THE LEXINGTON SCHOOL

TLS

March 1989

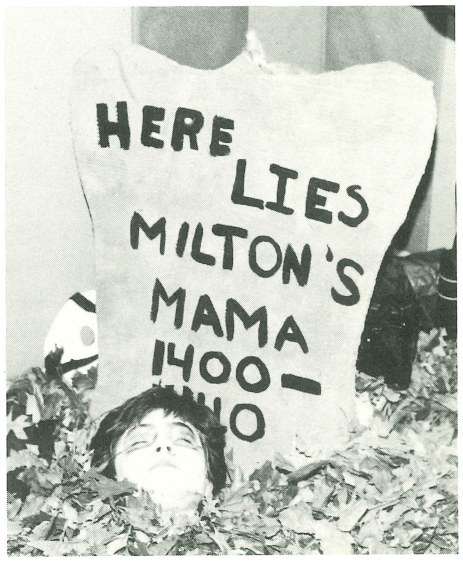
Carnival Cures Cabin Fever

Every parent would agree that an important lesson in civilized behavior is teaching a child not to throw food. But, there are always exceptions. Take the pie throwing at the Upper School's Valentine Carnival, for example. It was perfectly OK and a barrel of fun to dump a whole plate of Cool Whip right on someone's head.

There were all kinds of other house rules that could be broken, too. The obstacle course allowed tricycle riding in the hall. Whereas most of the time paint should be applied only to works of art, at the carnival it was permissible to have paint applied to the face. In the spook house it wasn't mean for big kids to try to scare or "gross out" their younger friends. Scenarios from *Nightmare on Elm Street, The Texas Chain Saw Massacre,* and *Friday the 13th* made for some chilly spines. Slippery grapes floating in egg whites (eyeballs) and peeled tomatoes (hearts) were more than some people could handle.

The Valentine Carnival was designed to be just plain fun and it was. For the modest admission price of $2.00, children could enjoy the activities at ten different booths. Every game had a winner every time, and the candy prizes piled up as fast as treats at Halloween.

The Upper School Carnival is a Lexington School tradition. Although it is usually scheduled in October, the K.A.I.S. conference and CELEBRATION overloaded the calendar that month and the decision to hold it in February this year proved to be a good one. The carnival was a perfect herald for the mid-winter break.



Michael Williams was a very convincing corpse in the spook house.

The carnival is one of several opportunities for leadership development for upper schoolers. As division head Mary Lee Nichols says, "It is 100% their thing." They come up with the ideas for the booths, the materials, the prizes, and the manpower. Her philosophy is that she "will let them try anything that is within reason." The carnival profits are used to underwrite the spring formal and to fund an end-of-the-year gift to the school. ■



Tyler Bromagen plopped a plate of Cool Whip right on Doug Wilson's head.

From The Headmaster:
by David Lowry



Why does TLS have special teachers in the lower school for physical education, art, music, science, library, computers, and math lab when so many other elementary schools leave many of these areas in the hands of the classroom teachers? Certainly, it would be far less expensive to entrust all areas of the program to one teacher. Having teachers trained and devoted to a specialty adds many strengths to our lower school program.

- Quality and depth of experience in each special area is markedly increased.
- The classroom teachers can concentrate on the crucial, core academic program. They are not stretched beyond the possible as they are when asked to provide total curriculum coverage, often in areas which are beyond their expertise.
- The students are exposed to a variety of teacher styles and methods, making them more flexible and less dependent upon one teacher.
- The time spent with specialists provides a change of pace and an infusion of energy at key points during the day.

Our students are indeed fortunate to have the luxury of special teachers to enhance and expand their early schooling. To get a better idea of what each specialty provides, read this edition's article devoted to this topic. ■

More Thoughts From Parents

In the last issue of the Newsletter, Lindsey and Alice Ingram wrote an article reflecting on the 20 years they've spent as parents at TLS. "Looking Back" was a gift to TLS and to those who share some of their same warm memories.

Asking parents what they are "looking forward" to when enrolling their child in school for the first time is asking a tough question. All parents have hopes and expectations, but no one has a crystal ball. Bitsy and Billy Ruch were gracious enough to share some early observations and impressions which lead them to look forward to their daughter Elizabeth's years at TLS.



These young artists know that nothing is too messy for the Pre-K room.

Looking Forward
by Bitsy and Billy Ruch, parents of Elizabeth '99

In September, I watched Elizabeth run down the hall and into the Pre-K room, full of energy for her first day



Elizabeth Ruch and her scarecrow friend.

at school. The enthusiasm, happiness, and feeling of being a part of The Lexington School have grown daily. The friends she is making and all the things she has learned are an important part of her little life.

We feel very fortunate to have made TLS our choice for Elizabeth. The people are what make the school so special. The individual attention given to each child is for real! The faculty and staff are remarkably attuned to different personalities. They always look at a situation through the child's eyes. These patient and dedicated teachers have such a positive influence on self-concept, behavior, and problem-solving skills. The Pre-K room is definitely a good place to be!

The Lexington School certainly has dedicated and caring parents, as well. The parents we've met are willing to donate their time and resources to help provide the best possible learning environment for their children. CELEBRATION in October was a shining example of parental commitment to the school. When many extremely busy mothers and fathers juggled schedules to attend the holiday concert because they really wanted to be there, we saw that commitment again.

We feel good about TLS being in the hands of a Board of Trustees, all of whom are past or present TLS parents. Our confidence in their leadership, wisdom, and foresight is based on the belief that we all want the same good things for our children.

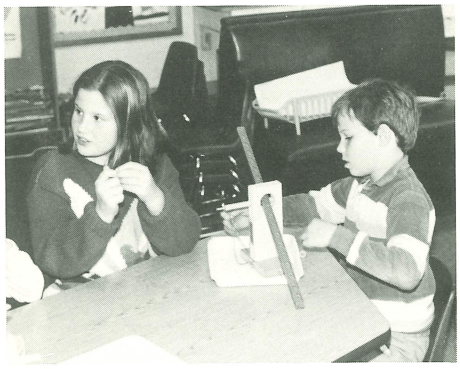
Elizabeth is off to a great start. Pre-K is fun and she is very comfortable. We are looking forward to each new stage in her development, confident that as she grows and her needs change, she will have the individual attention and support along the way to handle the challenges. ■

Specialties of the House

Lower school at TLS encompasses preschool through grade three. Small classes are self-contained, with students going to special teachers once, twice, or three times in a six-day cycle for art, music, science, math lab, library, and physical education. Third grade is further enriched by the addition of a computer class. Ask anyone in lower school about the "special" classes and they literally light up.

SCIENCE

Odd and wonderful connections (and concoctions) are made in the lower school science lab. It is stocked with a wide assortment of easy-to-use equipment — "a judicious collection of apparatus and junk," says teacher Mary



Ellie Sturgill and Christian Dehner are in science lab trying to figure out how a whirly bird works.

Beers, "so that kids in grades one through three can really get their hands on their work." The philosophy behind this approach is that if you want children to think like scientists, you must allow them to act like scientists.

Mrs. Beers is very knowledgeable about how youngsters learn. She is always seeking and finding new ways to connect general scientific ideas to her students' experience. It is energizing for her to watch kids get swept up in the excitement of discovery. They watch, describe, keep records, make inferences, make mistakes, draw conclusions, and end up with the feeling that science is fun. At this age, that feeling is as important as the concept being learned.

MATH LAB

Hands-on, minds-on is also the philosophy of the math lab at TLS. The math lab is a real place. It's not a corner of a classroom, but a classroom which is a corner of the



Weights and measures make sense to Mia Clark and Eleanor Chung. The apparatus in the math lab helps make math real.

world— the world of numbers. Children handle materials to perform mathematical experiments and play math games in a multisensory approach aimed at bridging the gap between the real world and the abstract mathematical world.

The math department founded the lab 10 years ago. Teacher Lanna Bell is currently its coordinator. She explains that the activities for grades one through three are usually related to a particular skill being taught in the classroom and that they are both process and product-oriented. They can be used to motivate, to teach concepts, to develop mathematical language, to provide drill and practice, and to develop problem-solving skills.

Fundamental to the use of activities by teacher and students is the shared attitude of exploration and inquiry. Math lab is a place where problems are created and ways to solve them are thought up by the individuals involved. Children are very innovative with materials. The less you show them, the more they will discover on their own.

Discovery does not always proceed in an organized way, however. A logical approach is not the same for everyone. Mrs. Bell is sensitive to this. She is ready to guide with a question that will lead the child to the next step or around the next corner. That sensitivity helps produce students who feel confident and competent in the world of numbers.

COMPUTERS

Third graders use computers to enhance mastery of their overall curriculum. The educational software which is the heart and soul of the experience at this level lends support to the learning process, provides skill and practice in specific subject areas, and offers individual tutorials. The game format of most software programs keeps everybody "turned on" and "tuned in."

LOGO is the computer language spoken in the 3rd grade. Students love its user friendliness and the Turtle Graphics. LOGO allows them to use their imagination while developing problem-solving skills and geometric reasoning, says teacher Steve Combs. By drawing on the screen, a child can visualize a problem, break it down into component parts, analyze those parts, and then learn how to structure a solution one step at a time.

ART AND MUSIC

The lower school curriculum in the visual and performing arts is

continued on page 4

Specialties *continued from page 3*



Martha Anderson teaches her lower school musicians a lot about rhythm.

based on the belief that the lives of even the very young are enanced by aesthetic experiences. Music and art reflect the nonverbal world of human feelings. In so doing, they have the same good things to offer children that they offer to adults. Life is richer with the awareness of sights and sounds, and in the experience of the feelings that go with them.

Both Mrs. Anderson and Mrs. Kasperbauer feel that lower school children are amazingly perceptive when it comes to sensing beauty in the world around them. They are "naturals" whose efforts can show remarkable grace and style. Their job as teachers is to provide their students with sequentially developed skills and concepts so that these natural efforts can become channeled and refined. The foundation in art and music which is laid in lower school is firm footing for future growth. It is laid in a climate of affection and organized freedom which nurtures every child's creativity.

In addition to providing a balance to the academic curriculum, the arts are also valued because of the essential role they play in transmitting the culture of a society to successive generations. We believe that lower school is the place to start.

LIBRARY

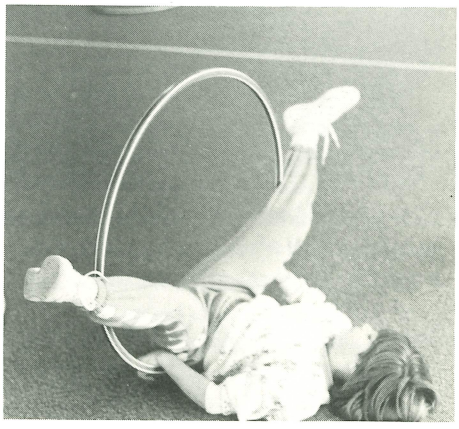
The basic goal of the lower school library program is to reinforce the language arts curriculum and individual classroom activities. During their scheduled library periods, children are introduced to authors and books which are appropriate for their grade level. In addition to developing literature appreciation and listening skills, first graders begin to learn the location and availability of nonfiction books in the library. Commensurate with improving reading abilities and broadening interests, second and third graders become increasingly familiar with reference materials and begin to use them for individual projects and classroom assignments. Various games and activities during library classes prepare children to locate and select books, as well as to become proficient, frequent, and most importantly, enthusiastic library users.

PHYSICAL EDUCATION

A look into the lower school P.E. classes will often find children participating in age-appropriate movement activities. Since moving is the young child's most natural and effective way of expressing himself, movement exercises nurture normal physical growth. They also help children achieve a sense of personal physical space.

Some movement activities are planned, but teacher Anita Tucker explains that "children doing their own thing" has much to offer, too. For example, she presents the class with a problem, and each solution can be different. "Can you balance on three body parts and stay at a low level?" The creative responses to this question foster feelings of security and self-confidence.

Lower school P.E. lessons sometimes focus on gross motor experiences like running, jumping, kicking, and ball-handling.



A hula hoop helps Addie Thompson define her personal space.

These skills are the foundation for many team games which are introduced at this level. Mrs. Tucker's emphasis on physical fitness goes hand-in-hand with skills training. Her children learn that flexibility, aerobic capacity, and strength are vital to their enjoyment and success in P.E. ■

CELEBRATION Revisited

When winter comes, don't hibernate. CELEBRATE! Here are a few of the ways that CELEBRATION 88 took that prescription to heart and livened things up, TLS-style.

The tables were set with Blue Willow china. The girls were dressed in Sunday best. There was a chill in the air and the aroma of hot spiced cider greeted the guests. The occasion — high tea for all the girls in the 4th grade at Lafon House, home of middle school division head Marijo Foster. This tea party was donated to CELEBRATION by the middle school faculty and the high bid came from a syndicate of parents who had a lot of fun planning

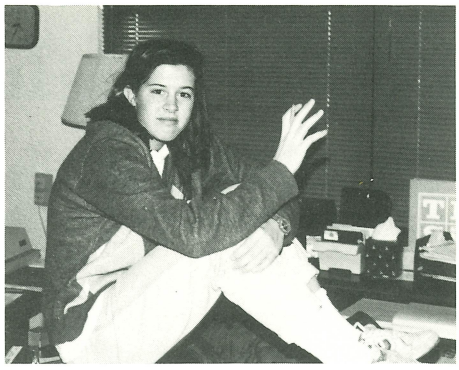


Ellen Stilz had a chance to practice her best manners at high tea.

their bidding strategy.

The food at the party included Madame Charron's famous French fudge cake and Mr. Scarr's infamous ginger snaps. The girls provided their own entertainment under the able direction of the Noderers who gathered them 'round a grand piano for song and dance. It was a memorable affair.

Another of the live auction items from CELEBRATION 88 was just what the doctor ordered for a case of the mid-winter doldrums. It was Katie Jackson's appointment as Headmistress for the morning of January 27.



Katie Jackson was Headmistress for the morning.

As Dr. Lowry disappeared down the hall, Katie took a few minutes to sit on his desk (not at his desk) and review plans for the day: dress down, of course; candy and gum allowed; movies in the theater for middle and upper schools; a faculty/student basketball game. Any appointments on her calendar (like morning classes) had to be canceled. Pizza and cokes were to be delivered for lunch. A build-your-own-sundae bar was set up for dessert.

Did power go to Katie's "Head?" Obviously, yes; but then again, no. Although the force was with her, Miss Jackson '89 ran the show with quiet demeanor.

Alyce, a black lab puppy that went home to a TLS family the night of October 7, was a very live auction item which has been enjoyed this winter and will be for years to come. Elizabeth Martin '94 "had no idea what was causing all that whimpering coming from the kitchen."

Alyce and Elizabeth became fast friends immediately. "She was soft and full of kisses." Elizabeth takes care of Alyce and has been helping her with her manners in the hope that she can spend more time in the house. Most of the time, Alyce is a good girl, but Elizabeth admits that she has "chewed up some stuffed animals, a broom, and part of the porch railing." Now and then, Alyce just has too much time on her paws.

If you have any auction items you'd like to solicit or donate to CELEBRATION 89, please contact any of the following people:
Nancy and Allen Grimes 266-7530
Corky and Walt Robertson 233-3721
Cissy and Dick Collins 252-4230 ■

Library Gift Book Program

A book is a special gift that can be opened again and again. In December, 126 books were given to The Lexington School in honor of teachers, staff, and friends. Each new volume contains a bookplate with the name of the donor and the individual honored by the gift. The books, contributions made through the Library Gift Book Program, will enhance and support the curriculum from Pre-K through upper school.

While the holiday season is a favorite time for giving, opportunities continue throughout the year. A wide selection of quality books is still available. Subject areas range from literature and the arts, to geography, history, and science. Those who participate in the program have the opportunity to contribute to the library in a very personal way. They have the satisfaction of knowing that their gifts will be enjoyed by generations of students. ■

Contributed by Susan Byars

Ninth Graders Stage A Winning Performance

To be, or not to be, the life of the party? That was the question which Jean (Laura Wirtz), a junior in high school, had to face when she moved to her new town. Her own adolescence, her family's foibles, and various other trials and tribulations made for a hilarious comedy. The 9th grade drama students performed *Life of the Party* to the delight of their director, Judy Apple; to the admiration of their peers; and to a house full of proud parents.

This was the second time that Mrs. Apple has directed *Life of the Party* in her 10 years at TLS. It was neat for her to have the brother (Clay Neuman) of one of her students from the play's first performance in this second production.

The set was part old, part new. The boys rented their tuxedos for the party. Most of the girls' costumes, everyday clothes and authentic party dresses, were borrowed. The girls had a grand time doing their own 40's-style hairdos and make-up. The boys had a grand time working out the fake kisses, the slap, and the fight scene.



Laura Wirtz didn't quite know how to take Case Clay's budding interest in her.



Congratulations to the entire cast of Life of the Party *for a great production.*

Mrs. Apple smiles as she recalls a story from behind the scenes. At one practice, when Jean was about to be kissed and another girl was supposed to come in at the exact right moment to interrupt the action, that cast member (with the support of the others) conveniently forgot her entry! Everyone had a good chuckle over their friends' embarrassing dilemma.

One of the most difficult aspects of this play for the performers was the characterization of their part. The script was very long and, at first, they had trouble breaking away from what had been memorized and getting into the interpretation of their role. Mrs. Apple conducted one whole practice in gibberish and the problem disappeared. The actors had to be convincing with their expression and gestures. In so doing, they got comfortable with acting.

After-school rehearsals for *Life of the Party* were squeezed in around tennis, basketball, swimming, and yearbook. There were only 12 hours in which the whole cast was together. The rest of the schedule was spot rehearsal of different scenes. Who'd have guessed that so much could be accomplished in such a tight framework? The end result was a tribute to the hard work of everyone involved.

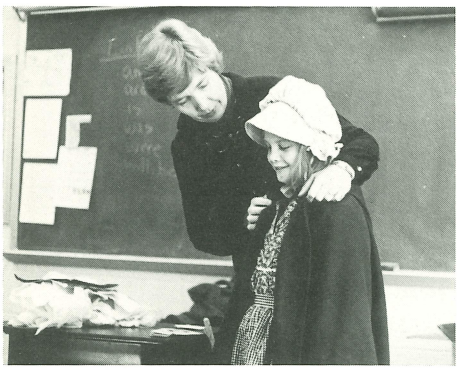
When asked what the cast seemed to enjoy most about their play, Mrs. Apple responded "the performance itself and the sense of accomplishment." ■

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

What's Going On Around Here?

What was it like to be a woman in the days when Kentucky was being settled? Textbooks give their readers some idea, but UK professor Linda Levstik made the pages of history come alive for her 4th grade audience with interesting facts not usually found in books. "You've come a long way, baby" captures the essence of her presentation.

Ms. Levstik's guest lecture included lots of visual aids. Children felt just how heavy a cast iron pot really is. Scraps of quilted material were passed around the room so that they could appreciate the stitching in the traditional patterns. A needle and thread were also passed out and several volunteers accepted the challenge to sew 10 stitches to the inch. Much to the girls' surprise, one of the successful quilters was a boy! Clay Chapman donned a dress, an apron, a bonnet, and a cape to model the fashions of the day for her classmates.



Clay Chapman models the dress of a Kentucky pioneer woman.

• • •

Madame Charron's 6th graders had a character building experience in their preparation for this year's puppet show, *Cendrillon (Cinderella).* The work began as soon as parts were assigned. Puppet construction became a priority in Ms. MacKellar's art room. Cinderella was never more beautiful, the prince was charming, and the ugly stepsisters looked convincingly mean. The performers had their script perfectly memorized and spoke their lines with an accent that made their teacher proud. Since a puppet's expression does not change and body language is limited, intonation is heavily relied upon to show both characterization and action. This troupe projected their characters exceptionally well. The French puppet show is conducive to beaucoup de learning.



Madame Charron's 6th grade puppet troupe.

• • •

Among the special events to mark Black History Month this year was an impressive collection of West African art on display in our gallery. James Godfrey, owner of Godfrey's Antiques, has been a private collector for almost 12 years. He brought an array of sculpture and masks associated with ceremonies and religious beliefs that fascinated young viewers. The artifacts were labeled so that students could read about their significance and a docent was present to answer questions.



James Godfrey shared his collecton of African art with the entire school as part of our observance of Black History Month.

At an afternoon assembly, students listened to Lexington singer Othello Pumphrey in a warm and wonderful solo performance of art songs, show tunes and spirituals. The Harambee Gospel Singers from Bryan Station High School closed the program with selections from contemporary gospel music. ■

Spotlight On Sports

The 1988-89 Ladies Varsity basketball team played to an 11-4 record. The team overcame an early season injury to co-captain Katie Jackson to come together, find leadership, and build confidence. Allison Eastland stepped in as point guard, which put Cristina Marciani in a starting position. Both players contributed significantly. During the TLS Invitational Tournament, co-captain Tessa Burrus was named to the All-Tournament team. With Jackson back in the line-up, the team played several games against local competition and then faced a challenging series of games against Louisville-based schools and schools from surrounding counties. During this stretch, Lucy Gee

continued on page 8

Spotlight

continued from page 7

proved to be a solid defensive player. Ashley Chamberlin played with skill and determination at the wing. Joy Anderson, Ashley Ducker, Alex Gariepy, and Cristina Marciani contributed as much-needed subs.



Two O.T. losses in the final two games of the season showed the intensity, competitiveness, and skill that the team had developed. Every member of the 1988-89 team improved as a player and contributed in some way to the team's success. Records aside, this squad established itself as an example of teamwork, discipline, and effort —a tribute not to talent, but to heart.

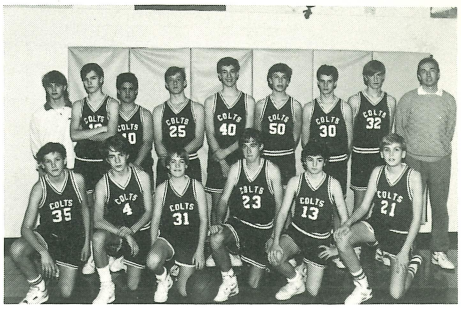
—contributed by Coach John Fox

The Lexington School's Boys Varsity basketball team closed out the 1988-89 season very impressively. After a slow start, the Colts began playing as a cohesive unit and went on to win 7 of their last 9 games. The final record had the Colts at 9 wins and 7 losses.

This year's squad consisted of 15 players, all of whom made significant contributions. Case Clay and Chris Johnson were the team's co-captains. They provided strong leadership and always gave 100%. Case was the point guard. His excellent ball-handling skills, along with his knowledge of the game, made him an invaluable member of the team. Chris was a consistent scorer with a knack for always knowing where the ball would be.

Byers Watt was the only 8th grader on the team. He played some strong games and, along with Headley Butler and Peter Cassidy, was a great rebounder. Regan McGee came on at the end of the season to become one of the Colt's best shooters. He hit 3 three-pointers in one game, sparking a victory.

The Colts were very strong at the guard position. Teddy Gay and Scott Foster both started for the team at various stages of the season. The reserve guards were Aaron Bird,



Chad Massie, Mark White, Michael Williams, and Steven Coats. The reserve forwards were Hal Black and Davey Santen. Davey became a good shot-blocker over the course of the season.

This was a season in which every participant became a better basketball player, so the improvement of the team as a whole was tremendous. Case in point—defeats by Frankfort, Richmond Model, and Woodford County early in the year were avenged when the Colts came back to beat all three of these teams in rematches.

The coaches are already looking forward to next year. They hope that a lot of basketball is played during the off-season so that even more success will be found in 1989-90. ■

—contributed by Coach Terry Hatton

THE LEXINGTON SCHOOL
1050 Lane Allen Road
Lexington, Kentucky 40504

Non-Profit Org.
U.S. POSTAGE
PAID
Lexington, KY
Permit No. 350

CAMP CURIOSITY

Summer at The Lexington School will be alive and hopping again this year. Camp Curiosity for children ages 4 to 7 is being offered June 5 through June 30. Activities include art, storytime, cooking, gardening and special trips geared toward growing, learning, and fun. Try us out. Camp at TLS is more than a place, it's a feeling. Call 278-0501 for additional information and registration forms.