We cannot control our subconscious or enter it willfully, but instead, it is accessed through our dreams, where our truest desires are revealed. As James Allen stated, "Dreams are the seedlings of reality." Over time these seeds have developed into intricate branches, each serving a purpose in the ultimate creation of the tree.
Who We Are, 90 Years Later

In 1926, an educator named Louise Balmer founded our school with a farsighted mission and philosophy. Her vision and leadership, along with an established line of competent teachers and remarkable students, have shaped the journey of LJCDS.

Great American author and philosopher Henry David Thoreau admonished that education “makes a straight-cut ditch of a free, meandering brook.” Over the past 90 years, LJCDS has heeded this warning. An LJCDS education guides students to become active learners, free to meander and make sense of a variety of experiences and information. At the same time, it bolsters students’ ability to recreate themselves and to prosper from the truth that every time we learn something new, we become someone new.

As the head of school, I have the privilege of seeing our school community from many vantage points. What I witness every day is a school that has unyielding principles, a moral compass, a vision, and a commitment to know, respect and love every student. Our faculty and staff provide students with the knowledge, skills and habits of mind and heart to enable them to enjoy a lifetime of learning and to adapt to changing circumstances. We educate students to be independent, knowledgeable, rigorous and creative thinkers with a sense of social responsibility so that they may lead productive lives in national and global communities.

Our rapidly changing world challenges us to make the right decisions for our students. We fix our eyes on our promise of inspiring greatness for a better world. Our promise is founded upon the premise that greatness is achieved by people of character who possess a strong work ethic, who have resources and mentors, and who challenge the status quo.

I ask that you consider your role in the future of LJCDS, as mentors or as facilitators in bringing resources to our campus and students. Education is a cooperative effort. It is not the ideas of one person; rather it is teamwork among people committed to the values and mission of a school.

As you read the articles in this magazine, it will become clear that La Jolla Country Day School is a community of deep learners who respect others, themselves and the learning process. LJCDS is a national treasure.

We look forward to seeing you on campus.

Gary Krahn, Ph.D.
Head of School
ON THE COVER: Lower School students at the Balmer School in 1949

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Lauren Vajda Design
Onward Upward

LA JOLLA COUNTRY DAY SCHOOL

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Inez Odom

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Congratulations to Upper School Band and Orchestra students who performed an exceptional winter concert.

Upper School students Jackson Benning, Remy Reya and Liam Hosey, all ’17, witnessed the presidential inauguration on January 20, 2017, in Washington, D.C.

The class of 2006 returned to LJCDS to celebrate their 10-year reunion.

Our Torreys making a difference in the Dominican Republic, teaching young students at a local school.
MAGAZINE INTRODUCTION

Welcome to 1926

The marketing and communications department is proud to share this newly designed alumni magazine. 1926 pays tribute to La Jolla Country Day School’s 90-year history. The magazine begins by sharing campus news stories—On Genesee Ave...—and progresses beyond the gates into alumni achievements.

The La Jolla Country Day School community is a special one. When you join LJCD, you join a community for a lifetime. With this magazine, our goal is to connect the Torrey community and share the impact that Torreys are making in the world. With alumni residing around the world, the breadth of this community’s reach goes far beyond “America’s Finest City.”

In this digital age, we’ve made an intentional decision to offer printed copies to our readers, as research shows a majority of readers still enjoy the touch, feel and experience of picking up a printed magazine. We hope 1926 holds a place of pride on your desk or coffee table. If you are reading this digitally and would like to be added to the mailing list, please visit www.ljcds.org/magazine. —TIFFANY TRAN

“1926 pays tribute to La Jolla Country Day School’s 90-year history.”
Breaking Records

Uncommon, brotherhood, sacrifice, love: four words that represent the 2016–2017 varsity football team season. The team’s bond and chemistry helped them capture the Division 5A Southern California Regional title—the first time LJCDs participated in a state football postseason game.

“While many teams struggle to find one or two leaders, we had more than 10 strong leaders on this team,” says Tyler Hales, head varsity football coach. “On and off the field, this group cares so much for each other. I believe 100 percent that a tight-knit community translates to success on the field. When players start playing for each other more than themselves, the team will no doubt be successful.”

The team and individual players broke city, state and California Interscholastic Federation (CIF) records throughout the season and brought home 12 wins, the most in LJCDS history.

Quarterback Braxton Burmeister ’17 individually broke nine records. In the 57-year history of the San Diego section, Burmeister was the first player to achieve 14,972 career total yards, 11,512 career passing yards, 853 career completions, 312 season completions, 127 career touchdown passes, and 53 touchdown passes in a single season. With multiple offers from colleges, including University of Arizona, Boston College, University of California, Berkeley, Oregon State, San Diego State, University of South Carolina and University of Washington, the dual-threat 6-foot, 211-pound quarterback accepted a scholarship from University of Oregon, his dream school.

Burmeister wasn’t the only one making a name for himself. Wide receiver Brennan Goring ’17 is the first player in San Diego section history to reach 3,195 receiving yards, completing his career with 42 touchdown pass receptions of his 228 total receptions. Punter/kicker Drew Schmid ’17 finished first in San Diego with 88 points after touchdowns and 103 total kicking points, and wide receiver Casey Mariucci ’17 tied for first place in San Diego with 15.5 sacks. —JENNIFER FOGARTY

TEAM ACCOMPLISHMENTS

Ranked #1 in San Diego in:

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<th>State Rank</th>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>703</td>
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<tr>
<td><strong>PASSING YARDS</strong></td>
<td>4,642</td>
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<tr>
<td><strong>TOTAL YARDS</strong></td>
<td>7,187</td>
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—JENNIFER FOGARTY
Middle schoolers built eight colorful playhouses, screwing together walls and nailing shingles to the roof. Each playhouse was painted with a pre-assigned theme, including garden, butterfly, jungle, fire station and transportation.

—TIFFANY TRAN
Everyone Matters

“Learning about dignity is no longer an option. It’s a human imperative,” says Donna Hicks, Ph.D., internationally renowned author of bestselling book Dignity: The Essential Role It Plays in Resolving Conflict with a foreword written by Archbishop Desmond Tutu. “We know now that the desire to be treated with dignity is universal. Even though we were all born with dignity, we are not born knowing how to act like it.”

Based at the Weatherhead Center for International Affairs at Harvard University, Dr. Hicks has partnered with LJCDS to share her wisdom with our community using her extensive experience in international conflict resolution and deep insights on evolutionary biology, psychology and neuroscience. During her visits in the last two years, she has discussed the elements of dignity, ways to recognize dignity violations and how to respond when we experience indignity, and the role dignity plays in restoring relationships and in leadership.

Dr. Hicks has made an impact on every division of the school. The Lower School has developed a saying that even the youngest students can understand: “Everyone Matters.” The curriculum for their character education is based on values and behaviors of dignity as applied to relationships. Middle schoolers are taught that everyone deserves to be treated with dignity, while respect is earned. Grades 7–8 history teacher Indigo Dow’s goal “is for students to see the world from multiple perspectives through research, conversation, active listening and analysis and to be able to form their own opinions, arguments and claims using concrete evidence.”

“Professor Donna Hicks spends time at our school to help our faculty and students develop the skills to treat everyone on earth with dignity,” says Head of School Gary Krahn, Ph.D. “Donna believes that we might not be able to change the world, but we can create a more respectful way of being in it together.”

Dr. Hicks has 20 years of experience as a facilitator during international conflicts in the Middle East, Sri Lanka, Colombia, Cuba, Northern Ireland and the United States. Her unique focus on dignity and the role it plays in resolving conflict has transformed work environments for some of the world’s most prominent companies, nonprofits and governmental agencies. She is currently writing her next book, Leading with Dignity, in which one of the few schools referenced is La Jolla Country Day School. —JENNIFER FOGARTY

Dignity: The Essential Role It Plays in Resolving Conflict
Donna Hicks, Ph.D.

Yale University Press
September 2011
What Is Design Thinking?

Assistant Head of School for Design and Innovation Matt Abbondanzio has spent 20 years working in high-tech start-ups and consumer packaged goods companies developing innovative technology and products. He joined La Jolla Country Day School in 2015 to build an integrated design and innovation program for students in the Lower, Middle and Upper Schools. The program challenges students to identify real-world problems and design innovative solutions to effect positive change for a better world. Below, Abbondanzio shares his perspective on what it means to be an innovator.

Terms like STEM, STEAM, maker space, design thinking or innovation are used interchangeably, especially in the school setting, but what do they mean? I believe these terms are used to answer the same question: How do we make K-12 education relevant and give students a competitive advantage in college and their careers?

While STEM and STEAM are multidisciplinary-focused curricula that typically take place in “maker spaces,” design thinking is where we leverage design research techniques and a reframing process. Together, these processes enable the discovery of insights, the emotional drivers behind our decisions and subsequent actions, to help us determine what problems are the most valuable to solve.

In K-12 education, design thinking is often used as a teaching technique or a tool to teach a specific topic. While there is nothing wrong with this approach, in my opinion, this is not what design thinking was meant for.

The value of the design thinking process is in developing insights by performing design research, where we observe and speak to people to gain empathy and understanding about how people interact with their world. From these insights, we can develop novel and valuable problem statements such as, “How can we help...”
a family’s meal decision be less driven by the amount of preparation or cleanup necessary for that particular meal?” rather than more obvious ones such as, “How can I get my earbud wires to stop tangling?”

At La Jolla Country Day School, we have intentionally chosen to name our space the Innovation Lab because we believe this authentically embodies our goal: to teach our students not only to solve technical problems but also learn how to determine the “right” problems to solve. This approach, which leverages a state-of-the-art maker space type lab combined with a design research-heavy process, creates a program that reaches far beyond STEM, STEAM and makers.

To accomplish our goals, we are investing not only in the facilities but also in the right people. Hiring people with industry experience offers a real and differentiating benefit to students as it brings relevance to what students are learning and bridges the gap between industry and education. LJCDS has been doing this for years. Science faculty members Susan Domanico, Ph.D., and Julie Strong, Ph.D., share their real-world knowledge with students on a daily basis, providing an authentic technical laboratory experience. Computer science teacher Darren Cameron, Middle School science teacher Jeremy Bank and our lead innovation designer Dan Lenzen all have extensive experience in industry. When students connect with outside experts, they gain an understanding of what it takes to be innovative in the real world and develop the skill sets necessary to attain remarkable results.

If you are reading this and think that I may have given away the proverbial “secret sauce,” the LJCDS trade secret, the KFC™ recipe if you will... well, you’re right! I share this information with the hope that other schools will develop innovation programs, where students can learn a proven process and gain real-world experiences. We owe it not only to our students but also ourselves to offer our community exposure to the magic, excitement and endless possibilities of design and innovation before they select a focus for college and beyond. —MATT ABBONDANZIO

“The value of the design thinking process is in developing insights by performing design research, where we observe and speak to people to gain empathy and understanding about how people interact with their world.”
A s a history teacher, Dan Norland spends much of his time focused on the past. But as one of the editors of the new book *Witnesses of the Unseen: Seven Years in Guantanamo*, Norland is looking to the future, hopeful that the journey of two unjustly imprisoned men can provide inspiration and lifelong lessons for his students and others.

*Witnesses* tells the story of Bosnian natives Lakhdar Boumediene and Mustafa Ait Idir, who in 2001 were accused of plotting to attack the U.S. Embassy in Sarajevo. Though Bosnian authorities dropped the charges against them, the two men were handed over to U.S. forces and endured seven years of torture, harassment and isolation in Guantanamo Bay. With the pro bono assistance of American law firm WilmerHale, Lakhdar and Mustafa became the plaintiffs in a landmark legal case—*Boumediene v. Bush*, confirming Guantanamo detainees’ constitutional right to challenge their detention in federal court—and ultimately secured their release.

Norland, who was previously a lawyer, had once worked at WilmerHale, where he learned about the case from his colleagues. Once Lakhdar and Mustafa established their innocence and won their freedom, they began looking for someone to help them share their story with an American audience. “I leapt at the opportunity to work with them,” says Norland, and he recruited his brother-in-law, Jeff Rose (a writer and lawyer), and his sister, Kathleen List (a lawyer who is fluent in Arabic and is the Middle East field director for the International Refugee Assistance Project), to help with the project.

Research for the book required extensive interviews with Lakhdar and Mustafa. Instead of encountering bitterness or anger from the two men, Norland was struck by their gentleness, kindness and grace. “Lakhdar and Mustafa and their families are truly inspiring,” says Norland. “They are a testament to just how strong, patient, loving and kind people are capable of being, even when faced with enormous hardship.”

Norland will never be able to put *Witnesses* on a shelf and forget what its pages contain. “Working on this project has been one of the most emotionally trying, yet fulfilling experiences I’ve ever had. It has made me more empathetic, more hopeful and even more appreciative of all the good luck I’ve had,” shares Norland.

The experience is something that Norland now carries with him into every classroom. “I have a better understanding of how important it is for everyone to be an active, engaged citizen—and just how easy it is for atrocities to occur when they go unseen,” he says.

Working on *Witnesses* also reinforced Norland’s belief that the most important lesson that history teaches us—and the most important lesson he can teach his students—is to reject the notion that the decisions you make don’t matter. “Throughout history, the future has been shaped by ‘ordinary’ people’s choices: what we choose to pay attention to, and what we choose to do about it.”

Though the pages of *Witnesses* are filled with acts of cruelty that may leave readers despairing, Norland sees cause for optimism. “I hope that people will find the stories of Lakhdar and Mustafa to be as powerfully inspiring as I did—and I hope that drawing attention to their stories will help make the world a better place by encouraging people to make sure that what happened to them does not happen to other innocent people in the future. History only repeats itself when people don’t pay attention the first time.”

—MICHELLE CHOATE
The 2015–2016 academic year was a year of rebranding, as the community welcomed new Head of School Gary Krahn, Ph.D., in July 2015, launched a brand promise in fall 2015, and unveiled a new visual identity in summer 2016.

Led by Doug Harrison P’17, founder of former marketing and strategic consulting group the Harrison Group, along with the board of trustees, leadership team and faculty members, the school set out to answer, “Why does LJCDS exist?” After several months and many iterations, LJCDS unveiled the promise of “Inspiring Greatness for a Better World”—a phrase coined by Posy Stoller ’17. The why in the promise serves as a purpose and a filter through which the school makes its decisions. It reinforces LJCDS’ commitment to developing a culture and community of faculty, staff, students, alumni and families who believe in something bigger than themselves.

LJCDS’ new logo and wordmark—developed by Lauren Vajda Design—complements the work of the promise and better represents who the school is today. As LJCDS attracts students, families, faculty and staff from around San Diego, the nation and the world, the school hopes to develop a brand that is recognized nationally and globally.

The design of the logo and mascot, the Torrey pine tree, reflects and embraces the unique characteristics of this rare species. Complete with accentuated pine needle clusters and a windblown look toward progress, the new tree also pays tribute to the school’s history with visible roots and a stamp of our founding date. The wordmark emphasizes “La Jolla,” the beautiful community in which the school resides. Although still known as “Country Day” internally, La Jolla Country Day School’s formal second reference is now LJCDS, as we have recognized that there are hundreds of independent schools that share the Country Day name, but no one shares the school’s unique acronym.

The new brand identity represents the La Jolla Country Day School of today but also of the future. –Tiffany Tran

**FACTORS THAT YIELD GREATNESS**

Greatness is not luck or an accident; it is a process. Through research, LJCDS discovered that those who have achieved success were not smarter than their counterparts in their field, but they possessed four common distinctions to help them achieve greatness.

**THE INDIVIDUAL**

1. Strong work ethic
2. Person of character

**THE ENVIRONMENT**

1. Encountered advantages along the way in the form of access and mentors
2. Raised in an environment to challenge the status quo and question “what is” and “what if”
"Glen gave freely of his time to me, my son and the entire LJCDS community, and this is a testament to the most amazing, generous, kind, wise man that he was."

Dayna Pineda, parent of Andre Pineda ’16
Competition in college admission has heightened in recent years as application numbers have risen and acceptance rates have plummeted. La Jolla Country Day School students—albeit enrolled in a college preparatory school—are not immune to the angst that comes with preparing for and applying to colleges. The college counseling department has recently undergone a restructuring to optimize support for parents and students.

The team, newly led by Assistant Head of School for Enrollment Management and Outreach Inez Odom, is on a mission to offer thorough education and personalized guidance for students and parents. Providing information to parents earlier in the process is one of the major reboots for the department. In addition to three full-time co-directors of college counseling, LJCDS now offers a dedicated parent liaison who provides one-on-one support for parents of students as early as eighth grade. The parent liaison helps develop an individualized college plan—a blueprint for each Upper School student that offers timelines and suggestions to help shape conversations about college preparation.

College counseling also includes in-house SAT/ACT preparation, college essay writing support and mock college interview coaching from dedicated faculty members; resources for parents including a program where parents of alumni serve as mentors; and an athletic liaison to support college-bound student-athletes. As the climate of college admission evolves, the team maintains ongoing relationships with college admission representatives around the nation to stay relevant, so they can continue to offer parents valuable metrics and strategy.

LJCDS supports the philosophy of an initiative called Turning the Tide, led by Harvard’s Graduate School of Education, which hopes to reshape the college admission process to place a high value on character building and concern for the common good. The heart of an LJCDS education goes beyond college preparatory, encouraging students to engage in meaningful, quality contributions and activities. The scholar, artist and athlete of character who inspires greatness for a better world remains the portrait of an LJCDS graduate. —Tiffany Tran

—Tiffany Tran

CORE TEAM
- Assistant Head of School for Enrollment Management and Outreach
- Three Co-Directors of College Counseling
- Parent Liaison
- Athletic Liaison
- College Counseling Administrative Assistant

COLLEGE PREP SERVICES
- SAT/ACT Prep
- College Essay Support
- College Interview Prep

SUPPORT
- Two Deans of Academics and Student Life
- Head of Upper School
- Faculty members and Advisors

“His enthusiasm for teaching and encouraging budding talent was unprecedented and so amazingly helpful to me at that age.... Mr. Pritzker was an amazing teacher and friend. His legacy will live on in all the lives he touched.”

Danny Roberts ’13

“Mr. Pritzker had a profound impact on my academic and character development. He helped me to discover my love for writing and challenged me to grow in my ability to communicate, empathize and lead.”

Kara Kubarych ’09

“...he lived—selflessly, passionately—never letting up till the finish line.”

Mike Fried, friend and colleague

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Kara Kubarych ’09

“...he lived—selflessly, passionately—never letting up till the finish line.”

Mike Fried, friend and colleague
“Every day we are creating newness—whether that’s through technology developments, content types or commerce experiences—so it’s simply impossible to be anything other than excited about work.”

Hillary Kerr ’97 has been making headlines in the best of ways. In just the past two years she has co-authored a third book, The Career Code: Must-Know Rules for a Strategic, Stylish, and Self-Made Career; celebrated the 10th anniversary of her online fashion and style empire, Who What Wear; successfully launched a continually sold out collection at Target; tied the knot in an exquisite December wedding featured in the New York Times; and earned the distinguished No. 26 spot in Fast Company’s 2017 World’s Most Innovative Companies.

Media mogul Kerr is the co-founder of Clique Media Group, with a growing number of brands—and fans—under its wings: celebrity fashion site Who What Wear, home décor site MyDomaine, beauty site Byrdie, social media destination Obsessify, blogger-centric INF Network and marketing agency CMG Studios. Combining digital content with commerce, Kerr shared in a CNN interview that the possibilities for innovation are endless: “Every day we are creating newness—whether that’s through technology developments, content types or commerce experiences—so it’s simply impossible to be anything other than excited about work.”

Her Who What Wear empire has 13 million unique visitors a month and 40 million followers across all social media platforms. The first capsule of the Who What Wear collection for Target launched in February 2016 in more than 800 stores throughout the country. The line featured cool-girl, high-end styles and trends (think dark florals and sleeveless turtle-neck sweaters) alongside wardrobe staples (stripes, blazers and skinny cropped pants). The collection, with new product additions at the start of each month, has been a focus at most Target stores, promoted on their website, and overall coveted since the launch. It’s no surprise, then, that Head of School Gary Krahn reached out to Kerr for guidance on shaping the Upper School dress code!

Upon graduating from La Jolla Country Day School, Kerr earned her bachelor’s degree in British literature from the University of Southern California before heading to New York to earn her master’s in magazine journalism at New York University and begin her first fashion-focused job with Elle magazine. It was only a matter of time before Kerr left the magazine and partnered with fellow Elle alumna Katherine Power to start their own enterprise.

Kerr is coming up on her 20-year class reunion in August 2017.

When asked what was next on her radar, Kerr enthusiastically shared, “We’re launching our first collection of Who What Wear shoes at Target stores and Target.com! The clothing and accessories collection continues to be a great success, and we’re really thrilled to expand the line to include affordable, fashionable footwear.”

—GILLIAN ROSE
Athletics

Upping Their Game

Candice Wiggins ’04, Tommy Edman ’13 & Kelsey Plum ’13

Candice Wiggins ’04 was inducted into the Breitbard Hall of Fame at the 71st Annual Salute to the Champions—the first women’s basketball player to receive this honor. Housed at the San Diego Hall of Champions, the Breitbard Hall of Fame is the pinnacle of athletic achievement in San Diego. Since 1953, the Breitbard Hall of Fame has inducted 140 members representing 20 sports. At La Jolla Country Day School, Wiggins was a four-year letterman in both basketball and volleyball, four-time CIF Division IV Player of the Year in basketball and a McDonald’s All-American. While at Stanford, she was a four-time All-American and the recipient of the Wade Trophy after leading Stanford to the NCAA Championship game in 2008. Wiggins was the third pick in the first round of the 2008 WNBA draft. Later that year, she received the WNBA’s Sixth Woman of the Year Award. Wiggins led the Minnesota Lynx to the 2011 WNBA Championship. She also played for the Tulsa Shock, the Los Angeles Sparks and the New York Liberty before retiring after her eighth season in 2016.

In the 2016 MLB Draft, shortstop Tommy Edman ’13 was drafted in the sixth round (196th overall pick) by the St. Louis Cardinals. During his three-year career at Stanford, Edman was named first-team All-Pac-12, Academic All-America and to the Pac-12’s All-Defensive team, as he led Stanford to its best defensive season in school history. Edman was selected as an All-Star in summer 2016, when he led the State College Spikes—one of the Cardinals’ minor league teams—to the New York-Penn League championship. At LJCDS, Edman played for his father, varsity baseball coach and math teacher John Edman, where he was a four-time varsity letterman in baseball, Coastal Conference MVP, MaxPreps All-State, All-American and CIF San Diego Section Scholar-Athlete of the Year.

University of Washington senior guard Kelsey Plum ’13 is an unstoppable force. The WNBA No. 1 overall draft pick to the San Antonio Stars had a record-breaking season as the NCAA women’s basketball all-time leading scorer, finishing her college career with 3,527 points. Plum is the first player, female or male, to top 3,000 points since the conference became the Pac-12, and the first woman from a conference school to reach this milestone since 1986. She is the first UW basketball player to get drafted as the No. 1 overall selection. Plum was named the Pac-12 Player of the Week several times this season and earned espnW’s National Player of the Year. At LJCDS, she was named All-American by MaxPreps, USA Today, WBCA and McDonald’s, and earned Player and Athlete of the Year in San Diego. —Tiffany Tran

Connect with Fellow Alumni

Stay connected to your alma mater! La Jolla Country Day School unveiled Torrey Connect in fall 2016, a networking, mentorship, career platform developed by Adam Saven ’08 to help connect generations of former Torreys, current students and beloved faculty. Join Torrey Connect to stay in touch with alumni, learn about current happenings, participate in alumni discussion boards and receive notifications about upcoming alumni events.

@LJCDS.PEOPLEGROVE.COM

Spring 2017 | 17
While seeking to create a culture of philanthropy, where pride in the school is evident and giving is seen as a privilege, an alumna stepped up to do her part. Lucy Smith Conroy ’90 P’24 ’25 and her husband, Ambrose, established a five-year matching gift with the class of 2016. Conroy spoke to the graduating class in spring 2016 highlighting the role LJCDS played in her life and the benefits associated with being a member of the Torrey alumni network.

She shared that once students become alumni, they would be asked to give back to the institution that played a key role in their growth and development. Their gift, no matter how big or small, shows their gratitude and support for future generations of students. Conroy challenged the class to make their first Country Day Fund (CDF) gift prior to graduating and pledged to match every dollar raised up to $50 per graduate per year for the next five years. The school raised $840 last spring.

In January 2017, LJCDS hosted a “Milk Break” reunion for the class of 2016, where the message of giving was echoed, and the newest alumni were encouraged to make their second consecutive gift.

The Conroys have been a tremendous asset in helping to lay the foundation for alumni giving for years to come. LJCDS is proud to announce that Sherry Bahrambeygui-Hosey ’82 P’17 and husband Patrick, along with sons Ryan and Liam’s student leadership (both from the class of 2017), will carry on the tradition by matching the class of 2017’s gift for the next two years. —SUSAN NORDENGER

“I can confirm that honey harvest is a delicious mess that makes for smiles on children and adults alike.”
Computer programming and farming don’t seem like natural partners. But for the Foley family, mixing the two is the norm. La Jolla Country Day School class of 1995 alumnus Steve Foley has built a thriving homestead in Leavenworth, Washington, by remaining flexible and relying on grit.

Both Foley and his wife, Kelsey, telecommute in their computer programming jobs and adjust their schedule to fit their lifestyle. On their 8.5 acres, they tend a diverse range of livestock, vegetable and fruit crops, and bees, using sustainable and organic methods. “My life is very dirty,” jokes Foley, who begins his day by “taking care of the ‘heartbeats,’ the two-legged then the four-legged.” Once children Kestrel (11) and Ridley (?) are off to school and the animals are tended to, he focuses on computer projects.

Over the years, with a lot of trial and error, the Foleys have developed a living system for working the land and building a life they love. Some experiments included caring for chickens, ducks, cows, lambs and pigs, and growing heirloom crops like German Extra Hardy.

Their curiosity keeps them exploring, which is how beekeeping found its way into the mix. Kelsey took a class, and Steve read an article, and before long, he was known in town as “the Bee Guy.” He put up an electric fence to deter bears and has had as many as 15 hives at one point. As his processes improved, he led the North Central Washington Beekeeper’s Association to share his knowledge with neighbors. Here, he shares with us:

**What’s the first step someone needs to take to keep bees?**
My favorite approach is to contact your local beekeeping club and see what classes they offer to get you off on the right foot with direction from an experienced beekeeper. You’ll have a million questions in your first seasons, so it’s best to line up a source of answers early.

**What are your favorite beekeeping resources?**
Mike Bush’s series on beekeeping, *The Backyard Beekeeper* (great photos), *The Beekeeper’s Handbook*, Randy Oliver’s Scientific Beekeeping website (www.scientificbeekeeping.com), the *American Bee Journal*, and supply catalogs to keep up with the latest and greatest equipment

**How can you gauge how much honey you’ll harvest?**
If I have solid, periodic rain during my nectar flows and some not-too-hot weather, I can have a decent honey crop. An eye toward the weather and word of mouth from other area beekeepers normally gives the best clues about how the nectar is flowing. I aim to harvest two to three gallons of honey per hive and leave enough in the hives for a hard winter.

**Do you get stung? Do you need to wear a special suit?**
I get stung several times a year, usually when I’m in a hurry or being a bit rough with the bees or catch them by surprise. I wear a veil and jacket, long work pants and tall boots. I stopped wearing gloves years ago, so when I get stung, it’s usually on my hands!

**What are the medicinal benefits of keeping bees and harvesting honey?**
Many claim allergy relief and general health boosts from consuming local honey. Honey does have some antifungal and antibacterial properties that people say make it a great treatment for burns and skin problems. But I have no personal experience in these areas. I can confirm that honey harvest is a delicious mess that makes for smiles on children and adults alike.

—**WENDY SIMARD**
Children are wired to be curious and inclusive, but we just need to give them guideposts and intentional coaching.

Rosetta Lee, diversity outreach specialist, Seattle Girls School, during faculty professional growth day, October 2016

A student is not going to feel comfortable questioning the status quo if you haven’t created an environment where it is OK to fail.

Chris Uyeda, Upper School science teacher, in a video interview

Our losses this first month of school have served as a reminder that we have the opportunity each day to celebrate our community, make connections with one another, share a kind word, or help someone see their value and worth.

Susan Nordenger, assistant head of school for development, in the October 2016 Country Day Connection newsletter

Making this world a better place means going outside of your own grades and your own success and achievements. It means helping someone else in need...because you can’t live in this world alone.

Jean Ah Lee, Upper School math teacher, in a video interview

There are many possibilities in this world, but La Jolla Country Day School can make it happen.

Alyssa Bryant '22 in a video interview
Creativity can be regarded as a particular kind of expertise, where we take greater leaps and risks in working at the edges of our competencies.

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My passion for circus performance is derived from the challenges and fears one must overcome when learning acrobatics. I have faced many of my fears and continue to every day throughout my training and performances.

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If you’re not challenged, you remain content. Contentment is the worst thing that could happen to a human being.

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I think that Country Day has the best students, because we are a lot like a family...

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The community service program has taught me... to look past my own needs or desires, and to tend to those of others.

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Three alumni combine passion and purpose to cultivate meaningful career paths for a better world.

A Big-Picture Doctor—with a Big Heart
Stefanie Kreamer ’04, m.d.
The Ultimate Human-Animal Connection

By Tiffany Tran

VINT VIRGA '75, D.V.M.

It’s no secret to any cynophile (dog lover) or ailurophile (cat lover) that humans can form a special bond with animals that brings a sense of fulfillment to our lives. From household pets that greet us at the door, to service dogs that guide the blind, to livestock that provide nourishment, to characters in children’s books, animals impact human lives every day. Yet, our understanding of their personalities and behavior is limited. Dubbed the “animal whisperer” by the New York Times, Vint Virga ’75 has spent 30 years as a clinician and the last 17 years as a veterinary behaviorist unlocking new insights on the inner lives of animals. With a camera and notebook in hand, he spends more than 1,000 hours a year observing animals in homes and zoos to resolve behavioral concerns that pet owners and zookeepers may feel are insurmountable. His top priority is to improve the lives of animals and ensure they are living as comfortably as possible in captivity.

THE ABILITY to interpret animal behavior requires decades of veterinary practice, patience, curiosity and instinct. From treating giraffes with eating concerns to depressed snow leopards to brown bears with obsessive compulsive disorder, Virga plays a vital role in enhancing the well-being of zoo animals both nationally and globally, as one of 73 board-certified veterinary behaviorists in North America and the sole specialist in zoological behavioral medicine.

For Virga, every patient is unique, making every case a new challenge. In his book, The Soul of Living Creatures: What Animals Can Teach Us About Being Human, Virga shares the story of the determination and persistence that was required to help a reclusive ocelot named Yaku, who withdrew into hiding from dawn to dusk and eschewed meal times. Yaku’s progress was slow, but Virga and the zookeeper’s patience and tenacity eventually led to his greatest turning point after 24 months.

Zoos play an important role in research, education and conservation efforts. However, there is considerable anti-zoo sentiment and controversy worldwide due to the discomfort and stress that captivity causes to animals. Virga is the first to admit that no zoo is perfect and many possess weaknesses—some of which have left him feeling haunted, especially early in his career. Virga has channeled what unsettled him to inspire the changes he hopes to see. “My commitment and passion are very much to improve the lives of animals right now,” he says. “There’s an immediate need for me to help these animals while balancing what I have envisioned for the future when our children are grown up.”

Virga is committed to not only working with animals but also with zookeepers themselves to bring about changes for improvement. In the future, he hopes more zoos will model after wild animal parks like San Diego Zoo Safari Park or Disney’s Animal Kingdom.
“LJCDS teachers inspired me to be inquisitive, to challenge everything...to explore and question and to do it with a degree of humility, and yet, also confidence. It was never wrong to question. It was always right to look for more.”

Virga visits Sha-Wei, a red panda who has difficulty adapting to a new habitat and companion.
where animals are offered a more naturalistic setting, increased range of habitat and cohabitation with mixed species. He wishes for animal education in zoos to evolve to be impactful and meaningful. “It’s not about teaching people facts about animals but engaging their hearts, minds and spirits to be inspired by these animals,” he says. “We’re not going to save species around us by providing facts about animals nearly as well as if we emotionally and spiritually inspire them to do so.”

**The Study of Animals**

When Virga enrolled in veterinary school at the University of California, Davis (where he also earned his bachelor's in animal science), veterinary behavioral medicine didn’t exist as a field of study. He worked in general practice, including the emergency clinic for several years, before enrolling in a postgraduate behavioral medicine/clinical animal behavior residency at Cornell—a highly selective program at a time when there were only five behavioral residencies at veterinary schools in the country and only three open spots in 1998.

Today, in addition to his work with zoos and wild animal parks, Virga consults for major national nonprofits and private foundations entrusted with animal care, including the USDA. He also serves as an expert on legal and legislative issues concerning animal health and welfare.

**The Impact of LJCDS**

Virga joined LJCDS in the seventh grade, when he relocated from northern California. With a small graduating class of only 22, he reminisces, “I remember each one of my teachers, individually by name,” he says. “I remember sitting in English talking about Shakespeare and Dickinson. I worked in the biology and chemistry labs and was lab assistant after hours. Each teacher impacted me in a way that I’ve carried with me very much through all my life.” La Jolla Country Day School teachers ingrained in him the ability to challenge the status quo—a gift that Virga believes carried him through not only undergraduate and veterinary school but also played a role in his acceptance into residency at Cornell. Virga’s spirit of questioning and challenging the information—even when that information was provided by experts—set him apart and intrigued his residency mentor.

“[The LJCDS teachers] inspired me to be inquisitive, to challenge everything...to explore and question and to do it with a degree of humility, and yet, also confidence,” he says. “It was never wrong to question. It was always right to look for more.”

**Human Nature Inspired by Animal Nature**

Virga lives in Rhode Island with his wife, Tiffany, and daughter Giselle (14). He is currently writing his second book, which details his personal journey in finding hope and inspiration to be an individual agent of change. The state of the environment and the rapid extinction of wildlife is the driving force behind Virga’s next book. He hopes to spotlight the dramatic environmental changes overwhelming our world and raise awareness about their effect on millions of species during the next two or three decades. The book is slated to be published around 2019.

After graduating from La Jolla Country Day School, Virga’s life goal was to connect to the greater world around him. The impact he has made on hundreds of animals during the span of his career is a testament to his dedication to making a true difference in the world. In return, the animals that Virga has encountered in his life, including his pets—two 9-year-old Norwegian Forest cats named Fritz and Clara, and a 1-year-old golden retriever named Holden—have taught him life lessons about mindfulness, forgiveness, integrity and humility.

“As much as we impact the world, we understand so little about it,” says Virga. “Interaction with animals reminds me of life around me. They are constant reminders that I am a human, and I have a limited viewpoint on the world.”
Tucked away in the Florida Panhandle, you'll find a small city named Quincy, with a population of 7,972. A 12-minute drive to the Georgia border and an hour from the Alabama border, Quincy is home to a Walmart Supercenter and a handful of so-called Coca-Cola millionaires (folks who bought stock in the company early and struck it rich). Part of Gadsden County, Quincy feels worlds away from the typical idea of Florida.
GADSDEN COUNTY is one of the poorest in the state, ranked near the bottom of all Florida counties when it comes to health care, education, income levels and other benchmarks of growth. There are no obstetricians, pediatricians, psychiatrists or specialists in the county—but there is a clinic. This is where Stefanie Kreamer ’04, M.D., spends her days serving the community as a family medicine physician. There, her patients invite her to the local Friday night football games to cheer on their sons and bring in copies of their children’s report cards. And when they can’t cover appointments with cash or insurance, she accepts citrus as currency. “It’s very typical Florida,” she laughs. “Patients bring you their extras from their farms and orchards: ‘Here’s one hundred oranges for my annual checkup.’”

Kreamer recently moved to Tallahassee, Florida, with her husband, Jonathan, and her toddler son, Theo (short for Theophilus, meaning “Friend of God”). Jonathan’s tenure-track job teaching economics at Florida State University prompted the family’s move from the nation’s capital to Florida’s capital.

Putting Service First

As a 30-year-old doctor who has focused her career in underserved communities, Kreamer is already making a big impact on the world. But this isn’t the path she would have necessarily pictured for herself. She thought she might go into teaching but couldn’t envision focusing on teaching one subject her whole life. Reading Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World her senior year ignited her interest in public health. Kreamer also credits mentorship from LJCDS’ former Community Service Director Susan Nordenger (now assistant head of school for development) and participation in the Girl Scouts as inspiration to serve the public. “I’ve always felt uncomfortable with the idea that serving the community or donating is something we do with our extra time or money, or is the last thing you add on to an already busy schedule.... Not to discount the good work that happens with one-time donations of time or money, but I wanted to make service a priority to be the first and main thing I’ll do, and we’ll see what follows.”

After LJCDS, Kreamer attended the University of Pennsylvania to study chemistry and English. “I figured I’d have my East Coast experience and then return to California!” But life had other plans for her. Kreamer fell in love with Philadelphia’s city vibe and met Jonathan, a fellow UPenn student, on the subway and fell in love with him, too.

She went on to attend medical school at Howard University, a historically black college, in part to experience what it feels like to be a minority. “In my medical school class of 120, two of us were white, and I think I can count on one hand the number of white patients I saw in D.C. during my seven years there. Howard Hospital was the first to care for newly freed slaves and is still the only hospital that won’t turn anyone away; it can be a financial and business challenge for them to uphold that mission,” she says.

In 2013, Kreamer began her medical residency at Georgetown’s Providence Hospital, an urban
community hospital similar to Howard, with a large Spanish-speaking population. In her third year, Kreamer served as chief resident. “It was fun because I got to focus on the bigger, messier picture—the deeper cause of health care problems,” she says. It was then that she became dedicated to the idea of practicing evidence-based medicine that focuses on prevention as a means to save lives and dollars.

**Patients as People**

Today, Kreamer’s days are as varied as they are packed with back-to-back appointments—and she wouldn’t have it any other way. She explains that with family medicine, you’re basically trained to be the “town doctor.” From the moment she enters the clinic at 8 a.m. to the time she heads out around 5 p.m., she sees everyone from 2-day-old newborns to patients in their 90s. The whole family ends up becoming her patients; it starts with one family member and grows from there. She has one family, where she sees all 12 members. Kreamer is trained in OB and prenatal care and can perform small office procedures, which helps ease the burden of sending patients to Tallahassee for specialist care.

One such case involves unraveling a medical mystery. Kreamer’s patient, a 9-year-old girl who speaks English well, recently stopped talking altogether. Her Spanish-speaking parents didn’t bring her in immediately because they didn’t think the problem was medical in nature. Teachers suggested the girl was anxious. Kreamer has seen her now multiple times, but she says, “It’s tough to tease out details of what happened from the family; the details are important. I’ve had little success drawing with the girl in an effort to communicate. She appears to be fully aware and even responds with small smiles to my jokes.” Kreamer has talked to teachers, set up an appointment with a psychiatrist in Tallahassee, and also arranged for a county translator to accompany the family. A lot of these phone calls may happen outside of regular business hours. “Family medicine can be boundaryless!” says Kreamer.

When she’s not puzzling out patient cases at the clinic, Kreamer enjoys being active and outdoors with her family. She’s especially excited about her new garden. “If I could have one superpower it would be to have a green thumb and grow a garden without weeds.” Her backyard garden makes her think of Associate Clinical Professor of Medicine at the University of California, San Francisco Dr. Victoria Sweet, who talks about the body not as a machine to be fixed, but as a garden to be tended. For Kreamer, encouraging patients to tend to their bodies throughout life means she’s helping create a health care system that has room and resources for everyone. ■
Where Talent and Love Can Take You

By Michelle Choate

When David Chan began studying violin at age 3, his talent and potential were immediately clear. However, as Chan grew older, what wasn’t clear was what he should do with that talent. Put it on the back burner as a hobby while he obtained a degree in computer science? Or throw caution to the wind and pursue a career in music?
As his current positions as the concertmaster of the Metropolitan Opera Orchestra and a Juilliard faculty member attest, Chan chose the life of a musician—a path well chosen. Renowned as a brilliant violinist and one of the leading musicians of his generation, he has a diverse career that encompasses his role as soloist, conductor, chamber musician and teacher.

But how did the careful, pensive Chan choose to pursue a life in music? Encountering a fitting mentor in his teenage years played an influential role, as did a healthy dose of parental support. And with the insight that comes with the proper guidance and experience, Chan’s life path started to become evident.

The Language of Music Lovers

When Chan told Fogwell he was unsure about pursuing a future in music, Fogwell spoke from his own experience—and from his heart. “He told me, ‘With your talent, how can you not pursue it?’” says Chan. “I had never considered it that way. He gave me an invaluable perspective on natural talent and helped me to understand that if you’re lucky enough to have an innate gift for something that you also love, that’s a precious combination. He was very sincere about it, and it meant a lot to me.”

The Passion, the Practical and the Professional

Armed with a deeper love and commitment to music, Chan nonetheless chose to attend Harvard and study computer science. This was in large part due to the advice he received from his parents. “My parents encouraged me to go to [a] university and pursue a nonmusical degree because it would help me round out my education,” he says. “I’ve never regretted that because I feel every bit of general education and life experience you have bears on who you are as an artist.”

After two years, Chan realized it was time to stop delaying the inevitable. He changed the focus of his studies and earned a Bachelor of Arts in music. After Harvard, Chan moved on to Juilliard, where he earned his Master of Music in violin in 1997.

His career developed quickly: He became concertmaster of the Metropolitan Opera Orchestra in 2000 at age 27 and made his Carnegie Hall debut during the 2002–2003 season. Performing throughout the United States, Europe and Asia, he has been an active soloist, recitalist and chamber musician. Chan has made appearances as a soloist with international orchestras, including the Moscow State Symphony, Los Angeles Philharmonic, Taiwan National Symphony, and the San Diego, Indianapolis and Richmond Symphonies. He is also a frequent guest artist of the Seattle Chamber Music Festival and La Jolla’s Summerfest.

“If you’re lucky enough to have an innate gift for something that you also love, that’s a precious combination.”
Giving Back

Chan now lives in New Jersey with his wife, violinist Catherine Ro, and their three children, Annalise, Arianna and Micah. In addition to his many performance engagements, Chan joined the faculty at Juilliard in 2006, where he is as admired for his teaching and mentoring of young players as for his talents as a practicing musician. Now in the shoes of a teacher, Chan understands his impact to help shape and support the foundations of young adults.

“For me, teaching is the chance to pass on what I’ve learned to the next generation,” says Chan. “When you help someone access their ability to play music, you can open up a world of possibilities for them—not just career-wise, but emotionally, philosophically. And when a musician learns the technique necessary to express the content of a piece in a way that stays with the listener, he or she has made an important impact on that listener.”

An emotional and spiritual connection to the music is as important to Chan as technical skills. And it is through this connection that he sees music as being an agent for positive change in the world.

“We talk all the time about how music crosses language barriers. Music also stirs up universal emotions. It is a vehicle for peace.” As a devout Christian, Chan believes music is a gift from God. “When I play music, I feel I am showing my appreciation for the beauty that God has created in the world. When you can access the core of human emotion, superficial differences between people become less important. Music can bring people together. It’s definitely a blessing.”
Celebrating the 90th

Country Day School Pupils to Entertain

Junior Red Cross of La Jolla Country Day school, for over 20 years, has had a joyous part in bringing May Day cheer to the patients in the Scripps hospital and clinic. Children of the school, known then as the Ballmer school, began the custom of making May day cards and bringing flowers, which, with the help of the parents, were made into small posies for the breakfast trays.

At first only the hospital was served; then, one of the children, Lucy Mary Sherrill, whose father, the late Dr. James W. Sherrill, well-known director of the clinic, asked why her father’s hospital couldn’t have hospice too. The answer, of course, was in the affirmative. And so, through the
Preserving Our History

By Gillian Rose and Rachel Baxter

La Jolla Country Day School started with humble beginnings, founded in 1926 in a one-room cottage in La Jolla with four students and three faculty members. Today, in its 90th year, the school has grown to a student body of nearly 1,200 on a 24-acre campus.
The Balmer School, as LJCDS was once known, was founded in the idyllic village of La Jolla overlooking the Pacific Ocean, by Louise Balmer, a widowed schoolteacher from Illinois. Balmer, an alumna of Bryn Mawr College, was an expert on the Winnetka Plan, a learning model that advocated for innovative pedagogies in the classroom, expanding education to include creative activities and an emphasis on the socioemotional development of each child. Balmer modeled her school after the progressive ideals of this system, and LJCDS remains true to these principles to this day, valuing and celebrating students for their unique character traits and assets.

The early years were full of growth and abundance. To sustain the rising enrollment numbers, the school relocated several times to various cottages throughout the village. In 1942, the Balmer School moved to 780 Prospect Street, better known as Wisteria Cottage for the branches planted by Virginia Scripps, the sister of American journalist and philanthropist Ellen Browning Scripps. The cottage, which had been redesigned by famed architect Irving Gill, was owned by school parents and relatives of Scripps, Ellen and Roger Revelle, who went on to become prominent members of the San Diego community. The Revelles rented out the property to Mrs. Balmer to hold classes. This became the first instance of parent-driven philanthropy, an initiative the school would continue to celebrate throughout its history.

While the school and the San Diego area boomed well into the 1950s, Louise Balmer was nearing retirement. With a desire to leave behind a legacy, she partnered with several key parents to lay the groundwork for what would be rechartered as La Jolla Country Day School in 1955. With an enrollment of more than 100 students, the first-ever fundraising campaign launched to build a school that, according to Balmer, was “neither a servant of tradition or a slave to an unproven theory but will use both the old and the new if they help educate the child.” Balmer also had a vision to build a strong athletic program in the new school, where every student would be required to compete in a sport— an experience that would not only promote fitness, but, as shared by Balmer, “teach each participant to not only be a joyful winner, but a cheerful loser.” At this time, a board of trustees was formed, and the school and the facilities were leased for $1.

A new chapter of La Jolla Country Day School began in 1957, when it welcomed new headmaster Don Leavenworth. The young Yale alumnus from the East Coast began to set new school traditions: establishing the school’s official colors of white and blue (inspired by his alma mater); adding a French program; offering optional uniforms; and starting a letterman sweater day on Fridays. Leavenworth
1926
Louise C. Balmer (1886–1968) opens “The Balmer School” for kindergarten to Grade 2 at 921 Coast Boulevard, La Jolla.

1928
The school moves all classes next door to 931 Coast Boulevard (Gaviota Cottage) and adds Grades 3–6.

1929
The school expands to include 7922 Ivanhoe Avenue (Lathrop Cottage).

1931
Child and Universe, by Bertha M. Stevens is published and greatly influences the philosophy of the school. Child and Universe encourages the introduction of science to students in earlier grades, particularly astronomy, and emphasizes that play and study are not mutually exclusive.

1934
Balmer moves the school from 931 Coast Boulevard to 939 Coast Boulevard. The new location offers larger facilities for shop activities, as well as access to the Children’s Pool.

1942
Ellen and Roger Revelle rent 780 Prospect Street (Wisteria Cottage) to the Balmer School, and all school operations move to this location. Roger Revelle was an oceanographer with Scripps Institution of Oceanography and later would be one of the founders of the University of California San Diego. Ellen Revelle was the granddaughter of Ellen Browning Scripps; her two children, Ann and Bill, attend the school at this time.

1955
The Balmer School recharter as “La Jolla Country Day School” and serves Pre-K through Grade 5 with 104 students and 12 teachers. Balmer and parent Betty Truog embark on a fundraising campaign to build the school. Charles DuPont is named the first president of the board of trustees.

1957
Balmer retires after 31 years as headmistress. The school adds 7758 Fay Avenue as an additional site for Grades 3–6, as well as the head of school’s office.

1959
Theodor Geisel (Dr. Seuss) visits La Jolla Country Day at Wisteria Cottage to seek inspiration from the students for new creatures for his book.

1960
La Jolla Country Day School negotiates the purchase of 10 acres of land in what was then known as Miramar Mesa. Head of School Leavenworth and Board President Charles DuPont raise approximately $250,000 for the purchase of the land. Enrollment is 240.
1961

The Miramar Mesa campus opens with five buildings consisting of 16 classrooms, a science laboratory, an administration building and a temporary library. The facilities accommodate 285 students from Pre-K through Grade 10.

1963

Copley Gymnasium opens thanks to the generosity of James Copley, head of the Union-Tribune Publishing company.

Seventy percent of the students are on scholarships.

1964

LJCDs celebrates the first graduating class of 26 students with special commencement speaker Jonas Salk, M.D. Students from this class go on to attend colleges including Harvard, MIT and Stanford.

1965

The school earns the Western Association of Schools and Colleges accreditation.

The Unfinished Man statue is designed and donated by parent and board member Russell Forester and becomes a symbol of the school.

1968

The Fayman Library opens thanks to the generosity of trustees Lynn and Danah Fayman. Nine new classrooms and four tennis courts are also added to the campus.

La Jolla Country Day School becomes the second independent school in the U.S. to join the Cum Laude Society.

Enrollment is 471 students.

1969

Movie legend Debbie Reynolds films her television special Debbie Reynolds and the Sound of Children at La Jolla Country Day School and features nearly all 500 of the school’s students. The music building is completed.

1970

Fundraising for “The Great Land Rush” campaign begins, led by Harold Field. The school raises $250,000 to purchase an additional 14 acres of land (for a total of 24 acres) adjacent to the school.

1972

Frank Bryant becomes interim head of school.

1973

Don Nickerson becomes head of school.

1975

The Leavenworth Arts and Crafts Building is completed.
continued Balmer’s “morning circle,” a weekly assembly that now takes place each Friday in the Upper School and Middle School. The campus expanded under Leavenworth’s tenure. Following a successful fundraising campaign led by parents, LJCDS raised more than $450,000 to build a new campus that was designed by parent and architect Frederick Liebhardt in an area known as Miramar Mesa (now known as the UTC/Golden Triangle area of San Diego County, where LJCDS currently resides). The campus was opened in the 1961–1962 academic year.

Over the course of the school’s history, many notable public figures have visited the school and engaged with the student community. Theodor Geisel, better known as Dr. Seuss, made the cover of the April 6, 1959 issue of Life Magazine after visiting the campus to find inspiration for new characters in his stories. In 1964, Jonas Salk, M.D., founder of the polio vaccine, addressed the first graduating class as commencement speaker. Salk revisited the campus 20 years later to dedicate the student-built observatory. The late movie legend Debbie Reynolds filmed her television special Debbie Reynolds and the Sound of Children on campus in 1969. The film featured nearly all 500 of the school’s students, along with her own children, Carrie and Todd Fisher.

In addition to the outstanding academic and community achievements of LJCDS, the athletic program that Balmer so desired was realized in the mid-60s with exceptional golf

LJCDS athletics embodies many principles, teaching young athletes the importance of resiliency and being part of something larger than oneself.

PRESERVING STUDENT MEMORIES

The evolution of student-driven and student-produced yearbooks.
and tennis teams. In the 1980s, head football coach Rick Woods and head basketball coach Bill Cahoone led their teams to several California Interscholastic Federation (CIF) championship games. The 1980s also brought about the advent of successful women’s athletic programs with record-breaking achievements and championship wins in track and field, softball, tennis, volleyball and basketball. LJCDS athletics embodies many principles, including “the team, the team, the team,” and teaching young athletes the importance of resiliency and being part of something larger than oneself.

The school has become a second home for many students for nearly a century. Alumni are continuing their legacy at their alma mater, returning as parents. Graduates have become faculty and staff members, now calling their favorite teachers colleagues. Many of the relationships forged at LJCDS will last a lifetime.

As the 90th school year concludes, La Jolla Country Day School’s future continues to be bright under the new leadership of Head of School Gary Krahn, Ph.D. The school will continue to grow Louise Balmer’s legacy and looks forward to celebrating the school’s centennial in 2026.
1976
The Upper School Quad bell is built.

1979
Board President Clare Friedman becomes acting head of school for a brief stint.

John Magagna becomes head of school. His previous position was head of school at the American School of Tehran, Iran. The new science building is completed.

1981
Tim Burns, Ph.D., becomes head of school.

1984
The new Upper School building, performing arts building and Amphitheater are completed. The Lower and Middle Schools are remodeled. Board members Steve Drogin and Ronald Hahn lead the $3.5 million fundraising effort. Enrollment is 711 students in Pre-K through Grade 12.

1986
The Observatory, one of only two located at a school in San Diego County, is dedicated by Jonas Salk, M.D.

1987
The Alma Mater “Proud Torres” is written by the Class of 1987.

1990
John Littleford becomes head of school.

1992
John Neiswender becomes head of school. Groundbreaking begins for a new Lower School complex.

1996
The Campus Center Project is completed. The new Smith Gymnasium and Four Flowers Theater are opened thanks to a generous $2 million gift from philanthropist Joan Kroc in honor of her daughter, Linda Smith, and her grandchildren, her “four flowers.” Enrollment increases to 980.

2000
John Finch becomes interim head of school.

2001
Judith Glickman joins LJCDS as interim head of school and becomes head of school in 2002.

2006
The new Middle School opens with 16 classrooms, two music rooms, one computer lab, four science labs and a dance studio. The Visual Arts and Science Center opens with four art studios and science laboratories.

2007
The Jacobs Family Library opens, which includes two new libraries, administrative offices and the Learning Resource Center, thanks to the generosity of Hal and Debbie Jacobs and the entire Jacobs family.

2008
Christopher Schuck becomes head of school.

2014
Judy Fox, Ed.D., is named interim head of school. The Upper School is renovated.

2015
Gary Krahn, Ph.D., becomes head of school. The Middle/Upper School library is remodeled and the Innovation Lab opens.

2016
La Jolla Country Day School celebrates its 90th school year. Enrollment is nearly 1,200 students.

2016
La Jolla Country Day School celebrates its 90th school year. Enrollment is nearly 1,200 students.
Milestones

ENGAGEMENTS, MARRIAGES & BIRTHS

1. Kelli Davis ’06 married Billy Pease on September 17, 2016.

2. Nikki Geffen ’09 is engaged to Danny Rubin. They plan for a winter wedding.


4. Jennie Ellison Chong ’03 and husband Alex Chong welcomed daughter Taylor Rae Chong on November 15, 2016.

STAY CONNECTED
We want to hear from alumni! Are you celebrating a life event? Have news to share? Send us a class note. All class notes will be published quarterly online.

LJCDS.ORG/ALUMNI
Elizabeth Hansbrough ’09 is engaged to Jackson Riley. They plan for an April 2017 wedding.

Joely Pritzker ’03 and husband Jacob Gelfand ’02 welcomed son Solomon on June 12, 2016.

Hallie Stevens ’09 is engaged to Alejandro Dau. They plan for a May 2018 wedding in La Jolla.

Ali Brooks McCracken ’02 and Casey McCracken ’02 welcomed daughter Lilah James on August 30, 2016. Lilah joins big sister Madison (3).

Karisa Karlovich ’06 married Ryan Macaluso on November 12, 2016, in La Jolla.
I first encountered “TUM,” as he has been nicknamed, in 2011, when he stood behind the Community Hall facing the Middle School parking lot, half hidden by the bushes, and buried up to his calves in concrete. My encounter with him was in his second home, having been moved from the entrance of the school at the same time the Community Hall and Jacobs Family Library buildings were built.

At the time of my first sighting, I did not know anything of the history of LJCDS, much less TUM. The past five years have changed on both those fronts: I have come to greatly appreciate the rich and inspirational history of LJCDS and the importance of The Unfinished Man to students and faculty for the nearly 40 years he stood guard in front of the school.

Russell Forester’s gift of The Unfinished Man is merely the tip of that philanthropic iceberg. In the 2015–2016 school year, TUM left campus to undergo preservation. Alas, his lower legs did not survive the years of the concrete base, but he will stand at the height of his former glory and return to take up his post in the lobby of the administration building, sheltered from the elements of sun, rain and salty air. Our hope is that TUM’s preservation and return will rekindle fond memories for some 40 years of LJCDS students and parents. —CHRIS RICHEY P’16 ’19

Chris Richey graciously managed the efforts to preserve The Unfinished Man. Richey, who is the parent of Anabel ’16 and Ethan ’19 and a board member, is leading the Heritage Project, an initiative to preserve, present and promote the school’s history through its archives.
THE UNFINISHED MAN
Every day, I am inspired by the LJCD community. Although I’ve spent six years on this campus, I am still amazed by the incredible conversations, the random acts of kindness, and the showcases of student talent that take place all the time. It is common, but nonetheless remarkable, to see the Blue Notes marching through the school playing rock-and-roll songs, tennis coaches staying late to hit with young athletes, and groundskeepers working hard to make sure the campus remains beautiful. I am convinced that spending even a day on this campus could make anyone hopeful about the future; my time here has certainly had that effect on me.

Remy Reya ’17
Student Council President
As La Jolla Country Day School celebrates its 90th year, we reflect on the generosity of the past and the promise of the future. LJCDS’ annual fund, called the Country Day Fund or CDF, is the foundation of the school’s fundraising efforts. Every year, the LJCDS community joins together to support the CDF through tax-deductible donations. These gifts support every aspect of the school and are spent on students, faculty and facilities to strengthen the school’s ability to provide the best possible educational experience for every student.

The 2016–2017 CDF goal is $1 million.

Help us grow our legacy for the next 100 years. To learn more or to give a gift, visit www.ljcds.org/giving.