and some food."

From our youngest to our oldest, TLS students have their choice of "specials," with after-school programs in Extended Day, Study Clinic, Chinese, Applied Music Lessons (see page 20), cooking, computer science, chess, Girl Scout Daisies, flag football, wrestling, karate, volleyball, street hockey, tennis, and dance. Middle Schoolers choose from the menu of the outdoor education class, Club Scientific, advanced drama, ultimate Frisbee, culinary class, sewing class, yearbook, or advanced art.











For sports fans, The Lexington School has more options on our 40-acre campus for competitive athletics than any other elementary school in the region. As early as third grade, girls can don their cheerleading uniforms and cheer for their school. In fourth grade, girls and boys can participate in cross country and track, and boys can begin lacrosse. Fifth grade sees the start of girls' and boys' soccer and basketball teams, and tennis and football are introduced in sixth grade. Since all practices take place here at school, there are no transportation needs and family life is instantly easier and simpler.

An unexpected but invaluable by-product of the comprehensive after-school program is tremendous school pride. Everyone participates. Everyone pitches in. Everyone is part of the greater whole. Older students make friends with younger and younger feel encouraged by the older. The community has become closer.

It's all about offering our children the very best opportunities and advantages we possibly can. One-stop shopping does it all.

At the end of the day, though, don't forget to give them a kiss and some food.

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WE ARE [STILL] CHANGING LIVES

Celebrating the continued success of The Learning Center, Bill Samuels Jr. received the second annual Extraordinary Achievers Award. Several weeks prior to the evening of festivities, the chairman emeritus of Maker's Mark had especially enjoyed time in the Learning Center classroom, sharing with students, parents, and faculty his experiences in coping with a lifetime of dyslexia. Communicating warmly and earnestly with the students, who felt an instant connection with him, Mr. Samuels emphasized that accomplishments in life come not *in spite of* learning differences, but actually, *because of* those differences. He spoke knowingly and encouragingly when he said, "Tenacity and determination are part of your personality." After his classroom visit, with his trademark enthusiasm, he declared, "These kids are fine. They're sharp. You can see it in their eyes." He brought smiles throughout the room when he said he looks forward to returning to The Learning Center and talking with the students again.

Following Mr. Samuels on the speaker's dais, Jane Childers, director of The Learning Center, shared some of the many, many celebrations that have occurred within the Lexington School family this past year through the teaching and learning at The Learning Center. "On that first day of school a year ago, 16 bright students with incredible potential entered The Learning Center classrooms. Each was an individual with specific needs that had to be addressed by four teachers ready and willing to create the multisensory lessons required to help them find success." Jane relayed specific instances of grand success for Learning Center students as she said, "The Learning Center is offering an educational environment that allows these and other children to take the first steps toward reaching their full potential."

This year The Learning Center welcomed 28 students, and Jane explained, "It is our responsibility as a school and community to make sure that all bright minds are able to define their strengths, pursue their dreams, enrich their own lives, and contribute to our world." Further, she stated, "All children deserve the right to be taught in a way that allows their extraordinary brains to learn best. Through that teaching they learn they can succeed. With learned skills and success under their belts, they hold the key to unlocking their potential and open a future filled with infinite possibilities…."

For the second year, The Learning Center celebrates, "We are changing lives."







Bill Samuels Jr. shares his dyslexia experience with both of his TLS audiences *(above)*, and discusses The Learning Center with Mr. and Mrs. Catesby Clay *(right)*.

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CELEBRATION 2011

Thanks to The Lexington School community for helping us to "Make a World of Difference" through your support of CELEBRATION! Thanks to you, we raised more than $220,000 for The Lexington School this year!

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COLLEGE MATRICULATIONS FOR THE CLASS OF 2007

Kristen Adkins ..... Miami University
Tres Aurland ..... The Lexington School for Recording Arts
Beau Bagley ..... University of North Carolina at Chapel Hill
Andrew Bakert ..... Carnegie Mellon University
Conrad Bandoroff ..... Sewanee: The University of the South
Jacqueline Bell ..... University of Colorado at Boulder
Tucker Bulleit ..... Hampden-Sydney College
Bea Cameron ..... Georgetown College
Alec Cole ..... University of Kentucky
John DeReamer ..... Transylvania University
Andrew Derenge ..... University of Texas at Austin
Ande Farish ..... Texas Christian University
Annette Farmer ..... University of Georgia
Luke Fish ..... University of Kentucky
Camille Fishback ..... University of South Carolina
Ashley Flamm ..... University of Kentucky
Ben Gillis ..... Hampden-Sydney College
Erin Helton ..... Bluegrass Community & Technical College
Shelby Heron ..... Hollins University
Kate Hopgood ..... Xavier University
Crawford Ifland ..... Westmont College
Jillian Kepf ..... University of Kentucky
Dunn Latham ..... University of Mississippi
Jake Leatherwood ..... Roanoke College
Philip Lillelund ..... University of Southern California
Mallory Linton ..... University of Mississippi
Brian Lock ..... College of Wooster
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Griffin Miller ..... Sewanee: The University of the South
Paul Parell ..... Yale University
Mandy Prater ..... Wake Forest University
Kathy Ramsey ..... University of Kentucky
Kelsey Randhawa ..... Kenyon College
Natalie Stigers ..... University of Georgia
Michael Stokes ..... Pennsylvania State University
Adam Suhl ..... Massachusetts Institute of Technology
Emily Talbott ..... University of Kentucky
Jack Vaughan ..... Furman University
Emma Whan ..... University of Kentucky
Sam Woomer ..... University of Colorado at Boulder
Rory Young ..... Tufts University

Our Yesterdays

Looking Back with TLS

FROM THE TLS MISSION STATEMENT TO THE HIPPOCRATIC OATH

John Marshall '76 is on a mission and that mission began while he was a student at The Lexington School in the 1960s and '70s as a "lifer," from Kindergarten through ninth grade. With a foundation of life skills he learned in the second grade classroom of **Mrs. Lorine Trosper (H'79)** and the third, fourth, fifth, and sixth grade classrooms of **Mrs. Terry Bailey (H'79)**, he was prepared to go anywhere, and he certainly has.

Among other things, Dr. John Marshall is chief of the division of hematology-oncology for Georgetown University Hospital, director of the Otto J. Ruesch Center for the Cure of Gastrointestinal Cancers, and associate director for clinical research at the Georgetown Lombardi Comprehensive Cancer Center.

John credits much of his success of today to his solid Lexington School experiences of yesterday. Through classes and homework with lifelong friends and unforgettable teachers, John and his siblings, **David Marshall '74** and **Elizabeth Marshall Taylor '80**, hold their TLS years dear. John is especially proud that Elizabeth has come back to their alma mater as a resource teacher, assisting students with reading.

"The Lexington School means a lot to me," John says. "There were so many teachers who had a major impact on my life. Three summers I went to Europe with Mrs. Bailey. She showed me the right verbs and tenses, how to write and speak, and she also showed me the world. She was the consummate teacher. She stressed the content in class and how to carry yourself outside of it. She had the most influence on me."



Spring Break 1969: John, David, and Elizabeth stand in front of the First Baptist Church in Nassau, Bahamas on Easter Sunday.

From her point of view, Mrs. Bailey is quick to add, "John got some of his best education on those trips to northern, western, and southern Europe and to the Orient." On one particular journey, he and **Larry Jenkins '76** were the only two seventh graders, traveling with high schoolers and those entering college. Mrs. Bailey remembers, "I always gave an exam on the trip, and even though he was almost the youngest, John scored the second highest on the exam. He still has the journal he kept from that trip."

Reminiscing, too, about the inspiring classroom of **Mrs. Sue Orme (H'82)**, who gave him his background in science, Dr. Marshall says, "Mrs. Orme was another strong teacher who had a big influence on me." In addition to teaching to the Petri dishes in the science lab, Mrs. Orme also oversaw the photographers in the student-run dark room, where John spent many an enlightened hour.

Fifth Grade, Spring 1972 ***Front Row (l-r)*** Allen Fowler, Jeff Hatton, Becky Lange, Betsy Scrivner, Salli Playforth, Nancy Stephens, Polly Marcum, Lucy Bryans, Karen Heard, Brian Kintner, Steve Simons. ***Back Row*** Larry Jenkins, Eric Zerof, Harrison Pettit, Chap Couzens, George Preston, Jimmy Wilhite, John Marshall, Jim Gillis, Richard Marshall, Dan Long, Jim Matthews, Bill Cox, Mrs. Bailey.



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Fascinated by cameras and the magic they produced when film was submerged into chemicals, within the confines of that tiny room, John grew into an avid photographer, a hobby he still enjoys today. As editor of the yearbook who worked closely with **Allen Fowler '76** and **Jimmy Gillis '76**, John and his pals felt that enclave was their own, special turf.

John recalls that the school "was a pretty small place" and that "the candy wreath in the front hall at Christmastime was a very exciting thing for us." Acknowledging that it wasn't all work and no play, even back in the day, John still has vivid memories of his TLS bus rides and those legendary, highly competitive paper wad fights with his fellow bus riders. With great emphasis, John adds, "My classmates are very important to me still. It's impressive how many in our class were lifers. We had quite a close class, a strong class."



After graduation, John matriculated to Episcopal High School, Duke University, and the University of Louisville Medical School before arriving at Georgetown University Hospital, where he has made a name for himself as he has helped enhance the hospital's global reputation in the area of cancer treatment.

Regarding his work with patients and his research for their benefit, John humbly but forcefully says, "I consider it a calling." He chose the field of medicine "for a lot of reasons," but perhaps the most compelling was that he had lost his mother to cancer. He has a special connection with "folks who are scared, confused, and seriously ill. I love taking care of them, helping them get through whatever is ahead." Explaining some of his responsibilities at Georgetown and Lombardi, where he specializes in harnessing immune systems to cure gastrointestinal cancers, he states that, unfortunately, many in the medical community have "accepted that merely adding time to one's life is adequate as a treatment goal and have gotten away from the charge of curing these cancers." He emphasizes, "I am very impatient. I do not accept the standard of care. I have spent my life fighting that." John strives daily to be a positive influence on his patients as he knows it is critical to them. He says he spends much "of my time talking and thinking about that."



ABOVE In demand as a global speaker, Dr. Marshall lectures in Buenos Aries at the Instituto de Oncología Angel H. Roffo.
LEFT In 1974, the past is prologue as John nabs the role of Dr. Killmare in the seventh grade play, "Li'l Abner."

Closer to home, John's wife, Liza, is a cancer survivor. Their daughter, Emma, a tenth grader at Sidwell Friends, competes in cross country and basketball, and plays the violin. Emma joined her parents to raise funds for The Wellness Community, which supports cancer patients and their families, by finishing the 10.6-mile run in Big Sur in 2008, while John and Emma ran the half-marathon in New Orleans in 2010. Son Charlie majors in computer science at Case Western Reserve University, where he follows his dad's photography interests on the newspaper staff.

Every Sunday, John teaches Sunday School to third, fourth, and fifth graders, and among other topics, they discuss what a wonderful place Heaven is. Every week day, he lectures medical residents and fellows, and instructs them to do everything in their power to delay their patients' journey to Heaven. The good doctor challenges his students to ponder the age-old question, "Why are we put on earth?" Regarded as an excellent teacher and an inspirational public speaker, John feels much of the credit goes back to his early years on Lane Allen Road.

The Lexington School's Mission Statement proclaims, "The mission of The Lexington School is to provide an education of the highest quality to students in preschool through middle school. In a structured, nurturing environment, The Lexington School seeks to instill integrity, a life-long enthusiasm for learning, and a strong work ethic."

John Lindsay Marshall, MD, takes these words as seriously as he takes the words he pledged in the Hippocratic Oath.

Pinpoints is a newsletter published by The Lexington School. Administrative Team: Charles Baldecchi, Jane Childers, Marijo Foster, Amanda Hale, Donna Hutton, Una MacCarthy, Beth Pride, Bob Thompson. Writer/Editor: Lucy J. McKinstry '66. Copy Editor: Ann Eames. Photography: Meredith Carrithers, Mandy Helton, Mick Jeffries, Tom Novitsky, Bill Patterson '81, Caitlin Pike, school files. Graphic Design: *www.mickjeffries.com*. Please address comments to *lmckinstry@thelexingtonschool.org.* Visit our website: *www.thelexingtonschool.org*

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The Lexington School admits students of any race, religion, color, sex, national, or ethnic origin.

From *The Archives*



Celebrating Thanksgiving 1990

First grade teacher Sandy Wirtz with students Daniel Vogel-Essex, Allison Whaley, Emily Ryan, Will Milward, Blake Isernhagen, and Theresa Vuskovich.