THE LEXINGTON SCHOOL

NEWSLETTER TLS

February, 1988

Author! Author!

Insider Information from Jenny Davis

"Poignant, often harrowing first novel ... This is a wise book indeed ..."
New York Times Review of Books

"A singular offering with characters and situations that will stick with readers for a long while."
Booklist

"... an exceptional first novel ... simple, honest writing generously spiked with phrases of startling beauty. Books like this have the power to show young readers just what it is that great fiction can do."
Publisher's Weekly

"This mine of emotions is moving and powerful, devastating yet hopeful."
School Library Journal

This is a sampling of the praises that have been given to Jenny Davis' first novel, *Goodbye and Keep Cold.* We are happy for Ms. Davis and very proud to have her counted among our language arts faculty. Ms. Davis was asked to contribute some "insider information" about her book and about herself for this edition of the Newsletter. In her own words ...

I've been writing fiction for as long as I can remember. It may be that I'm an incorrigible liar and I needed to find a socially acceptable outlet for this worst of habits. Mostly, I think it's because



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I'm an improver. I'm always trying to make things better and in the real world that's a slow, arduous, often not particularly rewarding process. In fiction, I can make things happen or not as I please and it's immensely satisfying for me to be in control. For once!

The book, *Goodbye and Keep Cold,* came to me as a gift really. I'd never written a novel before. It never occured to me to try. I wrote short stories and over the years have collected enough rejection slips to paper the bathroom. I was working on short stories that summer, the summer of '86, when my children took off on a trip to California with their dad. They were going to be gone for two weeks and I had never been away from them for that long. The morning they left I felt very blue and decided to try writing something a little longer to keep me company while they were away. The first line of the book ran through my head so I sat down and wrote it. After that, it just kept coming.

I didn't know what was going to happen or even who the characters were. I met them as I wrote. Robert Frost said, "No surprise in the writer, no surprise in the reader. No tears in the writer, no tears in the reader." I surprised myself plenty writing that book and I think readers too are surprised at some of the odd turns and twists of the plot. I cried a lot, and I laughed a lot as well, and from what people tell me, the book affects them that way too.

Being a language arts teacher has helped me as a writer and I suppose the reverse is equally true. Writing is thinking, but it's

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Admissions Update

It is admissions time again! Evaluation of candidates for our Montessori, Prekindergarten and Kindergarten programs has begun and will continue through February. Testing for Grades 1 through 9 is scheduled for February 27. If you know of anyone who is interested in The Lexington School, please have them contact Connie Freeman at 278-0501.

From the Headmaster:

by David Lowry



Two hundred years ago, President John Adams wrote to his wife, "I study politics and war so that my children may study mathematics and commerce and agriculture, so that my grandchildren may study literature and poetry and art."

To have the luxury of time to devote to creative expression, after territory has been secured and basic needs met, surely is the sign that a culture is flourishing. While students at The Lexington School study all of President Adams' curriculum in one form or another, our inclusion and celebration of the creative arts reflect the degree to which our young people are capable of flourishing. Students here have the capacity not only to master the "basics" but to move beyond the incorporation of skills and information to bring forth their own creations.

The power of a strong arts curriculum lies in its provision of diverse opportunities to put learned skills into use in new and creative ways. Such a process not only encourages creative expression, but melds the skills into the fabric of each student.

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

TLS Remembered

Alumni reunions bring forth the memories. The gathering on December 21 at TLS was no exception. Former students, teachers past and present, headmasters and board members gathered in the library to renew a bit of the past and to catch up on the present.

For many alums, former headmaster Norton Pritchett's presence brought back memories of days when they were very young. Who could forget the candy wreath in the main entrance? Assembled by the faculty for the students, it held a special treat for each child to start the winter holiday.

Upon seeing Cam Schaeffer, class of '77, Mrs. Roberta Owen was reminded of the year she and Mrs. Orme had him kidnapped only hours before the annual faculty-student basketball game. His ransom was a considerable amount of candy and gum that students were quite able to pay, even in "those days."

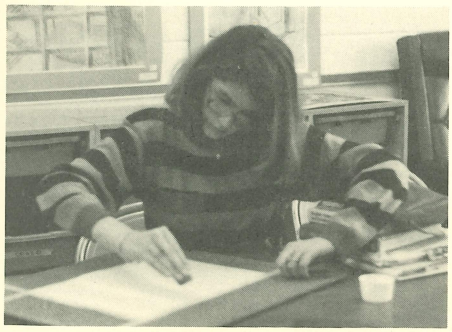
Someone wanted to know, "Do we still have Dress up Day on Fridays?" Indeed, we do! Twenty-eight years of changing fashion have seen a variety of dress up styles, but always on a Friday.



The Art Department Has It All In Perspective

At The Lexington School, the visual arts are considered an essential element in a child's education. The curriculum is based on the belief that art, like any other discipline, is a learned skill. A sequential approach to the fundamentals provides for continuous growth from grades 1 through 9. At all grade levels skill acquisition, feelings of competency, creative problem solving, and a sense of art history and heritage are the goals for each student.

The art faculty was integrally involved in planning their corner of the world back in 1985 when today's facilities were yet a dream. Their wish lists produced three spacious art workrooms situated in the new wing to maximize the use of natural light. Lower, middle and upper school classrooms have the space to allow for as many different projects going on at the same time as there are students. Our littlest artists have scaled down chairs and sinks and counters so that they can stay



Catherine Carlile concentrates on stretching the paper for her watercolor.

close to their work. A clay room with two potter's wheels, drying racks and a special cubby for the kiln is available for use by all grade levels. Students interested in photography can "develop" their talents in one of the largest school darkrooms in the state of Kentucky.

Children are proud of the work they do in art and welcome the opportunity to have it displayed. The exhibit areas of the art wing have core board hanging surfaces which are virtually indestructible. The corridors are wide enough that 3-dimensional works can be enjoyed by all while not being in danger of getting trampled.

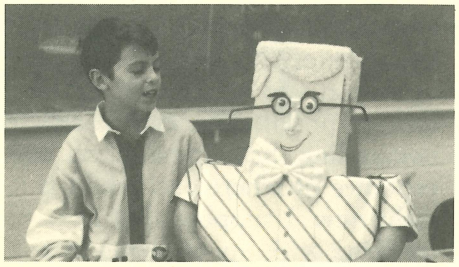
All three members of the Art Department at TLS are experienced classroom teachers as well as practicing artists. They work



Holly Burns, Elise Groves and Elizabeth Lowry model their New York sweatshirts.

closely with fellow faculty in an interdisciplinary approach which ties the art curriculum in with mathematics, social studies, science, foreign language, music and English.

Mrs. Isabel Kasperbauer, who teaches lower school art, has been at TLS for eight years. She feels that studio art is a crucial element in the young child's development because it demands creativity in problem solving and teaches the child about coping and growing. She feels that the experiences her students receive as they work with color, line and texture enrich their perception, discovery and interpretation of the world around them.



Thomas Oakes with his robot friend, Jonathan the Jerk.

Linda MacKellar offers her middle schoolers the opportunity to build upon their early experiences and to experiment with a wider variety of art forms and media. There is an increasing integration of art history into the studio experience at this level. Children come to appreciate how their own endeavors fit into a larger tradition of man needing to express himself in a visual way. Ms. MacKellar believes that, as children this age struggle with becoming their own persons, they learn, through art, to discover and appreciate some of their strengths and weaknesses. She teaches them to value their individualism and they learn to look at their work noncompetitively.



Caroline Smith applies a finishing touch to her clay critter.

The concept of art as a system of communication and a means of understanding human interaction continues to build in the upper school curriculum. Art is studied in the context of the culture from which it arose and major periods

and artists are researched in depth. Creativity at this level is evidenced in a more intellectual and sophisticated manner than was possible in the earlier years. The essential elements of design, composition, and style are recognizable in students' works.

Upper school art instructor, Mrs. Judy Apple, hopes that by graduation the department has produced "aesthetically literate persons." She also hopes that every TLS graduate will have learned to appreciate art as an avenue for a happier life. In an increasingly technical world, with all its pressures and demands, a substantial arts education is a gift that keeps on giving.



The third grade quilters.

French Puppet Show is a Lexington School Tradition

In mid-December, students of all ages were treated to Madame Charron's 6th graders' presentation of a French puppet show, *La Belle Au Bois Dormant (Sleeping Beauty).* The young puppeteers also performed for their parents and for a French club, the Alliance Francaise. What began ten years ago as a way to bring variety to the process of learning a foreign language has become a much loved Lexington School tradition.



Anushi Weerakoon was the witch in Sleeping Beauty.

Every child in 6th grade, including those taking Spanish, contributed to the French puppet show by making a puppet in Mrs. MacKellar's art class. The heads were constructed of papier mache, painted and coiffed. The bodies were dressed in elegant costumes, each one a designer original! The stage was a sturdy puppet theater built a few years ago by a group of enthusiastic and very handy parents.

Madame Charron feels that the puppet show is an excellent way to improve children's oral skills and increase confidence in their ability to speak French. The class studies the script in depth and all the individual parts are memorized. Vocabulary increases dramatically. Students work hard in rehearsals to perfect their pronunciation and to articulate clearly. By performance time, shyness has disappeared behind the black drop curtain. French is spoken with panache from the sealed lips of princesses, fairies, kings and queens.

Bulletin Board

Many thanks to all who selected books for our library as holiday gifts. Approximately 25% of this year's additions to the library have been donations. Please remember that the Library Gift Book Program is ongoing and can be used anytime during the year to express appreciation or to honor someone special.

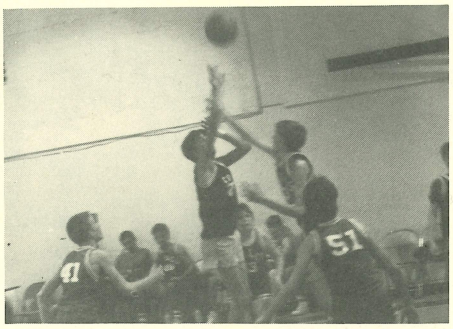
The Mothers' Committee's last parenting forum is scheduled for March 8 at 7:00 p.m. Dr. Bill Meegan, a Lexington psychologist, will speak about the issues involved in helping children develop positive peer relationships.

The second annual TLS Stallions vs. the WKYT Tube Jocks basketball game will take place Saturday, February 27, at 7:00 P.M. in the school gymnasium. TLS fathers, faculty, and some former U.K. greats will be gathered together for fun and a chance to wallop the Tube Jocks. Everyone is invited.

Sports Huddle

Competitors feel the heat when the 1987-1988 Colts Varsity basketball players take to the floor. These young men have come together as a team to dominate most opponents. Their 7-2 record includes the TLS Invitational Tournament championship with a 50-42 win over Lexington Catholic. Coach Ken Lightell feels his team is well disciplined and hopes run high to end the season as strongly as it began.

The TLS ladies varsity team combines experience and polish in the backcourt with size and intensity inside, says coach John Fox. The team presses all court on defense and runs a well executed, patterned offense. Their 7-2 record includes runner-up in the TLS Invitational Tournament and the honor of having 9th grader, Laurel Johnston, voted by the coaches to the all-tournament team.



John Philpot takes a shot against Lexington Christian.

Steve Hatton and Bobby Stephens, former TLS students and co-coaches of the Boys J.V., feel their team is starting to jell. They are entering the second half of the season with a 3-5 record and have set their sights on winning the Lexington Parochial Basketball League Tournament at the end of the year. The Girls J.V. holds a 4-4 record at this point in their season. Coach Jay Asher indicates that the girls are improving daily in all aspects of the game.

A lot of good things are going on in the middle school basketball program too. Coach Scarr's 5th and 6th grade boys boast a record of 6-2 to date. Speed and quickness are the team's strengths. Their half court zone press has been a very effective defense. For the remainder of the season the team will be working on improving their free throw shooting and their ability to score close to the goal.

The 6-1 record of Mrs. Owen's 5th and 6th grade girls is a reflection of their dedication, enthusiasm and growing talent. Coach Owen remarks that the individual accomplishments which her girls have made can never be measured on the scoreboard.

New Trustees in 1987-1988

DAN MARTIN and his wife, Ginger, have two daughters at The Lexington School, Whitney Martin '88 and Elizabeth Martin '94. Dan has lived in Lexington for over 20 years and is a graduate of the College of Engineering at the University of Kentucky. He is a contractor with the R.R. Dawson Bridge Company. Dan also serves on the boards of the Farmer's Bank of Owingsville and Anderson National Bank in Lawrenceburg.

JOSEPH BROWNE NICHOLSON is president of Cromwell Bloodstock Agency. A native of Winchester and a graduate of the University of Kentucky College of Arts and Sciences, he is married to a Lexington School alumna, Jessica Bell Nicholson '64. Joe and Jessica have two children at TLS, Jamie '94 and Kelsey '96. In conjunction with his career in the thoroughbred industry, Joe serves on the board of the American Livestock Insurance Company and on the Advisory Council of Midway College's Equine Program. For fun, Joe enjoys piano, golf and coaching LYSA soccer.

JIM WILKES, father of Trevor Wilkes '91 and Kevin Wilkes '94, is a pediatrician in private practice in Lexington since 1980. A native of the Bluegrass, Jim graduated from Henry Clay High School. After earning a bachelor's degree in biology from Vanderbilt University and a medical degree from the University of Kentucky, Jim spent five years in Dallas, Texas training in Pediatrics. The Eastern Little League Board, the Boy Scout Council, First United Methodist Church, and the Fayette County Medical Society are among the beneficiaries of time Jim devotes to community affairs.

Newsmakers

Carol Aldy, speech and debate coach at TLS, is also a writer for KET. Her program, *News Quiz*, won honorable mention from the Corporation for Public Broadcasting for excellence in the instructional programming division.

Works in pastels by Molly Wilson, pre-K assistant, were on display at the Open House Gallery during Broadway Nights' *La Cage aux Folles* on February 4, 5, 6.

David Lowry, Headmaster, directed the Independent Schools Association of the Central States Beginning Teacher Institute in Chicago last fall. In February, Dr. Lowry will co-chair an evaluation of University School in Cleveland.

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even more than that. It's the integration of thought, feeling, imagination and experience. Our writing program at TLS is very demanding, but it's based on acceptance of where each child is right now. I suppose that in working with my students in a challenging and, hopefully, loving manner, I'm learning to work with myself in that same way.

They say we teach what it is we most need to know and I believe that. This idea is a little embarrassing when you look at the fact that I also teach sex education at TLS, but I still think it's true. Despite an M.S. in Family Studies and three years of working for the Fayette County Health Department as a sex education specialist, I can't say I'm always comfortable talking about sexual issues. But I think it's so very important that we DO talk, inform and be available to kids that I try to move past embarrassment and keep going. In my next novel, there's a teacher who blushes a lot when she's talking about sex. I'm a lot like that.

Probably the worst aspect of publishing a book has been just this — the publicity. It embarrasses me no end. I think most writers are fairly private, even shy people. Part of why I write is because there are things I want to say that I don't know how to say face to face. The ideas are too big, or at least they feel that way inside. They don't fit into polite conversation. But once you've written something and people read it, certain barriers are down whether you're ready for that or not. Basically though, I feel very happy when someone tells me they like my book.

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Lexington, Kentucky 40504

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