The Lexington School

Pinpoints



Welcome, Daniel Sussman!

Getting to know TLS's new Lower School Head

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A Newsletter for Families, Alumni, & Friends of The Lexington School • Fall 2016

Melanie Mauer Photography

"I consider myself fortunate to have found a profession that blesses me with the opportunity to nurture the unique talents of children on a daily basis."

Daniel Sussman, Lower School Head, is in his element. He is exactly where he wants to be, doing exactly what he wants to do, and doing it, characteristically, with his whole heart and his whole soul and his whole, contagious smile. His presence at The Lexington School is much more than a job, much more than the title at his office door. It is certainly *his calling*. He is among us with boldness and humility. His earnestness and enthusiasm make it clear he is part of the community, as he leads the community.

Jori Sussman, Mr. Sussman's wife and mother of their sons, Levi, first grade, and Andrew, Montessori, echoes his feelings when she says, "Daniel loves working with kids." She explains, "His years as a summer camp counselor during his late teens and early 20s, made clear to him that he had a natural inclination to help facilitate the growth of children, to help them become more confident. His energy [already high] is bolstered when he is around kids. He communicates with them naturally and honestly, which puts them at ease. They trust him. They like him, and he likes them."

Mr. Sussman elaborates, "I want to help students achieve their full intellectual, social, emotional, and spiritual potential. My goal is to help them find the place in this world that will allow them to use that potential." It is an understatement to say he is here to help TLS lower school students succeed and thrive. A predictably positive outgrowth of Mr. Sussman's lower school leadership is that his robust influence is, of course, felt throughout the entire school, Acorns to eighth grade, students, faculty, staff, parents, all.

Growing up in Berkeley Heights, New Jersey, about a half-hour from New York City, Mr. Sussman had the best of small town living as well as the advantages of the big city. His nurturing household included his mother and father, both of whom he credits as important role models, and his sister, Debra, two years older. His maternal grandparents moved nearby around the time he entered middle school. With a nod toward nature-nurture, his mom was a teacher and a summer camp division head. Frequent excursions into New York City provided a boundless education, ensuring an early and lifelong appreciation for the arts, music, and theater, for the expression of one's self.

Much the same as with his TLS Lower Schoolers, physical education captured young Mr. Sussman's heart. His parents, like today's TLS parents, spent more hours than they could count watching their son play soccer, tennis, football, baseball, and running. Also, like some of today's parents, he continues his athletic interests by playing in an adult soccer league here in Lexington. In line with each generation of TLS students too, several of Mr. Sussman's closest friends are still those he knew in elementary school.

High school, of course, included more study, more sports with his classmates, then matriculation at McDaniel College in Westminster, Maryland. Mr. Sussman captained his varsity soccer team and lettered three years, while earning his political science bachelor's degree. Coaching and refereeing middle school soccer provided opportunities to make a difference in young people's lives, just as he had during his camp counselor summers. While many friends barreled down the post-col-



legiate path to highest financial reward, Mr. Sussman, intentionally and heartily, chose Frost's road less traveled, and it has made all the difference. His answer to the oft-asked questions in college – What do you want to do with your life? What makes you happy? – was easy: "Being with kids makes me happy!"

Mr. Sussman earned his master's in Educational Leadership/Instructional Design from Baltimore's College of Notre Dame. He has taken educational leadership to heart, enhancing lives as a school administrator for over a decade. Those experiences led to positions with the Maryland Department of Education, the Baltimore County Public Schools, and Johns Hopkins' Success For All Foundation. He served then as assistant principal in Orlando, and principal and head of lower school in San Diego and lower school head in Los Angeles.



Mr. and Mrs. Sussman, Levi, and Andrew, outdoors on the TLS campus, after a full day of school.

Throughout his professional experiences, Mr. Sussman has never varied in his fervent desire to work with students, to help them find their way in life. He purposefully moved from the classroom, knowing he would affect more young lives as he implemented collaborative vision from the administration position. He is dedicated to making the greatest impact. Mr. Sussman delights in personality differences. As any watchful parent, his antennae are always up for those who need him the most. He is naturally drawn to students who are not surrounded by a group of friends, those not the best in the sport, those on the outside, who smile less, whose eyes are averted. He has often found these are the highly gifted. Throughout the decades, these are the students with whom Mr. Sussman connects, as he helps them understand, appreciate, and celebrate their particular gifts.

When Mr. Sussman was in his late teens, his grandfather died. As sometimes occurs, heartache and difficulty led to goodness. Mr. Sussman and his grandmother became especially close. She was healing from the end of her over 50-year marriage, and he became the appreciative recipient of her sharing her life's wisdom that was gained by weathering storms of the Great Depression, World War II, and the accumulated challenges and joys experienced throughout a long and winding life. He carries her gifts of wisdom with him, always.



T-Bone, Mr. Sussman's Third Son

Anyone who has talked to Mr. Sussman for more than five minutes (sometimes it only takes 30 seconds), knows T-Bone, the fifth member of the Sussman family. T-Bone stops by TLS from time to time. As instructional specialist Carol Bertram notes, "When Mr. Sussman visited last spring, he connected with the children in a personal way by introducing them to T-Bone, his 11-year-old beagle. It was a small gesture with a large impact. It immediately left me with a positive impression of how he cared about building relationships independent of classroom academics."

TLS is only one of T-Bone's many sojourns. T-Bone is more widely traveled than some of Mr. Sussman's colleagues. He gets around via trains, planes, and automobiles, everywhere the Sussmans go, and they like to explore new places. In addition to having lived in Florida and California, through the Home Exchange Program, T-Bone and his humans have enjoyed Vancouver, B.C., Arizona, Yellowstone, Portland, Oregon, and that's just the beginning. The Sussmans have a large map with color-coded pushpins that they use to mark where each family member has gone. T-Bone's black pins outnumber both Levi's and Andrew's.



He also carries the gift of an incredibly positive outlook from his mother. His wife is quick to point out the trait that students, parents, colleagues, and neighbors immediately notice: Mr. Sussman is *always* in a good mood. He always has a smile. In carline, first thing in the morning, he greets both early risers and sleepyheads with authentic good cheer, brightening everyone's start to the day. First grader Paxton Wadams chuckles when he says, "Mr. Sussman is funny. Once when he shook my hand in carline, he said, 'Now that Paxton is here, we can start school!' Mr. Sussman and I are both new to TLS this year, and he made me feel welcome."

DESIGN THINKING

One of Mr. Sussman's particular areas of interest in education is the concept of Design Thinking, a method for creating unique solutions to complex problems. He learned a great deal from participating in numerous campus visits and professional development activities at the Nueva School, a progressive institution not far from California's Silicon Valley. He learned, firsthand, the far-reaching benefits of designing meaningful solutions to everyday problems in the community or in the classroom. Influenced, too, by IDEO, the global design company, he waxes eloquently and enthusiastically with story after story of fascinating solutions. Mr. Sussman stresses the needs of the user, the obvious but sometimes overlooked need to understand and identify the problem. He knows children are innately creative, that they focus immediately on details adults overlook, and that they are perfect fits for Design Thinking. Having experienced success at his previous school as an integral part of the school curriculum, he shared his excitement for this framework with members of the lower school faculty. This summer, Mr. Sussman and nine lower school faculty members participated in the Henry Ford Institute's Design Thinking for Educators Workshop in Detroit. The workshop demonstrated unique ways of approaching problems using 21st Century skills and Mission Skills. Unsurprisingly, teachers are already implementing Design Thinking into TLS classrooms.

Suffice it to say, Mr. Sussman is a gentleman of abundant and fervent interests. *Pinpoints* doesn't have enough pages to cover them all. He speaks passionately about his devotion to sports. He is an Ironman Triathlete, but that's a whole other story…. He looks forward to TLS's next chapter.

As TLS continues to welcome Mrs. Sussman, Levi, Andrew, and him, Mr. Sussman wants to welcome each of you. He issues his own invitation for you to visit him in his office, to share ideas. You will learn from him, as he learns from you.





Mr. Sussman:
TLS Teachers Chime In

The hallways of TLS have been thick with cheerful dialogue as the faculty and staff marvel over their new Lower School Head, Daniel Sussman.

"The man is EVERYWHERE!" fourth grade teacher John Platt declares. "Daniel showed immediate leadership this summer in our first faculty meeting. He gave clear and thorough instruction, and it was easy to implement what he was trying to teach us. I was impressed right off the bat. He made it easy to pick up and take off."

On the lower school head search advisory committee, **Heidi Zimmerman Simons '03**, fifth grade teacher, remembers, "What struck me immediately about Daniel from his first interview last winter was the calm, knowledgeable, yet unpretentious authority with which he discussed implementing change. Instead of simply sending down decisions from above, he worked in his former schools, and now at TLS, to empower invested teachers to take leadership roles and create change from within, rather than from the top."

Second grade teacher Sharon Deller adds, "Mr. Sussman is a great listener. Before school began, he asked each lower school teacher to schedule an appointment with him. He began our meeting by asking how he could support me as a teacher. I mentioned several things I felt were important, and he has already addressed each item. For the Design Thinking Workshop this summer, our team was fortunate to ride in the car with Mr. Sussman to and from Detroit. We discussed many aspects of TLS and our own personal lives."

Veteran fourth grade teacher Ann Haynes notes, "He's a mover, literally and figuratively. He's on the go all the time. He is a connector. He wants to be with students, families, and teachers. He's about as friendly as T-bone, his beagle. He is always happy."

Yet more fourth grade teacher cheers come from Allison Downing, who emphasizes, "Mr. Sussman brings a new type of joy and energy to the Lower School. From participating in Imagine This classes to helping fourth graders grow and stretch their creativity, to playing soccer with students at recess, it's evident Mr. Sussman is all about relationships."

Part of Mr. Sussman's success has been his deftness at filling the void left by the retirement of the irreplaceable Marijo Foster.

Carol Bertram observes, "Some said it would be hard [or impossible!] for a new Lower School Head to fill Mrs. Foster's shoes. Following a legend seems daunting, but when I saw Daniel wearing his *Reef* flip-flops this summer, I knew he was up to the task, and would leave his *own* TLS footprints and shoes to fill."

First grade teacher Amy Coates has been impressed, too: "Mr. Sussman listens to every one of us, teachers and students. I think of Mother Teresa's quotation, *'You can do what I cannot do. I can do what you cannot do. Together, we can do great things.'* Daniel sees us all as teammates or, more importantly, a family, and brings us together."

Mr. Sussman's lower school next-door-neighbor and assistant, Caroline Federspiel, says, "I enjoy working with Daniel. His energy is contagious, and he is full of new ideas he has brought from California. We feel fortunate to have him as Head of Lower School."

Librarian Laurie Nawor notices, "He's a great father. He knows what books Levi and Andrew read, what books they bring home. He helps his boys get ready before soccer, makes sure they have everything. He's a good family guy."

One of "the three Thirds," Mona Azeem, says, "Daniel is a fantastic addition to our Lower School. His passion for kids and his dedication to teachers makes him shine. When speaking to him, it is clear how much he cares and values every TLS person."

The second, alphabetically, of "the three Thirds," Joni Calkins, remarks, "With a fresh pair of eyes, years of experience, and an academic background, Daniel sees areas that we have become accustomed to where change is needed to make us even better than we are already. As a senior member of the faculty, I feel he values both my opinion and input. He is always ready to listen."

Thank you to Melanie Mauer Photography for cover story images.

Wrapping up the Thirds, Tracy Young shares, "We've taken a giant leap forward with Mr. Sussman's energy and enthusiasm for our students and teachers. He supports his teachers, meeting with each of us consistently and one-on-one. Daniel is visible in classrooms, hallways, and in the dining hall. Always ready with praise for a student who has made healthy choices at lunch or a pat on the back to a teacher who has gone above and beyond on any particular day, he makes all who come into contact with him feel special. We are fortunate to have him as a leader and friend."

In the development office, **Griffin Miller '07** mentions, "He puts others before himself. In the dining hall he hardly ever eats; he's always talking to students and teachers."

From the perspective of a new full-time teacher this year, Ryan Bowers says, "I was nervous about where I would fit in at TLS, much like a new student myself. He couldn't have been more welcoming and helpful to me, always providing a kind word, a welcoming smile, and a complimentary attitude that put me at ease to begin the year. I am excited Mr. Sussman is here with us at TLS."

And, from the perspective of one who devoted 38 grand years to The Lexington School, **Marijo Foster (H'16)** sums it up by saying, "Because I wasn't involved with the recruitment and interview process for Daniel, I am one of the last to get to know him. Although our relationship is new and developing, I've noticed a good number of things I value in him. Always respectful, Daniel has made me feel very welcome to share his Lower School. He has repeatedly touched base with me to pass along anecdotes of a positive nature. I can tell that he already loves TLS and is enjoying what I described as 'the best job in the world.' He likes to laugh. And he loves kids. His outstanding professional traits are simply icing on the cake. TOTALLY LOVE SUSSMAN!"







Mr. Sussman: Through the Eyes & Hearts of Students

First grader Bishop Arvin: *"Mr. Sussman visited our class when Mrs. Coates sang 'Parts of a Friendly Letter,' and he used his ears to listen. We don't want our mouths to erupt like a volcano, so he did a science experiment with us. We all made a volcano using baking soda and vinegar."*

Mrs. Russo's second grade class:

"Mr. Sussman is always so happy, friendly, and cheerful."

"He always smiles and greets me in the morning."

"He made sure to introduce himself to me and my class."

"I love that he comes out on the playground at recess to play with us."

"He came to the playground the first day and played soccer with us!"

"I liked when he came into our classroom and read us a story – he used friendly and nice expressions!"

"I like how he helps us remember our lunchroom guests, and we get to wave at them."

Second grader Grace Woody: *"He has a cute doggie. Mr. Sussman read a book out loud to us about dogs – how tall, how short, how wide, how long they are."*

Fifth grader Ela Congleton: *"He is kind. He has a good personality. He is always smiling, never really mean. He always says hello to people whenever he can in the hallways."*

Fifth grader Luke Pennington: *"Mr. Sussman is friendly. He always greets us in the halls and says hi. He says if you have a bad joke, tell it to him. I am Levi's Big Buddy, and I went to his class and helped him draw colors on the picture of his face."*

Fifth grader Calvin Perez: *"He is very active with us. I love that he comes out and plays soccer with us during recess. It's a lot more fun when he does that. Everybody wants to be on his team. I know he likes to run marathons. He comes into class sometimes, and we do number games in math. Our whole class gathers in a circle, standing. He tells each of us to choose a number, and we go faster and faster and say the numbers in order. Sometimes it's hard, but I like it."*

Head *Lines*

NOTES FROM THE HEAD OF SCHOOL

I HOPE this *Pinpoints* has found its way into your hands while you are sitting on your parents' or grandparents' couch or in your own home with a roaring fire in the background, and, if you are of age, perhaps you have something homemade from Kentucky in your glass. The *Fall Pinpoints* aims to hit your mailbox at that time of year when we are all reminded to feel grateful for what we have in life. I hope this issue brings back wonderful memories of your days at TLS. If TLS did its job correctly, your time with us helped lay the foundation that you have built your life upon. TLS is grateful that you spent those critical years with us.

Often current and past parents will wonder what our recent graduates accomplished in high school and where they went to college. While we certainly want to use these pages to inform you about what is happening "within these halls of learning," we also want to focus on our students' accomplishments after graduating from TLS. As a result, the **Class of 2012** is featured in this *Pinpoints*. We hope you enjoy reading about all our alumni have accomplished since walking across that commencement stage four years ago. As I like to cite in my graduation charge to our students each spring, Ms. Abercrombie purposely ended TLS in Middle School because she believed strongly that our graduates were ready to spread their wings and fly. Soar is more like it!

While our 2016 *Summer Pinpoints* celebrated the legendary career of the one and only **Marijo Foster (H'16),** this *Pinpoints* highlights Daniel Sussman, TLS's new Lower School Head. Mr. Sussman has endeared himself to our community in a short time. His main mission this year is to be a student of The Lexington School and all things Lower School. He interacts with his TLS students on the playground at recess and on the soccer pitch, as well as in the classroom. I personally have enjoyed his keen intellect, affable personality, strong work ethic, and fresh set of eyes. TLS is fortunate to have lured this California leader



At her graduation, **Eliza Jane Schaeffer '12** receives a gift from Mr. Baldecchi for being on the Permanent Headmaster List.

and his dynamic wife, Jori, and their two boys, **Levi '24** and **Andrew '26**, to the Bluegrass.

So sit back, and enjoy that fire and the comforts of home while reading about your other childhood home, The Lexington School. Better yet, keep those memories alive by finding the time to make our Holiday Homecoming at Scarlet Gate. TLS and the Baldecchi family invite you to stop by on Friday night, November 25, 2016, between 5:30 and 7:00 P.M. We look forward to seeing alumni, parents, grandparents, and friends – past and present!

With gratitude for a job I love,



Charles D. Baldecchi
Head of School

CLASS OF 2012











TOP Graduation celebration at Caroline Totty's *FRONT* Jack Phillips, Eliza Jane Schaeffer, Sloan Warner. *BACK* Will Farish, Clay Brewer, Emily Cashman, Caroline Totty, Charles Tari-Head, Mark O'Brien, Rosie Halpin, Ashton Cole, Dara Talbott. ***MIDDLE*** Southwest Sequel '14 at Zion National Park *FRONT* Jack Phillips, Sloan Warner, Emily Cashman, Natalie Hagan, **Spencer Parsons '13**. *BACK* Emma Calhoun, Mark O'Brien, Mallory Fishman, Nick Kostelic, Dara Talbott, Stevan Kriss, **Julia Harris '13**, Eliza Jane Schaeffer. ***ABOVE*** First grade first day, Ian Harrison, Nick Kostelic, Christian Courtney, Joshua Dhir; **Andrew Beck '13**, Trent Marshall, Christian Courtney, Mark O'Brien after a big basketball win. ***LEFT*** Mel Zakharia, Stevan Kriss, Charles Tari-Head, Mark O'Brien, Christian Courtney at the Etiquette Dinner.

They are an outstanding class – have been since Preschool, into Lower School, and on through Middle School. Members of the Class of 2012 work hard, are fierce competitors and accomplishers academically and athletically, and they love The Lexington School. They are college freshmen now, carrying their trademark TLS excellence and enthusiasm with them to campuses in the north, south, east, and west. ***To a person***, this group, which includes two high school valedictorians, one salutatorian, many scholarship recipients, all outstanding individuals, gives its TLS teachers overwhelming credit for helping them become the young men and women they are today. They make us proud.

Strohmann Breeding '12

I began The Lexington School in sixth grade and loved it immediately. TLS prepared me academically and athletically, offering many sports and ways to get involved and become a team member. Each day since I graduated, I've thought of TLS and what unforgettable opportunities it provided. TLS ignited a fire in me – my passion for the outdoors and nature's beauty. From Green River Preserve, to the famous Southwest trip, to traveling Europe with my foreign language teachers, I was pushed out of my comfort zone and became more mature.

Entering high school, I was miles ahead of my new classmates. I was elected to Honor Council, Student Council, Service Club, and the DanceBlue committee.



I have many favorite teachers, each of whom was fully invested in the class and our welfare. Dr. Bonzo is probably my most influential teacher because of extra time together during high school with college planning. She helped me grow emotionally and achieve my goal of getting into the University of Arkansas, a college I love. I owe Mr. Hurst and Mr. Conley a lot too; they helped me become a man through sports and brotherhood. I remember the moments after losing my senior LAX championship when they both ran onto the field. They hugged me tightly, saying I did my best, holding me as I cried and felt overwhelmed by disappointment. They aren't just teachers; they're friends. They genuinely care for their students and their students' well-being. Mr. Conley gave me his toboggan that day and I promised I'd take it wherever I went. I've taken it to Ireland, North Carolina, and it will go with me as I travel throughout college.

Being part of TLS continues after Middle School. TLS offers alumni trips – SW Sequel, European trips, and fifth grade science teacher Mr. Novitsky's Minnesota Boundary Waters canoe trip. Ten rising ninth graders, three chaperones, and I [high school senior] drove to Minnesota, canoed, and camped; I call it "Eight Days in the Wilderness." I've met few people who've experienced as much as I have, and I thank TLS. It's a place to get your education, but also to educate others and learn about yourself by pushing yourself. You aren't necessarily going to become a rock climber after canyoneering in Zion, but you know your limits better. I remember TLS and its gifts every day. I love to come back to those halls of learning, where a proud tradition grows.

Majoring in broadcast journalism, I volunteer at the student-run TV station, where I work cameras, production, and hope to anchor. I report football games and sporting events on twitter @uarkhogcall @Sportsadv_UATV.

Emma Calhoun '12

TLS gave me tools I needed to work hard throughout high school and appreciate the value of an excellent education. TLS emphasized the importance of organization, definitely saving me in the long run. TLS made me into a more confident public speaker. Because teachers pushed us academically, I was beyond prepared for high school, ahead of the curve, and had advantages others didn't have. My TLS friends are still with me today. Though I'm far away for college, I communicate with them constantly. I love them.



The University of Tampa is beautiful and warm. I've found my calling in the therapeutic arts and have a solid group around me who feel similarly about psychology and the fine arts. I'm in the Honors Program, with advanced classes and opportunities I wouldn't otherwise have. I'm working towards a 4.0, to graduate with honors, and I hope to travel abroad junior year.

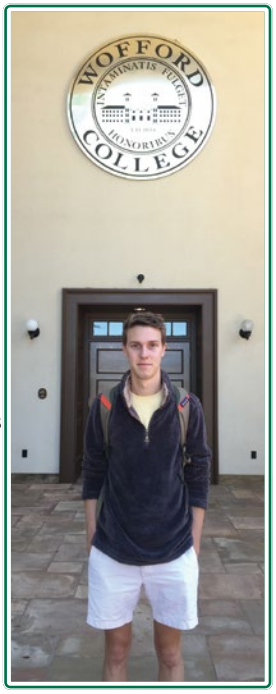
Emily Cashman '12



Mr. Johnson was one of my favorite TLS teachers, and he's continued to support me and give me advice whenever I need it. He and Mrs. Johnson played a big role in my decision to come to Sewanee, and I couldn't be happier. TLS's small class sizes gave me courage to raise my hand and speak up, which has been helpful in college since my Sewanee classes are small too. I'm in a 300-level Spanish class because of how much Mr. Conley taught us.

I love everything about Sewanee! The sense of community here is similar to TLS's friendliness and genuineness. One of my favorite things is how easy it is to go hiking or caving or just spend time outside. Though I haven't chosen a major, I will minor in business since I'm in the Carey Fellows program, along with only five other freshmen. I've also joined the club tennis team and the investment club.

Christian Courtney '12



I'm a proud TLS "lifer" – Prekindergarten through eighth grade – and I feel the school's most unique and, quite possibly, most important aspect is its tightly-knit community. Teachers, students, and alumni create an outstanding learning environment that cultivates strong teacher-peer relationships. Mrs. Sloan, my kindergarten teacher, always stopped to say hello to me, even when I was in Middle School. After I graduated, I especially understood how wonderful the faculty is.

To this day, I credit my perfect driving record to second grade lessons learned at Safety City!

And ask any alumni, and they'll surely say the Southwest trip is, hands-down, one of their best TLS experiences. My favorite part was the trash bag dance, when I sported a "trash bag toga." That trip was an amazing way to top those final weeks before graduation. The class trips were all instrumental to my education, removing me from my comfort zone and teaching me there was much to learn outside the classroom.

In high school, I played all city and all region baseball, and I was awarded an academic scholarship to Wofford College, where my brother [**Duncan Courtney '09**] is a senior. I wanted a college that is a smaller school in a bigger city. I'm leaning towards a double major in finance and business.

Clara de Castro '12

When Clara wore those red cowboy boots to her TLS graduation, it only endorsed what everybody already knew about her: Clara de Castro makes her mark in life. Now at the University of Chicago, she has gathered impressive accolades along the way. The short list, just from her Sayre graduation, includes being named valedictorian and taking the Excellence in Math Award, Excellence in Science Award, PEO Sisterhood scholarship, and the University of Chicago's Presidential scholarship.

In August 2015, in Kraków, Poland, at the ninth International Congress of Comparative Physiology and Biochemistry, Clara presented her work, "Maintaining the Drosophila Larval Heart in Situ: Modulators and Stretch Activated Channels." In a nutshell, Clara developed a medium that allows for extended cellular activity in the Drosophila (also known as the fruit fly) heart, which allows Drosophila to be used for cardiac and other research. After her presentation, she was offered several post-doc positions. Her audience was amazed to learn she was still in high school; the other presenters were at least twice her age. This summer, she completed work on several publications, including one as first author which she submitted to the *American Journal of Physiology*.

Clara's middle school trips, especially SW12, fostered her great love of the outdoors. In August she became a nationally-registered Emergency Medical Technician (EMT). She says working to become a wilderness first-responder "was very, very intense. It was challenging, both physically and mentally." Unsurprisingly, Clara is in pre-med.

Clara's mom, Anne de Castro, shares a favorite TLS story: "When Clara was at Sayre, she went on a weekend field trip with her AP environment class, and their bus caught fire. The students were safe, but the parents were shaking. The interstate was closed for hours. Throughout the ordeal, Clara received countless texts and emails from TLS faculty making sure she was OK. Ms. MacCarthy asked if she'd lost her belongings in the fire. In fact, she had lost her backpack, her headphones, and her beloved TLS camouflage hat. Ms. Mac and Mr. Johnson took it upon themselves to try to replace the hat. It was sold out in the school store, and there were none to be found … except someone remembered there was a prototype somewhere deep in storage. Amanda Hale drove to the storage facility and located the only hat left. When Clara returned to school to visit, they presented her the hat. She was so moved that so many people went through all that trouble to replace her favorite TLS camo hat, and she will never forget that. She put a Number 1 in the hat because she was so touched that she got the very first one in production and the very last one in existence."

Mrs. de Castro continues, "Mr. Johnson and Ms. Lounsbury have been great teachers for Clara. Dissecting an eye in sixth grade was a big moment for her. The anatomy she learned with Ms. Lounsbury helped in her EMT training this summer. Mr. Johnson gave her great confidence that she could be an outstanding scientist. It's wonderful to have your teachers be cheerleaders."





Catherine Donnelly '12

My first class at Samford was Cultural Perspectives. The professor talked about ancient Greece and assigned the *Iliad*. I could vividly remember sitting in Miss Cowling's sixth grade class, learning about the Trojan War and the powerful Spartan warriors. My ancient world knowledge came from Miss Cowling, who was entertaining when she told history like a story. I loved her class, wanted to remember it, and learn more from her. I hear people discuss specific historical events and remember a story or fact Miss Cowling described. Usually I just learn things for tests and then forget, but I remember what she taught me six years ago, which is crazy.

As a student in the Lexington Catholic Exemplar Fine Arts program, I was a member of the National Honor Society and the French National Honor Society, and was a Student Ambassador. I led a middle school small group at Centenary United Methodist Church, and went on Costa Rica mission trips. On the DanceBlue committee, I helped raise $67,000+ last year, and accumulated 366 community service hours throughout high school.

TLS taught me to study ahead of time so I'm not piled down with overwhelming workloads. Because I enter my tests, papers, and speeches on my calendar, I know how long I have to prepare. I don't wait to do everything the night before. In my Cultural Perspectives class, the professor said if we submitted a rough draft before the due date, she'd review it. TLS made me want to get feedback. When I submitted my paper early, she emailed, "This looks great! It's rare for me to read an essay draft and not find any comments to make, but I cannot think of anything I would add or change!" I was so proud when I read that, and I thank Dr. Bonzo, my favorite English teacher.

TLS helped prepare me for new experiences. I loved the idea of going to college. I've never been so excited for something in my whole life. Going to Birmingham, Alabama, six hours away from home, seemed like a fun adventure. I couldn't wait to do something different after living in Lexington my whole life. I knew only one other person at Samford, but that didn't scare me. I couldn't wait for the opportunity to meet new people. I now have friends from Florida, California, Kansas, and all over the US. It's neat to hear about everyone's different lives and why they decided to come to Birmingham. I think TLS's middle school trips helped me not be homesick. I was used to leaving my parents and was excited because that meant a new adventure was happening.

Anna Farris '12

TLS gave me tools to become a leader. I didn't realize the impact public speaking would have on me. At Lexington Catholic Exemplar Fine Arts Program, I was junior class secretary and student body president my senior year. My achievements are because of my amazing TLS education, which brought me out of my shell. I was very introverted and shy and hesitated to voice my opinion. Now, I can argue and debate about things for which I have great passion. I wrote my senior thesis on the pros of organic food. After months of preparation, I was able to define my argument and present it to a panel of judges. Had TLS not forced us to do presentations, I would never have been able to talk for 30 minutes about food!



I still love all my TLS teachers. They've influenced my life tremendously. Mr. Conley taught Spanish so I didn't even think I was learning anything. Spanish is my major, my best class. Miss Cowling made history incredibly fun, and I remember her detailed stories. I don't think I ever got an A on any Dr. Bonzo paper. That class was tough for me, but it prepared me well for Asbury. I wrote a 20-page thesis paper last year and received an A. I couldn't believe it! Ms. Lounsbury is one of the kindest, most caring people I know. She made anatomy fascinating; I always wanted to learn more. I've never excelled at math, but Mr. Griggs was the best math teacher I've ever had. He made me understand algebraic concepts, and I had an A by the end of eighth grade. I had Mrs. Moloney in fifth grade and loved her as a teacher and a person. If I had a favorite teacher, she'd be at the top. I could write notes to every, single TLS teacher and it still wouldn't show how much I love my alma mater. Thank you, TLS, for showing me what it's like not only to be successful, but also to be kind.



Mallory Fishman '12

I began TLS as a three-year-old, and little did my parents or I know that it would shape the person I am today. I distinctly remember being in fourth grade, walking to PE with my best friend, Allison Quammen, talking about how we had four more years left here, thinking that was forever. I had no clue I would move out of state, and it was incredible how quickly those four years went by and how much growth occurred. I went from insisting I wouldn't participate in any middle school trips, to never wanting them to end because I loved my teachers and peers, to being a part of the SW Sequel after my sophomore year. TLS is the ultimate community. Grades before me and grades after me are part of a unique community of teachers, peers, and alumni who are the only ones truly capable of understanding the difference between a TLS education and an education from anywhere else. Here at UK, I've joined Delta Delta Delta, alongside **Sammy Farish '09**.

Natalie Hagan '12



TLS continues to be an important, supportive part of my life. I still remember and use the basic principles from the hands-on labs with Mr. Johnson – hanging in a harness from the ceiling to demonstrate pulley systems – to solve physics problems. Spending hours and hours working on Dr. Bonzo's Capstone presentations introduced me to the world of public speaking. I was terribly shy beforehand. I gave the closing speech at my high school graduation and can't imagine doing that without her pushing me to be comfortable in front of others.

Whenever I conjugate Spanish verbs, I remember Mr. Conley making us chant the endings every day in class. I still hear us yelling them out together. My sophomore year, I went on Mr. Johnson's SW Sequel. I learned that travel is worth the cost and is vital to education. That trip helped me build meaningful friendships with my former teachers and friends, and I know I can go to them with anything.

At Centre, I am a biochemistry and molecular biology major with a Spanish minor. I plan to study at a university in Glasgow, Scotland, in an exchange program. I look forward to doing research at Emory University this summer with an anesthesiologist. I am active in four clubs on campus. It has been nice to sit and think about my favorite things from TLS!

Jaylen Jones '12



TLS was the absolute BEST experience I've had at a school in my life. The biggest attribute was the love the teachers have for the students. In every class, each teacher cared about every individual student. I enjoyed Lexington Catholic, and Centre is awesome too, but TLS is the sole place I felt like I had a family. That is partly because I went there from Prekindergarten through eighth grade, but it's also because the faculty CARES! I'm grateful for TLS because it was the beginning of my adolescence, and it shaped me into who I am today, someone who is confident, has a positive outlook on life, and is able to help others just by talking to them. Although I loved all of the teachers, of course, Mr. Conley was my favorite. His brother, Carter Conley, is my [football] position coach here at Centre. I think the main reason I love Mr. Conley so much is that we are similar in personality. When I first met him, we meshed really well and I thought he was the coolest teacher ever.

Nick Kostelic '12



TLS's most defining characteristic is the teacher-student relationships. Our teachers weren't only mentors in the classroom, but also on the athletic fields, on the tops of mountains (literally), introducing us to other parts of the world (my trip to France and Spain with Mr. Herrington and Mrs. Merideth), and helping us find our passion. Our teachers will always be our support system. That's why everyone goes back to visit; we are always welcome.

I received a four-year academic scholarship to Tusculum College in Greeneville, Tennessee, alma mater of Courtney Stefanick, TLS Instructional Specialist.

Some things I love about TLS:

Building robots in Mr. Ski's class, and, of course, his "pop fizz!"

Spirit Week, the greatest week ever at TLS. I'm not sure who has more fun, teachers or students. No other school creates camaraderie between faculty and students like TLS. Having fun with your teachers? Oh, yes!

Mr. Griggs' Transformers costume made from cartons of soda ... amazing!

Miss Cowling, greatest storyteller of all time, who just happens to be a history teacher. When I got to high school, teachers could tell TLS students apart from the rest because of the way we took notes. *Thank you, Miss Cowling!*

Tomi Lounsbury's learning tools! Let's face it – we hated them, but they worked. Ms. L is the reason I have an A in biology ... and, of course, I'll never forget the definition of homeostasis.

Capstone ... Ms. Merritt, admit it – we drove you crazy, but you loved us anyway. What did you do to get the most disorganized group of boys?

Mr. Johnson gave everyone a love for the great outdoors. Class trips were challenging, fun, and took everyone way outside their comfort zones. The SW trip and SW2 trip were once-in-a-lifetime. Seriously, how many high schoolers want to go back and hang out with their seventh grade physics teacher and their eighth grade math teacher for a week? We all did.

Stevan Kriss '12



Being named high school Academic All-American is my most meaningful accomplishment [although he was valedictorian at Lexington Catholic]. It recognizes I am both a scholar and an athlete, molded directly from my TLS experience in the classroom and on the lacrosse field. The best word for TLS is "preparation." TLS prepared me for the Lexington Catholic Exemplar Scholars Program and Washington and Lee in ways I didn't appreciate at the time but now are so valuable. Our teachers are dedicated; it's not just a job, but a true calling. They take great pride in their students' accomplishments. Miss Cowling's format and teaching style matches my college history professor. College is not a mystery; it's just a ramped-up version of her class. TLS pushes us out of our comfort zone. We're comfortable with challenge and confident we can tackle it. Dr. Bonzo graded us hard; OK wasn't enough. She wanted excellence and got it by showing us what we could achieve if we pushed ourselves. She made me curious to find out what I could accomplish if I really try. Even things that were a "pain," like Capstone, paid off years later. I'm now comfortable with public speaking, using those skills often. I relish the chance to speak and show my work and ideas to others in a public forum. At the International Pediatric Radiology meeting in Chicago last May, I was proud to present my paper, "Incidence and Location of Abusive Skeletal Injuries in Infants and Children: Does Perpetrator Handedness Matter?"

Mark O'Brien '12



TLS gave me the urge to explore and be daring. Applications of this stretch from hands-on activities in the classroom – fifth grade science in particular – to exploring a slot canyon in Zion. Though I'm at the University of Denver now, I see TLS will always have a special place in my life, where, upon reflection, I only have fond memories.

Jack Phillips '12

All TLS faculty provided me with a solid academic foundation, but specifically, Mr. Johnson was an enthusiastic teacher and leader. He inspired a love of physics in me that guided my Henry Clay Academy curriculum and, more recently, my choice to attend Washington University in St. Louis and my major area of study. To me, the joy of learning is as important as the nuts and bolts. I am grateful to TLS and Mr. Johnson for both.



Eliza Jane Schaeffer '12



Henry Clay salutatorian, now at Dartmouth, Eliza Jane credits Dr. Bonzo's English class, the Capstone, Environmental Debates, and Socratic Seminars as solid background for her impressive accomplishments. Her extensive resume includes honor after honor after honor, both academic and athletic, illustrating Eliza Jane is involved, right in the middle of it all, except she's not in the middle: *She's leading it all.* She is a polished and enthusiastic public speaker with issues to discuss and legislation to advocate. She received on-the-job political training as a Kentucky Youth Assembly Governor, elected by her 1,300 peers. As the Prichard Committee's chair of student governance, she led the charge to draft the Kentucky State Legislature bill allowing districts to add a student member to their superintendent screening committees. In October, as strategy and development coordinator for the Prichard Committee Student Voice Team, she took the national stage in Atlanta at the Policy Innovators in Education (PIE) Network. Close relationships with her TLS teachers informed her opening sentence: "Communication between students and adults is vital to the proper functioning of the education system."

Emma Stone '12



I am a UK speech pathology major and Spanish minor. I'm also the only freshman on the student-run DanceBlue Operations Committee, raising money all year long for the Kentucky Children's Hospital Pediatric Hematology/Oncology Clinic. I began my DanceBlue involvement in high school and chaired our fundraiser two years in a row, raising $10,000 each year. I presented the check from Woodford County High School at UK.

One of my favorite TLS teachers is Shelly Rogers, who has loved me since I was in Mrs. Cline's and her Pre-K class. She's always supported me, and we're still in close touch. Over the years, she and my mom [Heather Espinoza] – my other favorite TLS teacher! – have helped me learn to be comfortable in my own skin and confident in who I am.

Dara Talbott '12

TLS set the foundation for many of my achievements. In fifth grade, with my campaign slogan "Take a dare and vote for Dara," I ran for Student Council, and began my love for leading in council-based government. Seven years later, I plastered that same slogan over Henry Clay's walls. I was vice-president for my graduating class of 577. Speaking in front of my TLS class of 52 gave me courage to go further.

The SW trip and SW Sequel helped me discover my love for the outdoors. Mr. Johnson is the reason I completed a 30-day NOLS backpacking trip in Alaska's Talkeetna Mountains. Rock climbing, mountain biking, and rapelling inspired me to travel alone to live in the Alaska wilderness. Mr. Johnson made the outdoors "cool" for me, and I'm outdoors more often because of him. He's one of the main reasons I'm at Sewanee. I worked at Rockbrook, an all-girls' North Carolina camp Ms. MacCarthy told me about when I was young. Each summer since, I've gone there, and this summer, at age 18, I was head rock climbing instructor. Without Mr. Johnson's teaching me to climb and belay, I'd never have achieved that. TLS community service trips taught me to give back to my community. My senior year, I was part of the internship program, EBCE [Experience-Based Career Education]. Every day during school, I worked downtown at The Nest, a nonprofit center for women, children, and families affected by domestic violence. This opened my eyes and helped me meet people who need serious help. Without TLS community service days, I would have been afraid to go there. Dr. Bonzo and the Capstone helped me love public speaking and gave me confidence to speak before a large crowd. During my junior year, I joined the Girl Project, a high school feminist group using arts to express inequality of teenage girls in the media. With art history and pottery, Mrs. Staley inspired me to love the arts. My senior year, my ceramic piece placed third in a region-wide show.

My TLS friends are still some of my closest, and I call on them when I need help. Emily Cashman, whom I met in fourth grade outside Ms. Zimmerman's room after science class, and I are both here at Sewanee. We study together, using TLS skills; my classes – Italian, art history, anthropology, and English – are great.



Carmen Maria Von Unrug '12

I joined our WashU crew because of the grace and elegance that defines the sport. The bleeding, painful blisters aren't elegant. Carrying the shell's gargantuan weight, 250 pounds, a half-mile in ink-black darkness isn't elegant. The searing pain in our spines and abdomens after a vigorous practice isn't elegant. What is incredibly elegant is the trust we put in our teammates. Every misaligned oar affects our shell. If not squared while everyone else's is, we tilt, off-balance, off-kilter. If one oar crabs (if the water catches it and it jams under the shell, becoming nearly impossible to pull into its original position), we cannot resume rowing until the situation is resolved. Our trust makes this sport what it is. It keeps our shell afloat, balanced, and allows teammates to take strokes in perfect synchronization. Getting up at 4:00 AM four days a week requires discipline before even beginning to row. A rowing team is only as strong as its individual rowers. If one person misses practice, we are short one component of our machine. We cannot row unless everyone shows up, ready to perform.

It brings smiles to my face to think of the conclusion of fourth grade Heritage Day, when we danced in the big gym outfitted with clothes that evoked our family background. I remember the genuine kindness of Mrs. Sloan and Ms. Weissinger in Kindergarten, the patience and perspective of Mrs. Moloney, the inclusiveness and affection of Ms. Lounsbury, and the perfect drawing skills and strong encouragement of Mrs. Staley, who was a huge inspiration. Mrs. Hamilton believed in me: Art floats our boats! I send hugs to Dr. Cooper and Mrs. Anderson for requiring that



we listen with an open mind. And I can't forget laughing out loud in sixth grade, improvising rap songs about TLS.

I played the violin with Central Kentucky Youth Orchestra for seven years and am a 2015 Governor's School for the Arts alumna. Knowing creativity and intuition share common ground in music and science, I intend to use artistic expression to create a healing environment where science and emotion meet to speed patient outcomes. My words to eighth graders: Think only of your vision, your excitement, and your commitment. The rest will follow.

Sloan Warner '12



Even though I'm at Washington and Lee, it's fun to think back to TLS. TLS matures us and teaches us to carry ourselves with a sense of professionalism. Being able to befriend our teachers as we do there is incredible. This takes learning to the next level. Miss Cowling's story-like lectures were fascinating. I remember her teaching us about the "snap, crackle, pop" scene in *Oedipus Rex*. It was one of the most satisfying things to get an A- on a Dr. Bonzo paper I'd drafted and re-drafted for days. She instilled a love for *Lord of the Flies, Catcher in the Rye*, and *Of Mice and Men*. It was a fascinating moment when I made the real world connection of *Animal Farm* to the Russian Revolution. My public speaking improved tremendously with all the speeches I had to do for student council and the Capstone project.

Mr. Griggs made geometry amazingly fun. He shoved 40-some grapes into his mouth on SW Sequel – talk about a math lesson! Mr. Conley took me to a UK basketball jersey unveiling out of the blue (no pun intended). Small, random acts like that make him the best. Expanding our knowledge in all sorts of ways, Mr. Hurst always had us watching videos about other subjects for ten minutes to start every class. He was a great, eccentric lacrosse coach too. Mr. Johnson is one of my most influential mentors. He's also the best, most detailed trip designer in the history of planning trips. TLS is a very special place to me. It's like home.

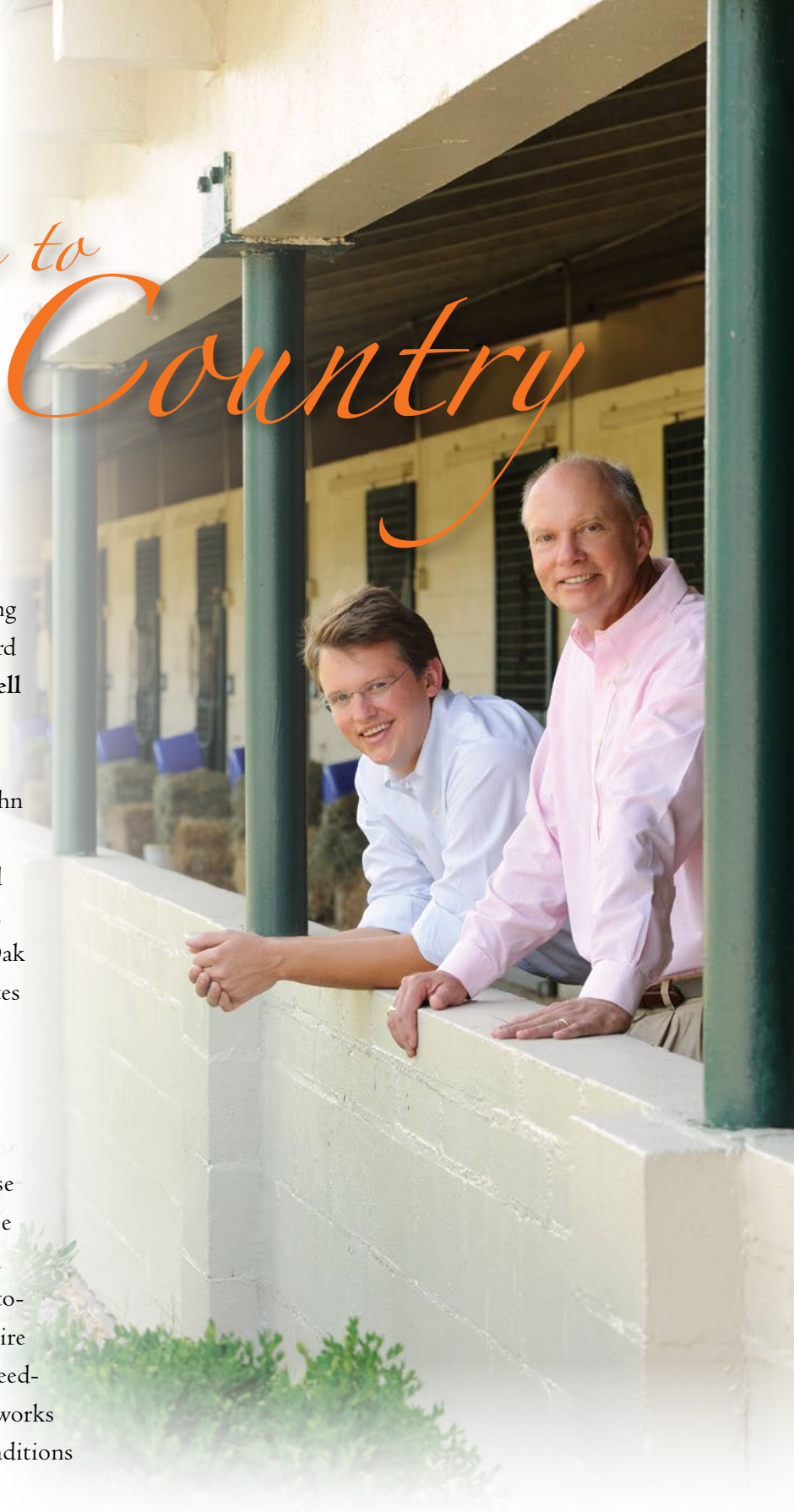
COLLEGE MATRICULATIONS FOR THE CLASS OF 2012

Trevor Arvin	University of Kentucky
Nicole Bacha	University of Kentucky
Ellie Bernard	Centre College
Madeline Blake	BCTC
Strohmann Breeding	University of Arkansas
Clay Brewer	University of Georgia
Emma Calhoun	University of Tampa
Emily Cashman	Sewanee: The University of the South
Ashton Cole	The Ohio State University
Christian Courtney	Wofford College
Clara de Castro	University of Chicago
Joshua Dhir	New York University
Catherine Donnelly	Samford University
Kyle Draper	Tufts University
Josh Ehl	Auburn University
Will Farish	University of Mississippi
Anna Farris	Asbury University
Mallory Fishman	University of Kentucky
Tessa Fry	Gap Year: Working in Africa
Natalie Hagan	Centre College
Meagan Hale	University of Kentucky
Rosie Halpin	University of Southern California
Ian Harrison	Butler University
Merrick Irwin	Palm Beach Atlantic University
Jaylen Jones	Centre College
Zainab Kahloon	Harvard University
Nick Kostelic	Tusculum College
Stevan Kriss	Washington and Lee University
Trent Marshall	University of Kentucky
Eli Mitchell	University of Kentucky
Mark O'Brien	University of Denver
Tyler Patton	BCTC
Jack Phillips	Washington University in St. Louis
Eliza Pride	Emory University
Allison Quammen	Arkansas State University
Stephanie Ramsey	High Point University
William Ramsey	Butler University
Madalyne Rice	Furman University
Eliza Jane Schaeffer	Dartmouth College
Emma Stone	University of Kentucky
Dara Talbott	Sewanee: The University of the South
Sophia Tannir	Smith College
Charles Tari-Head	Embry-Riddle Aeronautical University
Caroline Totty	University of Virginia
Carmen Maria von Unrug	Washington University in St. Louis
Sloan Warner	Washington and Lee University
Jade Wright	University of Louisville
Jacob Young	Miami University
Mel Zakharia	University of Kentucky

Welcome to Horse Country

IT'S A SURE BET that The Lexington School was first out of the starting gate and lengths ahead of the pack with Horse Country, Inc., the not-for-profit organization dedicated to supporting Thoroughbred racing's fan development. The board of directors looks like a TLS reunion: **Headley Bell '70**, Mill Ridge Farm; **Price Bell '97**, Mill Ridge Farm; **Brutus Clay '85**, Runnymede Farm; **Luke Fallon '85**, Hagyard Equine Medical Institute; John Phillips, father of **Bo Phillips '10**, **Jack Phillips '12**, and **Ellie Phillips '14**, Darby Dan Farm; and **Shannon Bishop Arvin '90**, Stoll Keenon Ogden, secretary of the board. Clifford Barry, with Pin Oak Stud of **Josephine Abercrombie (H'00)**, completes the TLS black type.

Announced in 2015, but envisioned years before, Horse Country is the solid collaboration of Thoroughbred industry leaders, intent on, as Price Bell explains, "sharing the story of the horse – from birth, to racing, and back to breeding." He adds, "By offering authentic, unique, coordinated experiences, we will share with the public the history and stories of these amazing athletes that inspire us every day." The group, representing owners, breeders, farm managers, and veterinary practitioners, works together to offer in-depth tours that showcase traditions of the equine world.



Price Bell and Headley Bell in the Mill Ridge yearling barn in 2014. Headley says, "Price and I feel the privilege for having the opportunity to contribute to our beloved industry, and my grandfather and mother are our example."



At Pin Oak, Ms. A visits with her equine friends in August 2016.

MS. ABERCROMBIE, thinking back to1959 when she founded The Lexington School, recalls, "I envisioned our students becoming an integral part of the community. It makes me very proud to see former students so actively involved in Horse Country leadership." Clifford Barry, Pin Oak's general manager, notes too, "Ms. Abercrombie has welcomed visitors to Pin Oak for many years and is delighted to join so many beautiful farms now showcasing the very best of the Bluegrass. Horse Country's vision seems natural to her."



In 1960, Kindergarten King and Queen Headley Bell and **Susan Andrews '70** celebrate Valentine's Day.

Headley Bell, also present at the school's beginning, says, "Considering I was in the first kindergarten class, my roots run deep at TLS. [Wife] Nancy and I believe very strongly in the school for providing student-teacher relationships, study skills, and confidence-building for our children, **Price '97**, **Alice '00**, and **Gardner '03**. Without a doubt, The Lexington School provided a foundation they have used throughout their education and still use today."

Headley pauses to collect his thoughts, admitting, "You can only imagine the glory experienced working with Price in the build-out of Horse Country. I have no doubt this industry initiative will grow community involvement and leave a lasting impression for years to come. It is truly a privilege to be involved."



In 1983, Headley and Price, on his shoulders, take a stroll on Mill Ridge.

With his own TLS thoughts, Price Bell adds to his father's, "Some of my fondest memories came from Lynn Pickles' fourth grade social studies class. She taught by celebrating and sharing the beauty of different cultures around the world. She was incredibly well traveled and a vivid storyteller; I remember feeling as though I was walking a footpath through Africa or South America with her. Her class inspired me to learn about people, to share with others, and that through experiences we learn so much more than we do in a book or in a movie." Eloquently bringing his TLS lessons from yesterday full circle, Price says, "We hope experiences on Horse Country venues leave guests inspired to learn more about our horses, our land, and our incredible horsemen. By sharing our culture, we hope guests celebrate it, much like Mrs. Pickles."

Shannon Arvin, back at school every day with daughters **Bishop Arvin '24** and **McCutchen Arvin '25**, sees TLS's continued strength, and says, "In addition to being blessed with parents who encouraged me, particularly a father who offered a path for me to be involved with the equine industry, discovering my passions and courage started at TLS. It has been an honor to support Horse Country's development and to work alongside many TLS alumni, older and younger, who are now dear and respected friends, and all of whom share a passion for the Thoroughbred. Horse Country presents the opportunity to instill and grow that passion in others by offering a more intimate look at our Bluegrass signature industry."



The Bells at Keeneland in October 2016. Gardner Bell, Beth Bell, Nancy Bell, Price Bell, Alice Bell Little, Headley Bell, Peter Little.



Sarah and Brutus Clay saying an October good morning to one of the Runnymede mares.

AND OVER IN PARIS, where carpools have traveled to and from TLS since 1959, Brutus Clay, father of **Quin Clay '16**, **Catesby Clay '18**, and **Caroline Ann Clay '20**, and founder in 2010 with wife Sarah of The Learning Center at The Lexington School, speaks with particular passion of his involvement at the forefront of both TLS/TLC and Horse Country. Brutus grew up on, and is now president of historic Runnymede Farm, 148 years old, the oldest continuously run Thoroughbred farm in Kentucky. Brutus harks back to his favorite school and says, "TLS instills a love of learning and encourages our students to ask 'why not?' The Learning Center and Horse Country are both based on seeing an unmet need and developing a simple solution that addresses the need. Lexington didn't have a school for children with learning differences, and many TLS families were directly affected by this problem. Why not create a school-within-the-school for those students?" He continues to explain and to ask, "Thoroughbred racing was losing many from its fan base. People wanted to learn more about our sport's history, to feel a part of it, to visit storied farms. Why not create an organization devoted to doing exactly that?"

Dyslexic himself, before increased awareness became prevalent, Brutus loved TLS's Montessori. It was clear he needed special instruction, though, which was unavailable then at The Lexington School. He was sad to leave TLS for another school, but continues to remember the engaging environment he enjoyed at the start of his preschool education.

He returned to TLS with a happy vengeance, a fervent dedication to ensure his *alma mater* would literally be the "nourishing mother" for students with learning differences. Through his arduous challenges and his relentless persistence to overcome them, Brutus molded them into opportunities. The Learning Center, a school-within-a-school, has changed and enhanced lives throughout the Bluegrass and far beyond. Brutus says, "Our children have benefited greatly by TLS's nurturing environment that encourages students not to be afraid to fail, to have courage. If they're going to have a positive impact on this world, they need to have the courage to take a position."

EMPHASIZING TLS COURAGE, too, is John Phillips, who says, "The school's culture – one which fosters the courage to try, the courage not to fear failure – was paramount to Horse Country's birth. Without this fundamental quality instilled by TLS, brilliant ideas like Horse Country would remain in the abstract. It is very fair to say, and certainly no coincidence, that the real forces of personality that created and saw through the implementation of Horse Country were TLS products. This is a fact for which the school is very rightfully proud."

Indeed, Brutus and his fellow TLS alumni took a courageous position with the founding of Horse Country, innovative and inclusive, just as TLS/TLC. Initially, Price, Brutus, Luke, and Headley, were the Founding Four, combining mighty forces to ensure Thoroughbred racing fans would have the opportunity to learn personally, with feet on the turf, the fascinating background story of the horse business.

Promoting horses, the original foursome chuckled as they nicknamed themselves The Mule Team, from another member of the genus *Equus*. That's where the early work got done, writing the white paper and creating a sustainable business model to open Thoroughbred farms to visitors. Teamwork, creativity, ethics, resilience, curiosity, and time management, the six TLS Mission Skills traits, enabled The Mule Team to form the basis of today's successful Horse Country.

It goes without saying that The Mule Team, influenced and nurtured by TLS, was concurrently influenced and nurtured by the Bluegrass itself. The Lexington School campus stands proudly on the former Beaumont Farm, home of Mr. Hal Price Headley, widely known and



In October 2016, the Phillips family (Bo, Beth, John, Ellie, and Jack) at Keeneland, the day their filly, Time and Motion, won the Queen Elizabeth II Challenge Cup.





Alice Headley [Chandler], daughter of Hal Price Headley, mother of Headley Bell, stands next to the Beaumont Farm van. *Right* Mr. Headley walks the tobacco fields. *(both photos, circa 1940s)*

respected horseman who added his own larger-than-life personality to the horse country of earlier decades. As Keeneland's founder and first president, Mr. Headley was a tireless and vocal proponent of the Thoroughbred. It is only natural that his grandson, Headley Bell, and great-grandson, Price Bell, carry Mr. Headley's considerable strength and spirit into today's Horse Country.

INSTIGATOR AND NAMER of The Mule Team, Luke Fallon, father of **Liam Fallon '18**, **Ben Fallon '21**, and **Ava Fallon '23**, continues the robust TLS-Horse County association. Luke's grandfather, Mr. Harold Fallon, was the manager of Mr. Headley's Beaumont Farm, and knew well the training tracks, ponds, and stands of walnut trees that added to Beaumont's luster. On endless, bright Kentucky afternoons, Luke's father, Dr. Edward Hagyard Fallon, who grew up on Beaumont Farm, rode his pony over those gently rolling fields, some of which are now TLS's expansive campus. Connecting Fallon family history to today, Luke is a fifth generation equine veterinarian with Hagyard Equine Medical Institute, which celebrates its 140th anniversary this year. He points out, "So many TLS families are connected to the land and the school in a generational sense. The hope is that TLS is securing the foundations for our children to work in the Lexington community possibly or to follow their dreams to any corner of the globe. The vision of Ms. A, built upon Mr. Headley's cherished land, has provided this unshakable foundation." In giving background behind the impetus for Horse Country, Luke explains the group's motivation: "We did it out of love for the countryside upon which we were raised, the horses our families have raised or cared for over many generations, and the rich place in history the horse holds for Kentucky and the Bluegrass region." Luke speaks for his fellow board members in saying, with generational generosity, "With the advent of Horse Country, our gates are open."



The Fallons, Nancy and Luke, Liam, Ben, and Ava, at Liam's fifth grade graduation, May 2015.

The Lexington School's close association with Horse Country is steeped in Bluegrass history, of course it is. With Little Kentucky Derby, the beloved tradition, begun in 1979, that brings generations of The Lexington School family together – parents, grandparents, great-grandparents, newborns, alumni, former teachers yelling, cheering, and bedecked in Derby hats – how could it be otherwise?



Left The expansive Hagyard Equine Medical Institute of today. *Inset* The original Hagyard & Shannon Veterinary Hospital, begun in 1876.

Below The 2000 Little Kentucky Derby draws another record crowd.



Pin Prints



Inspecting the natural treasure they found on the playground, Prekindergartners Farrah Butler, left, and Hannah Barton discover bits of crystal and various types of rocks within the formation.



As the culmination of their map skills unit, Learning Center third graders, Chloe Dimakogiannis, Piper Birkman, John Dixon Fenwick, Kingston Coats, Banks Heinrich, and Holdon Thompson, create the eighth continent.



At Fort Boonesborough, fourth grader Katherine Monohan learns techniques of weaving on the loom.



In a moment of mentoring and caregiving, Sydney Bumgardner, Montessori III, reads to Catherine Bennett, Montessori I.



TLS Tailgate Big Blue Fans include eighth graders Noah de Castro and Easton Morton, front row, and Robert Farish, Justin Freeman, Tanner Given, Woods Freeman, and Ford Webb.



Against Lexington Catholic, Evan Brock, eighth grade, carries the ball, with help from his seventh grade teammates, Jacob Ehl, McGuire Neuman, and Christopher Medley.



Abby Rubin, Natalie Absher, Cate Conklin, Olivia Gaines, Claire Robbins, Miya Yoshida, and Morgan Reeder show it takes a fifth grade village to blow this super bubble.



Visiting the Louisville Zoo are Ms. Parrish and first graders Tyler Banks, Jordan Backers, Harper Ward, Stella Croce, Wells Moore, Charlotte Ruschell, John Camden Clay, Levi Murry, Ben Schlarman, Sam Jones, and Graham Kobak. Not pictured: Emory Vaughan.



In South Carolina, seventh grade students Jon Henry Prewitt, Evan Hawkridge, and Tori Trimble scour through the tidal pools and forest of Capers Island in search of unique marine life.



Ella Young, eighth grade, digs the ball to keep it well off the floor, while seventh graders Daphne Nicol and Kennedy Beatty are poised to assist.



Creativity is an integral part of the kindergarten curriculum at TLS, as demonstrated here by McCutchen Arvin and Carter Cori.



As part of their final year, the Class of 2017 enjoys a monthly breakfast, lunch, or special treat from eighth grade parents. The group gathers before the kickoff event, a cookout on the middle school playground.

Pin Prints



Fifth grade artists Coco Farish, Paul Stanley, Gist Heinrich, Charlie Slabaugh, and Olivia Gaines draw landscapes as part of their class project, "Observational Drawing: From Leaf to Tree to Landscape."



At the 11th annual TLS Cross Country Invitational, which drew 600+ runners, sixth graders Hari Sethuraman and Zachary Windisch and fifth grader Chase Butler head to the finish line of their 3-K race.



With Gixxie in the center, Ms. Lounsbury's science class writes the first journal entry, "Me as a Sixth Grader." Backs to camera – Teague Roth and Ben Pund; center – Penelope Kwun, Skylar Eads, Arden Stone, Samantha Harris, Lilly Chamblin, and Michelle Ortiz; at tree – Laila Hernandez and Meredith Bailey.



Acorns Tripp McFadden, Faustine Vaughn, Conor Shah, Barron Mongiardo, and Graham Delk have impromptu tea party time with Mr. Bowers.



Against Trinity Christian, seventh grader Dant Bowling makes a transition through midfield, with Griffin Sims (7th), Noah de Castro (8th), and Colin Miedler (7th) at the ready.



On rice demonstration day, third graders Austin Boneta and Nick Nahra learn the intricacies of making sushi from Chef Ryan.



George Freeman, Carter Ashmun, and Thomas Dimakogiannis are up for the sixth grade Marshmallow Challenge, highlighting the importance of teamwork, time management, creativity, and resilience.



Over 60 representatives come from throughout the US for the annual High School/Boarding School Fair.



For eighth grade action against the Lexington Dolphins, Jhai Wright has the ball, with Jackson Cornett blocking and Zach Susini and Ford Webb providing follow-up.



Caroline Beiting, Sukriti Kapoor, and Malika Bhavsar study frog metamorphosis at their fourth grade amphibian learning center.



At Green River Preserve, sixth graders Samantha Harris and Skylar Eads make their way on the climbing wall to ring the bell at the top.

NEW FACULTY AND STAFF

Lori Barnett



Lori Barnett, preschool and lower school art teacher, gives her students gifts every day by recognizing and encouraging their creativity. Two-year-olds through second graders feel inspiration in her class as they produce artworks that incorporate exploration, collaboration, and imagination. Discovering different mediums, solving design problems, and using innovative ideas occur regularly in her room.

Lori's students are fortunate beneficiaries of her decade of teaching elementary age visual arts, as well as seven years of private studio lessons. In synchrony with TLS's Fine Arts After-School Program, she is founding president of Creative Alliance for Arts Education, dedicated to building a stronger arts foundation for children through community collaboration. She explains her inspiration behind Creative Alliance is that, "Arts is essential to a comprehensive education. It is imperative that arts be consistent and integrated in all schools." Two of Lori's three children, Grace and Noah, bring their natural creativity to seventh grade and Kindergarten.

Geriann Blevins



Geriann Blevins, director of admission, has eleven years' experience in the TLS admission office. She also has two years with Educational Records Bureau (ERB), where she was member services consultant, traveling to 16 states, visiting nearly 100 schools.

"It's good to be back home again. All the puzzle pieces fit together perfectly," she emphasizes. "I am excited about the opportunity to be involved in bringing outstanding, new families into this school that we already know is wonderful."

Better than most, Geriann knows the unabashed joy of those new families. She takes care, though, at the beginning-of-school transition, when that jubilation sometimes turns into trepidation. She and Virginia Daugherty, admission associate, have the windowed office at the front entrance, next door to the Acorns room. During the first week or so of school, they both reassuringly hugged crying two-year-olds – and moms, too – to let them know TLS is their home as well.

Ryan Bowers



There's no substitute for one who can walk to the head of any classroom, take over for an afternoon or a month, and have the transition so seamless it is more than natural. Ryan Bowers, TLS's full-time sub, enjoys his opportunities with the Acorns as much as with his eighth graders, saying, "I really like how I've gotten to be with and know every student in the school. I find what they're interested in and what they excel in. I go from academics to gym, to art, to music; I'm all over the place! It's great to be part of the TLS team." Ryan takes his proficiency to the sports arena, coaching archery and middle school basketball. He's known, too, for his summertime enthusiasm, highlighting Harry Potter and Willy Wonka during Camp Curiosity, where one of his youngest students was sure Mr. Bowers, himself, was a Super Hero.

Shannon Collins



Founder of the Lexington Women Chefs Series, showcasing successes of female chefs, Shannon Collins brings her strong culinary background to TLS's dining hall. Shannon's Series also promotes accessibility of fresh local produce and products to all socioeconomic groups. Inspired by her grandmother who prepared classic comfort foods, Shannon is now on a first-name basis with some of the Food Network's Iron Chefs, working with them this fall when she's not taking care of her new TLS friends. She admits, "First lunch with the little guys is my favorite. They're blossoming into themselves; it's a real treat to see that and nourish it."

Katie Morris



On the first day of school, Certified Athletic Trainer Katie Morris kept her cool accompanying a student with a broken arm to the emergency room. Innately gentle, reassuring, and composed under pressure, Katie is also an experienced, competitive athlete who knows how to react when her medical expertise is needed. For her EKU athletic training degree, she combined her interest in nursing with her lifelong love of sports. During school hours, she assists student athletes in rehab with exercises, and after school, she covers all sports, practices, and games, diagnosing and treating injuries. She is an important fixture for TLS, saying, "I'm right in the middle of everything – football, soccer, volleyball, track and cross country, lacrosse, basketball, archery, and tennis. I love it all." On Fit and Flex Fridays, Katie and Nurse Kristin Beers teach health classes to first through eighth graders. Katie's teaching doesn't stop there; she also gives CPR classes to faculty, staff, and coaches.

Katie Porter



With her bachelor's degree in elementary education, a minor in Spanish, and her master's as a literary specialist all but completed, Katie Porter, fourth grade Learning Center teacher, knows the importance of small classes. Of her four students in one class and her three in the other, she says, "I love watching their confidence grow as we read math problems out loud. The children are proud of what they accomplish on their own. They like to beat their personal best, to see if they can solve more than 25 problems in a minute. Their parents also see that confidence grow and are impressed by the noticeable improvement." After recess, Katie and her students delve into social studies, writing, and science. A strong proponent of Mission Skills, she interweaves each of those important traits – teamwork, creativity, ethics, resilience, curiosity, and time management – throughout the day's curriculum.

Emily Simmons '06



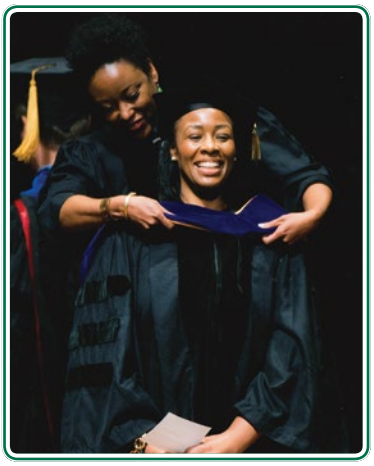
At her own graduation, **Emily Simmons '06** never dreamed she'd be back in the TLS classroom within the decade, sitting on the other side of the desk. It actually took less time than that. With her elementary education degree from Furman first, then Orton-Gillingham training, she began subbing last year for Preschool, The Learning Center, TLC's summer program, and Camp Curiosity. She adores her eight Learning Center first and second graders, and they reciprocate that love. Teaching language arts to the two groups of four, she says, "I feel I'm continuing my wonderful TLS education, learning now from my students rather than from my teachers, as before." She blends the old with the new, knowing good habits are timeless, noting, "Attention to detail was the most important thing I took away from Dr. Bonzo's class. I emphasize that with my own students now, helping them set purposeful routines and encouraging their natural curiosity. My heart has always been in the TLS classroom."

Carrie Warmbier

Carrie Warmbier knows her way around the kitchen. Working for Chef Ouita Michel, Carrie admits she "learned every position in Holly Hill Inn's kitchen." She then became Ouita's pastry chef, producing culinary delicacies for six locations before she oversaw the building and operation of Midway Bakery. As Carrie recounts, "Ouita gave me that project and I ran with it." She's more than up to the task of turning out lunch for 725 hungry TLSers. Unsurprisingly, she has her hand in the bread-making, the school's first ever scratch-made, gluten-free. Carrie sees to it that nobody goes home hungry.

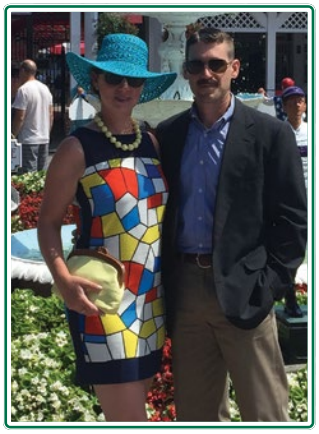


Pin *Notes*



Saida U. S. Grundy '97 received her Ph.D. in Sociology and Women's Studies in 2014 from the University of Michigan. She is also a 2004 honors graduate of Spelman College in Atlanta. Dr. Grundy is an assistant professor of sociology and African American studies at Boston University. Because of her teaching commitments, she was unable to join her family in the audience at Scarlet Gate on June 3, 2016, when her sister, **Tulani Grundy Meadows '92**, gave the TLS commencement address.

Melanie and **Gunner laCour '99** live in Bismark, ND, where he is the ND racing director, ensuring state rules and regulations are followed. In Fargo, the ND Horse Park resumed racing after a year's hiatus, and Mike Schmitz, general manager, credits Gunner, saying, "We wouldn't have been able to do this without him and the Commission. He's fighting for the industry and our state, and it's good to have somebody like that on our side." Dave Piepkorn, Fargo city commissioner and first-term state racing commissioner, agreed that Gunner helped set the stage for Fargo's 2016 success, adding, "He's got a real passion for horses, and I've been really impressed working with him." Around the racetrack, Gunner is known for his trademark white cowboy hat. Gunner comes by his equine interest honestly; even as a young TLS student, he enjoyed helping his grandfather, Lars laCour, longtime manager of Clovelly Farm, outside Lexington.



With his master's degree in law, Gunner had planned to practice equine, business, or maritime law. He worked in Miami with a military contractor using his maritime law experience, but always hoped to return to horses. "The Miami life really wasn't for me. I'm not a city guy," he said. Melanie is a ND prosecutor, with an equine law specialty. She showed horses as a young girl, then came to UK, where she was on the equestrian team. She and Gunner own several horses, and Melanie also runs a short-term boarding business – a "horse B&B," she jokes – on their farm, catering to those who come to ND for rodeos, racing, and trail rides in the Badlands.



Christopher Ware '99 and his wife, Lacey, celebrated the first birthday of their daughter, Piper Lynn, on October 21, 2016. Christopher works for the Racing Medication and Testing Consortium, and Lacey is the founder of Kindred of Kentucky, a childcare provider service in Lexington. **John Thomas '99**, **Gunner laCour '99**, and Christopher are still close friends and often enjoy hunting trips together. Piper's proud grandmother, Janette Moloney, Intervention Specialist in the Resource Room, is happy to babysit any chance she gets.



Definitely making her mark in the New York fashion world, **Beckett Fogg '03** enjoyed catching up with TLS friends in January at the home of Alexandra and **Philip Howard '63** for the NYC Reunion. Beckett originally studied architecture at the University of Virginia before she moved to the Big Apple, where she met Piotrek Panszczyk, her partner, while both were getting their master's in fashion design and society at Parsons. She then worked over a year at Calvin Klein Runway Collection before starting her own label, Area, with Piotrek. They specialize in textile development, specifically the process of embossing, using heat and pressure to embed textile with texture. Beckett and Piotrek do this by hand in NJ. They were named as top ten finalists for the Council of Fashion Designers of America Vogue Fashion Fund. *Vogue Runway* says, "They've pioneered a vocabulary of specific embossing techniques, of lamé and alternately fitted and flaring silhouettes – if you're looking at an Area piece, you know it." Beckett has no doubt where her fashion design expertise originally developed, "I remember making a tie for Mr. Platt, which I think he still has! He always had the best ties. Ha-ha!"



With his BA in American History and Visual Arts from Hampden-Sydney College in 2015, **Tucker Bulleit '07** is back in Lexington, working hard in the family business. Many of Tucker's friends know his main hobby is still his ever-growing passion for competitive sporting clays. Over the past five years, he has traveled the country competing in National Sporting Clays Association competitions, medaling at the state, regional, and national levels. In 2014, he was twice commended to All-American teams, and, most recently, at the Chicago regionals, he performed at such a high caliber that he was able to punch into Master Class, the highest level of the sport. His avid interest began in the dove field with his father, and Tucker went on to compete in high school, college, and now nationally. Always striving to bring more youth interest into his sport, he and **Brooks Courtney '08** work together to inspire high schoolers across central Kentucky. Tucker is a certified skeet instructor-referee and a Level I sporting clays instructor. He encourages fellow TLSers gearing up for hunting season – waterfowl, upland game, or the sporting clays range – to give him a heads-up. He is more than happy to offer his instruction and expertise.

Pass The Cheese – *Please!*

Family traditions are strong at TLS. Alice Ingram, mother of **Renie Ingram Parsons '81**, **Annie Ingram '83**, **Lindsey Ingram '85**, and **Hanly Ingram '89**, and grandmother of **Emory Parsons '10** and **Spencer Parsons '13**, started something back in 1969. It was Renie's first year of Montessori. At Christmastime, Mrs. Ingram brought individual – and delicious – containers of homemade cheese to each of Renie's teachers. Her thoughtfulness and culinary expertise made an instant, and lasting, impression in the faculty lounge. Each December, Mrs. Ingram made her deliveries to appreciative TLS friends, often with young Renie, Annie, Lindsey, and Hanly in tow. Mrs. Ingram and family delivered countless jars of cheese each Christmas for 20 years — until Hanly's graduation.



In 1999, when Emory began KinderKlasse, Renie revived the tradition, becoming famous for her red-topped glass jars filled with tasty Ingram/Parsons cheese. Not surprisingly, her list grew longer each year, as she, always accompanied by Emory and Spencer, delivered delectable cheese to many teachers and staff members each year for 14 years, until Spencer graduated.

Bringing the time-honored tradition into the third generation, Emory and Spencer have now stepped to the plate. For the past three years, they have taken on cheese delivery themselves. Martha Anderson and Margaret Cowling, both on Alice Ingram's long-ago delivery list, eagerly await the jar with the red top, knowing it will contain that annual, delicious treat. And as much as they enjoy the cheese, they love catching up with Emory and Spencer even more.



"I can't tell you how many jars of cheese I've received over the years – 30? 35?" Mrs. Anderson speculates. "If you really love it, Renie will keep you on her list even after her children have moved on. I've tried to duplicate it many times, but all efforts have been unsuccessful."



Tomi Lounsbury often opens and enjoys hers in her classroom on delivery day. "I adore seeing Emory and Spencer back in our hallways," she exclaims, "and I just have to taste some the minute I get it! It's one of my favorite treats!"

WEDDING BELLS!



A 2006 Sewanee graduate, **Jonathan Burgess '99** spent two years in Mali in the Peace Corps, then earned his master's degree at Duquesne University in Pittsburgh. On May 28, 2016, at the Burgess family home in Versailles, he and Nicole Lynn Richmond were married. They live in Pittsburgh, where he manages agricultural programs and policy for the Allegheny County Conservation District. He still laughs, remembering world history in Miss Cowling's class, when everyone had to present an historical event. Jonathan's assignment was the Battle of Agincourt in 1415, where longbows were famously used. He arrived for class dapperly dressed as a British longbow soldier, complete with longbow that actually worked, thanks to his father's fine workmanship.



Lucy McKinstry '02 and Willis Taylor were married on April 16, 2016, under a sycamore tree at the McKinstry family farm, Montrose. **Coley McKinstry '99**, **Nancy McKinstry '04**, **Carl Gray '02**, **Mia Moross '02**, **Magda Stewart '02** and **Lindsey Waldman Engel '02** participated in the ceremony as ushers, readers, bridesmaids, and maid of honor, and Gray Alford, son of **Mary Bruce Gray Alford '99**, was a ring bearer. Lucy and Willis live in Brooklyn, NY. Lucy graduated from Duke University and Columbia Law School and is an associate in the trusts and estates department at Davis Polk and Wardwell LLP. Willis, a Frankfort native, graduated from the College of Charleston and University of Louisville Law School and practices law at Manire & Galla LLP, with a focus on director and officer liability insurance. Lucy and Willis met at the wedding of Lindsey Waldman and Brad Engel in 2013.

On June 4, 2016, **Elizabeth Fryman '04** and Matt Patton were married in Boyd Chapel at Asheville School.

After graduating from Harvard College in 2012, Elizabeth taught eighth grade math and reading in AK before returning to TLS as an Instructional Assistant in The Learning Center and an SAT/ACT tutor for TLS alumni. For the last four years, she has worked at a City on a Hill Charter Public School in Boston, most recently as supervisor of the in-school tutorial program. A large part of her job is training new literacy and numeracy tutors in curriculum and lesson planning. She says, "I often think back to Dr. Bonzo's eighth grade English class and remember how she pushed us to annotate, analyze, use evidence, and craft strong arguments through writing (all the while refusing to accept my atrocious misspelling of every other word!)." Matt is a research associate for Fog Pharmaceuticals, a drug development start-up, based in the Boston area.



Elizabeth tells a fun story: "Matt and I realized early in our relationship that we shared an interesting connection: both of us just missed Chuck Baldecchi at our schools. As a rebellious, long-haired eighth grader, Matt was one of the last prospective students Chuck interviewed as director of admission at Asheville School, just before coming to The Lexington School, right after my eighth grade graduation. Small world!"

Once upon a time . . . *a girl met a boy at Camp Curiosity.*



The fairytale continued this past summer when Meredith Carrithers, TLS's Camp Curiosity director and assistant athletic director, married Taylor McCoun on June 18 at Scarlet Gate. Family, friends, and colleagues celebrated with an outdoor dinner reception immediately following the ceremony.



Meredith's TLS family, gracious, giving, and loving, was an integral part of that special day. Tom Parlanti, athletic director, baked one of his most stunningly beautiful and delicious wedding cakes ever.

Miss Coach Carrithers (now Mrs. Coach McCoun), as she is known at TLS, and Taylor met five years ago when a TLS alum family recommended him for a Camp Curiosity staff position. She hired him. He later asked her out; and . . . the rest is romantic history.

Taylor, a life skills trainer for Neuro Restorative, a non-profit agency serving traumatic brain injury patients, and Meredith honeymooned in Seattle (after Camp Curiosity ended for the summer, of course). They are living happily ever after. *The End.*



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TLS Young Alumni Networking Opportunity

Save The Date

Join us as we gather, network, and connect young alumni with established professionals in our Lexington School family.

Thursday, January 5
5:30-7:00

Watch for more details in December!
www.thelexingtonschool.org

Hosted by The Lexington School Alumni Association



Fall Festival, on September 16 at Scarlet Gate, is a favorite TLS tradition, begun in 1995. A generation of students has grown up anticipating this celebration of back-to-school togetherness for old families, and new. Kris Dubick, mother of **Collin Dubick '00** and **Chelsea Dubick '01**, and Pam Stilz, mother of **Annie Stilz '92**, **Coley Stilz '93**, and **J. P. Stilz '04**, chaired the inaugural Festival. In a letter spotlighting their volunteers, Kris and Pam said, "If we were to tell you all they did, you'd think we were making it up." Jennifer Moore, mother of **Wells Moore '24** and **Carys Moore '26** and co-chair this year with Molly Anderson, mother of **Rigdon Anderson '22**, says, "Fall Festival is one of my favorite events. It was an honor to work with MANY parent and alumni volunteers, making another memorable TLS family time." Molly adds, "It's a highlight of my family's year. Its success is due to the groundwork of those before us and to the current volunteers."

















Thank you to Melanie Mauer Photography



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New Trustees

Kim Absher

Back in 2003 before their tour was even half over, pathologist Dr. Kim Absher and her husband, Dr. Dale Absher, were sold on The Lexington School. She remembers clearly, "We were visiting the Lower School,



and Leanne Zimmerman's fourth graders were dancing and singing about photosynthesis, and they had laminated leaves on wooden sticks, similar to fans. What a great way to learn! We wanted all three of our kids to come to TLS that very minute." **Logan '16**, **Ryan '18**, and **Natalie '20** each began in KinderKlasse, and Kim is honored, now, to embrace her own version of TLS homework as she serves on the board.

Kim's committee assignments include student life, building and grounds, and marketing. Of student life Kim emphasizes, "Parents' view of TLS is based in large part on our children's perception and their personal experiences. All three of our children are different types of learners and have slightly different TLS paths, but this committee broadens one's view even beyond the experience of the child." Of building and grounds, she says, "The first impression of TLS is what you see outside. I'm excited to help plan for the future of our school." She also notes, "TLS does an excellent job of marketing. I am always struck with that solid sense of community. It never mattered what grades our children were in, their teachers always knew them well and cared about them as individuals."

Falguni Amin-Zimmerman

Education, from the youngest ages and from all parts of life, is of prime importance to radiation oncologist Dr. Falguni Amin-Zimmerman and her husband, Dr. Jason Zimmerman, parents of **Uma '19**, **Shailen '21**, and Deven. Falguni joins the TLS board with substantial leadership experience, also serving on the Board of Regents at Transylvania University, her alma mater. At TLS she works with the diversity, school life, development, and marketing committees. She considers all forms of diversity "not just race, but also social, cultural, religious, and special needs for children." She continues, "Diversity is



important at The Lexington School, as it helps our students broaden their perspectives and better understand our world." Falguni speaks, too, of her eight-year-old Deven, non-verbal, with special needs, when she says, "Deven's presence in our family's life is a gift. Jason, Uma, Shailen, and I have each grown tremendously since Deven's birth. With his many challenges in life, he exhibits incredible resilience and strength. He reminds us daily that every child learns differently, but a child's potential can often be underestimated if we don't think outside the box. Deven has taught us to be more patient, loving, and understanding. We are thankful for our strong family unit, which extends to The Lexington School."

Brady Barlow

The TLS community still remembers when Brady Barlow and his wife, Megan Winfield, parents of **Sadie '18** and **Phoebe '22**, chaired CELEBRATION 2013. He knew it then and repeats it now: "When Megan and I had our first tour of The Lexington School, we couldn't believe it. This school offers the complete package, not just educational excellence, but students learn personal and social responsibility. TLS has an amazing effect on its students; it prepares kids to excel in every way. A TLS education affords them unbounded opportunities." Brady continues by saying, "Devotion of alumni is a true testimony to the importance of TLS in their lives. Usually people identify with their high schools or colleges. For TLS students, it's their elementary and middle school years that resonate with them, long after they've left."



An owner of West Sixth Brewing, Brady brings his business acumen and entrepreneurial spirit to the board, as he serves on the development, school life, and buildings and grounds committees. He sees similarities between board work and the guiding principles of West Sixth: Make a positive impact on one's community and make it a great place to work, learn, and play.



Case Clay '89

As **Case Clay '89** relays, his and Lorin's children, **Anna '18**, **James '21**, and **Eleanor '24**, "quickly tire of my reminders that some of the same clocks and radiators in the preschool wing were there when I was a TLS student, but they're fascinated to hear about my getting an F on my first social studies test in Mr. Scarr's class. That turns into a teachable moment: *One does need to study* to get good grades."

After Henry Clay, Case earned his econ degree at DePauw University, where, he says, "I played soccer and met Lorin." They lived in Chicago for six years, balancing improvisational theater in the evening and working "day jobs" at Ernst & Young, Arlington Park, and writing ads for Hyatt Corporation, because, he humbly adds, "I wasn't funny enough to make money doing improv." Now, he heads to work at Three Chimneys Farm after taking Anna, James, and Eleanor to school each morning.

In addition to working on the TLS buildings and grounds and finance committees, Case is the current board chair of the Gluck Equine Research Foundation, serves on the board of KEEP, and is a member of The Breeders' Cup. He is thrilled to join the talented TLS board and give back to the place that gave so much to him.

Caroline Van Meter Friesen

"For me, TLS is its teachers." Caroline Van Meter Friesen, wife of Mike and mother of **Laura B. '21**, **Anna '22**, and **Van '26**, proclaims loudly and proudly. She knows it firsthand as she notes that along with many families, her three children "are totally different learners. Their teachers have taken the time, made the great effort to get to know each of them well, and tailored their teaching and relationships perfectly." Once she starts talking about TLS teachers, there's no stopping her.



Caroline knew TLS would provide her children with a great educational foundation. The addition of The Learning Center solidified that belief. She also observed in her childhood friends the lasting relationships formed within the TLS family. She says, "I did not have that, and it was important for me to find a place where my children could form strong and supportive peer groups for life, even when life pulled in different directions." Equally important to her are life skills – talking intelligently with adults and having the confidence to take risks in the real world. A robust arts program and a variety of sports rounds out the school for her.

Caroline says, "TLS educates the whole person, and is evolving with the times, educating them for a future we don't yet know." Caroline gives her enthusiastic devotion to the development, marketing, and student life committees, and she can't do enough or say enough to speak her message.

Tyler Nahra

Tyler Nahra, father of **Jake '19**, **Nick '22**, and **Woods '23**, comes to the board room table with a profound appreciation for the strength of the Lexington School family. Widower of **Elizabeth Carey Nahra '86**, Tyler treasures a meaningful and continuing connection with her classmates, former teachers, and her many, many friends throughout the entire TLS community. Tyler says, "Our TLS experience began as a result of Elizabeth's devotion to her alma mater and our wanting the very best situation for our children to learn and grow in their own ways." He explains, "I was fortunate enough to grow up with parents who valued independent school education. As former teachers, my parents encouraged me to get involved and to try as many activities as I could. I feel lucky I am able to pass that same enthusiasm for education along to Elizabeth's and my children at a place like TLS." Serving on the buildings and grounds, school life, and marketing committees, Tyler looks forward to pairing his independent school background with his experience as a McDonald's owner/operator. He hopes this combination will benefit the board and continue "the great work that so many have done in the past."





40 Years Ago in the Bat of an Eye

Writing your name with a Bunsen burner … Gold in My Ear … the Pythagorean theorem – members of the **Class of 1976** know exactly what these cryptic messages mean. And they are united, happily and irrevocably, by that knowledge.

Bill Cox '76, **Becky Lange Wills '76**, and **John Congleton '76** worked hard – and successfully – to gather classmates for their 40th reunion on September 10. This same trio had largely been responsible, back in April 2006, for their 30th celebration.

After a warm welcome by Chuck Baldecchi in the "new building," eighth grader Smith Brewer led the group on a comprehensive tour of the entire school, with "their" classrooms, Mrs. Orme's modern-day science room, the dining hall, and the wall of graduation pictures being particular favorites. Several times during the tour, however, there was so much friendly chatter among classmates that the group had to be reprimanded and reminded to listen – old habits, perhaps? They spent time, too, trying to remember where the "complex" used to be.

A major highlight of the evening was the trivia contest Bill Cox had created, another TLS pop quiz, but this time, one that everybody enjoyed. Hint for the second of the obscure notes, Gold in My Ear: Mr. Bortz's question, "Name the Prime Minister of Israel."

Knowing a good thing must continue, plans are already afoot for members of the Class of '76 to reconvene much more frequently than once a decade.



ABOVE **40th Reunion**
Front Row Becky Lange Wills, Betsy Scrivner Hager, Polly Marcum Marquette, Suzy Ireland Dupree, John Congleton. *Back Row* Richard Marshall, Larry Jenkins, John Marshall, Bill Cox, Mason Bennett Rummel.

INSET ABOVE **30th Reunion**
Front Row Lucy Bryans Van Meter, Becky Lange Wills, John Congleton, Chap Couzens, Jim Gillis. *Back Row* John Marshall, Mason Bennett Rummel, Bill Cox, Larry Jenkins.

Below *(Clockwise from the top)* Bill Cox; Mason Bennett Rummel and Suzy Ireland Dupree; Betsy Scrivner Hager and Larry Jenkins; Becky Lange Wills and Polly Marcum Marquette; Liza and John Marshall with portrait of **Norton G. Pritchett Jr.** (**H'81**); John Congleton; Suzy Ireland Dupree and Larry Jenkins.















Grandparents Day 2016!

A grand(parent) day of togetherness and celebration at The Lexington School, all ages, all generations were stars. With over 500 grandparents and that number again for parents and siblings throughout the morning, it was a full house. Chuck Baldecchi welcomed audiences for each of the four sessions in the gymnasium, Preschool Boo Sing, first through third grade Boo Sing, fourth and fifth grade Kentucky Heritage in Folksong and A Salute to the Armed Forces, and sixth through eighth grade Fall Concert and Music of the American Revolution and the Civil War. At the piano, Martha Anderson, with her black cape and elbow-length spider web gloves, accompanied the youngest two groups and David Cooper led the second two. It was especially appropriate that the final program ended with all standing and singing the "Star-Spangled Banner" together.

Sarah Heller's third grade artists designed the monster stage artwork and the program cover, which included an image of each student's creation, inspired by Mexican artist Pedro Linares.

As Preschool Head Donna Hutton said to close Boo Sing, and the bookmark included with the grandparent gift of a journal echoed:

> *"A Grandparent is a little bit parent,*
> *a little bit teacher, and a little bit best friend."*



CLOCKWISE Sixth graders Avery Sullivan, Skylar Eads, Maggie Harrison, and Wills Milward belt it out; Maestro Martha Anderson praises her Boo Singers; Antos Prusco and grandfather, Mr. John Prusco Sr., mix Montessori fun; second graders Paul Miller, Max de Castro, and Grady LaMonica prepare for Grady's football-passing grandfather, Mr. Bill North; third grader Lila Boden gives it her all; Thomas Poppe and Turtle Man Reed Lassman, Pre-K, entertain Thomas's grandfather, Mr. Keith Wood; three generations of third graders Jordan and Kristian Middleton's family include Phillip and Sharon Runyon, Janice Fields, Jervis and Kristi Middleton, and George Carter; Mrs. Gingerbread (identity is secret) and the Gingerbread Boy, AKA Mr. Sussman, lead third grade's Boo Sing Parade; with Calvin Perez's grandfather, Sgt. Pete Perez, as background, fifth graders perform the Armed Forces Salute; third grade art decorates the program cover.

Pinpoints is a newsletter published by The Lexington School. Administrative Team: Chuck Baldecchi, Geriann Blevins, Jane Childers, Amanda Hale, Donna Hutton, Una MacCarthy, Beth Pride, Daniel Sussman, Bob Thompson. Writer/Editor: Lucy J. McKinstry '66. COPY EDITOR: Ann Eames. Photography: Virginia Daugherty, Jo-Ellen Fischbach, Melanie Mauer, Larry Neuzel, Nina & Wes Photography, Tom Novitsky, Lacey Tardy, School Files. Graphic Design: Mick Jeffries. Please address comments to lmckinstry@thelexingtonschool.org.

The Lexington School

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

From *The Archives*



The Class of 1976 ... just like yesterday. *First Row* Allison Hunter, Anna Lockridge, Betsy Scrivner, Becky Lange, Laura Kenney, Polly Marcum, Salli Playforth, Deborah Kuehne. *Second Row* Benjamin Levy, Suzy Ireland, Gail Pastrick, Mason Bennett, Randi Rosenthal, Marilyn Murphey, Nancy Stephens, Lucy Bryans, Henry Couzens. *Third Row* Harrison Pettit, Dan Long, John Congleton, Jim Wilhite, Bill Cox, Steven Simons, Richard Marshall. *Fourth Row* Allen Fowler, Jim Matthews, Larry Jenkins, Jeff Hatton, Joe Widener, Jim Gillis, Jonathan Bain, Richard Vimont, George Preston, Douglas Germond, John Marshall. *See page 34 for photos of the Class of 1976 40th reunion.*