THE LEXINGTON SCHOOL

NEWSLETTER TLS

December 1989

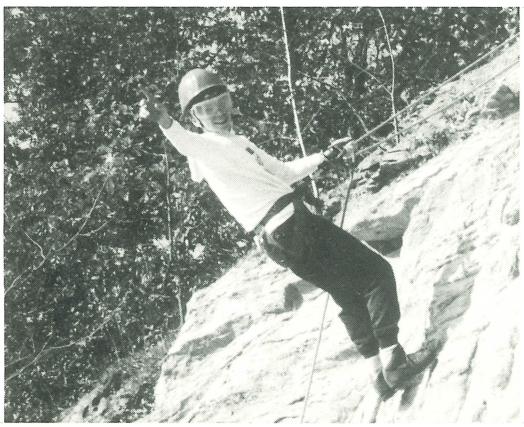
Bradford Woods: Risks Worth Taking

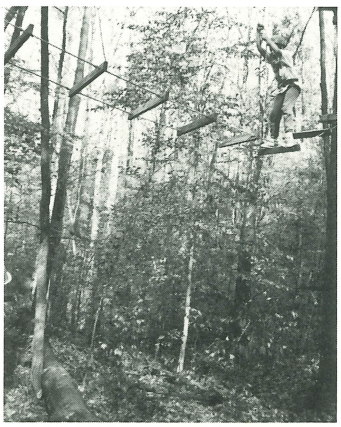
The 8th grade didn't know quite what to expect when they left for Bradford Woods. The 2 1/2-day trip had been billed as a "challenge education program." They had seen slides of some of the activities and had heard the director speak about the goals of the program, but they had no network of older students to tell them what it was "really" like. They were pioneers for TLS and some admitted to being a little skeptical and a little scared.

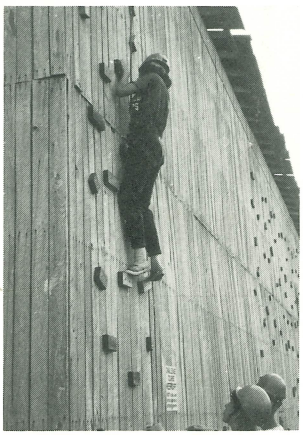
Bradford Woods is Indiana University's 2300-acre outdoor education, recreation, and leadership-training center. The Challenge Education Program is administered by the School of Health, Physical Education, and Recreation. The overall goal of the program is to address the affective domain of learning which is difficult to accomplish in classroom settings.

Through a sequential approach, which begins with individual and group goal setting, and ends with high risk adventure activities, participants examine values and work toward constructive resolutions to problems. Activities involving personal initiative, awareness, and commitment early on, build group cohesiveness, cooperation, and trust. The development of communication, problem-solving, and decision-making skills follows.

At the end of each stage in the sequential model, the leaders helped their students translate the staged experiences into real-life scenarios. Age-appropriate processing included some thorny questions. What are the issues here? What's going on with me? How can I overcome this obstacle? At the level of high adventure, participants were encouraged to stretch to their perceived limits and beyond by dealing with stress in a situation involving risk-taking. In so doing, they had the opportunity to exam-









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From The Headmaster:

by David Lowry



What is "professional development" for the TLS faculty? It takes many forms and is a sure sign of the vitality of the teachers' commitment to teaching and learning. Guest speakers; visiting other school programs; taking university courses in areas of special interest; attending local, regional, and national workshops and conferences; and presenting at such meetings are all ways in which we "keep current."

Beyond the obvious benefits to such activities comes something which may be even more important to a school: the devlopment of a network of fellow professionals who can be called upon when the need arises. From fund-raising to curriculum development, from early childhood issues to skills remediation, from adolescent literature to middle school programs, someone here has talked to someone "there." Isolation is dangerous; professional development is the antidote.

Risks

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ine their own strengths and weaknesses and discover for themselves their personal growth potential.

"Everybody tries" was the ground rule at Bradford Woods and it was obeyed. The consensus when the group returned to school was that the trip had been great. Some of the things they got to do were very challenging, maybe even scary, and it felt good trying. Many children commented that they had a new appreciation for fellow classmates. They also had new areas of self-esteem. "Character building" captures the essence of the experience at Bradford Woods.

Faculty Assume Active Roles in Professional Development Conferences

The National Association for the Education of Young Children held its annual conference in Atlanta in November and four TLS teachers were among the 16,000 who attended. Mary Beers, Margaret Barker, Gale Smothers, and Sandy Wirtz not only benefited from the ideas and success stories of others; they shared some of their own. There were 3,000 proposals submitted for presentation at this conference and only 600 were accepted. The two workshops which came from TLS were very well attended.



Mary Beers, Margaret Barker, Gale Smothers and Sandy Wirtz presented workshops at a national conference on the education of young children.

"I've One Life to Live and I'm Young and Restless" was the title of the workshop offered by the preschool faculty. They divided their hour into three 20-minute segments of developmentally appropriate activities for four and five-year-olds. Mrs. Beers shared the wonders of a water table as a science tool for young children to explore waves, currents, and surface tension. Mrs. Smothers brought her "Big Books" and alphabet puppets to demonstrate language arts and writing activities suitable for what educators term the period of "emergent literacy." "Box It or Bag It Mathematics" was Mrs. Barker's contribution. Not many in the audience had seen such an activity-based preschool math curriculum before, and they were dying to get their "hands-on" it.

First grade teacher Sandy Wirtz's presentation was on "Bubbling for Fun and Learning." She took her participants through the six stages of Bloom's taxonomy, showing them how play with soapy water and geometrically shaped bubble wands relates to that theory of cognitive development. Sandy met Bob from Sesame Street at the conference and he asked her to make a video of her class doing big bubbles. You never know—it just might show up on the Children's Television Network someday.

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Setting It Straight

Our apologies to Monty Joshi whose name was inadvertently omitted from the October newsletter announcement of where the Class of '86 has gone to college. Monty is enrolled at the University of Chicago.

Our faculty came back from Atlanta feeling on the cutting edge of what professional leadership in education today believes to be most appropriate regarding the teaching of young children. Their methods were highly affirmed by the lectures they heard. The response they received from fellow teachers across the country was very gratifying.

Nicole Charron was invited to present some tricks of her trade to the Kentucky Council on the Teaching of Foreign Language. She gave a lecture/demonstration on a multisensory approach to teaching French in the elementary grades. Just as a baby babbles because he loves to hear the sound of his own voice, Madame believes that middle-aged children love to hear themselves talk—especially when it's in a foreign language. She teaches them songs, tongue twisters, and riddles which they are delighted to say over and over again. She also has her students memorize dialogues and speak them into a tape recorder, changing words on cue, and thereby increasing vocabulary. Combining visual and tactile stimuli is an excellent way to teach everyday vocabulary too. Children learn the names of articles of clothing as they make paper dolls and change their outfits. The time of day is taught with the use of a moveable clock. Making a calendar teaches the months of the year and the days of the week. Madame Charron advised her colleagues against much formal teaching of grammar at this age in preference to students learning it in context.

Jenny Davis was a guest of the National Council of Teachers of English at their 79th annual convention in Baltimore in late November. She had been invited as one of 14 outstanding new and known authors of literature for teens to discuss the ways in which their books make contact with young adults. Jenny's third novel, *Checking on the Moon,* has just been accepted for publication.

Third grade teacher Libby Geddes presented a poster session in the global awareness strand of the annual meeting of the National Association for Gifted Children in Cincinnati. Her project, "An Introduction to Japan," emphasized a theme not usually found in elementary texts, the interdependence between the U.S. and Japanese cultures. Various student projects highlighted the interdisciplinary features of the curriculum Mrs. Geddes has developed over the years. ■

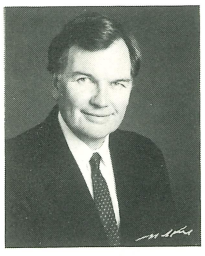


Libby Geddes has developed an interdisciplinary curriculum on Japan for 3rd graders.

Additions To The Board

In looking for a common denominator among the six new members of the Board of Trustees, the word "committed" comes to mind. Each person shares a desire to serve the school because he or she is committed to its philosophy and goals. Continuing a tradition of academic excellence in the Lexington community is important to them. Pete Cassidy, Louise Roselle, and Jim Hills are introduced in this edition of the Newsletter. Look forward to profiles of Ray Clifton, Anne Gay, and Fred Karem in January.

Pete Cassidy, is an attorney with the law firm of Stoll, Keenon and Park. A native Lexingtonian, he received his undergraduate degree in history from the University of Kentucky and his J.D. from the UK College of Law. Pete is married to Martha Greenwood, a pediatric oncologist at the Chandler Medical Center, and they have four children. TLS graduates Katie '86, Maggie '87, and Peter '89 have little sister Anne '97 carrying on the family tradition. Pete is no newcomer to board work, having served in such a capacity for many organizations near and dear to his heart. The Northside Neighborhood Association, the Downtown Lexington Corporation (an appointment by the mayor), and the Christian Appalachian Project, Inc. are among his current commitments. Pete uses the word "sig-



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Board

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nificant" to describe his investment in The Lexington School, and he feels very energized at the prospect of beginning his tenure.

Louise Roselle's

belief in the unique value of an independent school education influenced her to accept a position on The Lexington School's Board. She is a New Yorker who attended Buckley Country Day School on Long Island through the 8th grade. Her academic values and early love of learning are attributed to her experiences there.



Mrs. Roselle received a Bachelor of Arts in mathematics and a Master of Arts in Teaching from Duke University. She taught high school math for many years and also did private tutoring. Her experiences as a tutor led her to develop a curriculum to help prepare students for the S.A.T.

As the wife of the President of the University of Kentucky, Louise is very active in fund-raising for projects which have included the UK Art Museum, the library, the Markey Cancer Center, and the Children's Miracle Network Telethon. Creating an ever stronger bond between Lexington and the University is a goal which lies behind all of her efforts.

Dr. and Mrs. Roselle are the parents of two children. Arthur is a Jefferson Scholar at the University of Virginia and is in his sophomore year. Cynthia is a senior at St. Andrew's School in Middletown, Delaware.

Jim Hills

and his wife Jennifer are the parents of Jason '93 and Eric '97. Before coming to Lexington seven years ago, Jim had lived all over the country in positions with Gilette and Coca-Cola. It was International Spike which brought him to the Bluegrass and he feels firmly "planted" here now. The company manufactures lawn and garden products. Currently Mr. Hills is president of Weatherly Consumer Products which bought International Spike about a year ago. The job puts Jim's degree in marketing from Kent State University to work every day. His background is tailor-made for membership on the marketing committee of the Board. Jim has also graciously accepted the chairmanship of the 1989-1990 Annual Fund. ■



Paddington Bear: The Lore and The Lure

Year after year (maybe 12 by now) Paddington Bear has returned to The Lexington School after summer vacation to resume his studies in Miss Bale's first grade. He's originally from darkest Peru, you know, so one might ask, "Why TLS?" Miss Bale is convinced that the answer lies in the fact that the kids here are wonderful.

Paddington arrived one morning by hot air balloon from deep in the heart of Texas. He had sent postcards and little gifts to let the class know he was on his way, but no one was quite sure when he would get here. His balloon floated by outside the classroom window and one young lady said she "got so excited her shoelaces untied." The door was left open when the class went to lunch and when they got back, there he was!



Paddington's arrival to 1st grade was met with much excitement.

Everyone is used to having Paddington as a classmate by now, but his house and his participation in first grade are a constant source of wonder. The children delight at finding Paddington seated at his desk with the same work to do that they have. If the class has learned a new spelling rule, it just might appear on his chalkboard. Paddington celebrates everyone's birthday, and he's been known to commemorate the loss of a tooth. He always seems to know what's for lunch, leaving hints for his classmates like a slice of pizza or an eggroll on the dinner plate in his kitchen.

No one ever sees Paddington move, but no one ever misses a move he makes. Miss Bale says that the children's observational skills with regard to Paddington's comings and goings are truly remarkable. There is no question that Paddington is one of the gang, and that his good influence is more than "bearly" felt. ■

Oh, What A Night!

CEL-E-BRATE:
To demonstrate satisfaction in by festivities or other deviation from routine.

School calendars can numb you with their recurring cycles, but an event like CELEBRATION goes a long way to buck that sentiment. An annual fall fund-raiser, it continues to be a festivity which seems to set the pace for the rest of the year. 1989-1990 is "off and running" with high energy and optimism, thanks to the efforts of a dedicated group of parents who were organized under the leadership of CELEBRATION '89 Chairman Joe Browne Nicholson. It was their diligence and the support they found for TLS in the community which made it all work. This year CELEBRATION raised approximately $130,000 for the school.



Joe Browne Nicholson and Corky Robertson enjoying CELEBRATION.

The theme of the party, "A Victorian Evening," was carried out in great detail. First, there was the invitation. A genteel lady in period attire beckoned guests to an elegant affair. Then, there was the setting. Pastel tablecloths and topiaries, fresh flowers and lace ribbons, trellises, and a gazebo transformed the gymnasium into an English garden. Finally, there was the auction itself. Terrence Collier's British accent was perfectly suited to the role of Master of Ceremonies for a Victorian evening. He and auctioneer Walt Robertson were a team of professionals who kept the bidding jolly interesting.



This "hot car" was a live auction item at CELEBRATION '89. It was purchased by a syndicate of Pre-K parents who then donated it to their children's classroom.

Special vacations, parties, pets, toys, and tickets are among the auction items to be enjoyed by their purchasers throughout the year. Overriding these pleasures, however, is the sense of satisfaction that belongs to every single person who had anything to do with CELEBRATION. Every effort was important in making it the success that it was.

It is with great pride that we take this opportunity to announce the proceeds of CELEBRATION '89 because once again The Lexington School has affirmed its goals. The present and future of the students at this school are what have been celebrated. ■

Upper School Officers Elected

	President	Vice-President	Secretary/Treasurer
Grade 9	Julia Evans	Chris Young	Christopher Bingcang
Grade 8	Doug Weinberg	Bill Santen	Lauren Coats
Grade 7	Jim Mahan	Jennifer Smith	Paul Thorpe

What's Going On Around Here?

I think that I should never hear a program livlier or so dear as Ms. Ford's 4th grade's presentation on trees. Dressed in greens and browns, their limbs covered with bright fall leaves, these science students vis-



These 4th grade girls had a lot to sing about trees.

ited two lower school classes to sing songs about their roots, their bark, and photosynthesis. The rhythm and rhyme got the facts about trees planted firmly in their minds.

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The 7th grade had a very instructive "Day with the Horse" this fall. Early one Friday morning they headed to Keeneland for the inside track on thoroughbred racing. Three TLS alums of the Class of '63, Dave Fishback, Mike Bell, and Don Robinson, made it possible for the class to watch a training session, tour the paddock and sales pavilion, and learn some of the economics of racing and selling while they were there. Three Chimneys Farm was the next stop. Manager Dan Rosenberg (father of Agatha '91) gave a wonderful tour of the stallion barns, and the group got to meet some very famous residents. The afternoon was spent at the Kentucky Horse Park.

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On October 26 residents of the Emerson Center, a housing



Making Halloween happy for some older friends was a treat for the 3rd grade.

development for senior citizens, were "treated" to a special Halloween music program by Martha Anderson's 3rd graders. Decked out in costumes ranging from the ghostly to the grotesque, they sang a potpourri of seasonal songs. A dozen rounds of "The Twelve Days of Halloween" was a favorite. In addition to entertaining their audience, the class presented the Emerson Center with a project built in math lab. It was a haunted schoolhouse made entirely of polyhedrons which was wired with blinking lights on the inside to make it really spooky. The head of our food service, Florine Moore, accepted the 3rd grade's gift on behalf of her fellow residents.

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We don't understand that call!

Have you ever heard of C run, diagonal, overlap, drop, weak side, offside trap, or flick? It's soccer-talk for offensive and defensive strategies. This year's squads developed greatly thanks to hard work at practices and consistent team play. Mr. Scarr's J.V. boys had a 4-5-1 record. What this doesn't reflect is that they scored 31 goals and only gave up 13. The varsity boys under Todd Bretz and Tom Parlanti ended their season 10-1-1. Mrs. Owen and Miss Chesney coached the girls to a 7-3-1 finish.

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What's in a gnome? Ask any child in Pat Kline's classroom and he or she could tell you some "unbelievable facts." Their study of gnomes and the made-up reality of the events in their history and everyday lives was an exer-



Laura Bundy researched the daily life of gnomes.

cise in research and imaginative thinking. Some of the imponderables the class had to consider were what life would be like if everyone had a twin, if the average height of a man was only 15 cm. (without his cap), and the average life span was 400 years.

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There have been little surprises for faculty and staff popping up all over school lately. Someone received a pot of mums; someone else several handmade bookmarks. Baked goods have mysteriously appeared on several teachers' desks. The normal question, "Where did this come from?" is always answered with "Ida know." Could there be a secret squad of middle school service committee members behind the scenes? Ida know. ■

Teacher Talk

By Coletta Jones

My adventure at the Tremont Institute already seems such a distant memory. It was actually only about a month ago that I had the pleasure of being with the 6th grade as they went through a week filled with questions, unknown schedules, laughter, and learning.

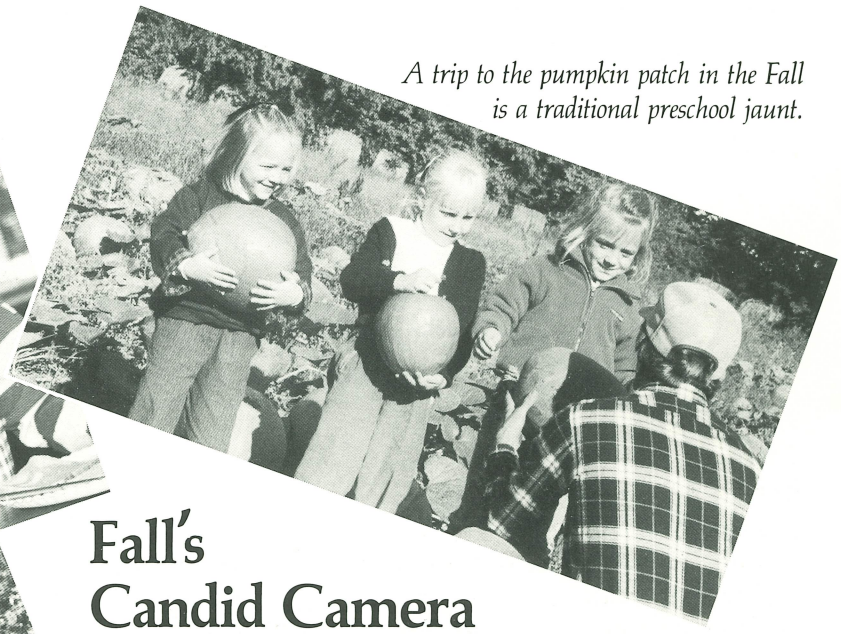
The class had been told in advance that they would not only learn about the environment, but also about cooperation and the necessity of teamwork. I have a feeling many of them thought that idea was just so much teacher-talk, and that it wouldn't really happen. On the third day, it was exciting to hear them chatting about how they felt their classmates were changing; how they saw people working together that they never would have thought could get along; and that maybe there was something to this thing about cooperation.

I loved the educational aspects of the Tremont experience, but my greatest joy in going was getting better acquainted with my students and having them get to know me. One child (perhaps somewhat jokingly) asked Mr. Brown, "Why are teachers so much nicer on field trips?" That question caused both "B" and me to smile. I thought, "How can I not be 'nice' when I wake up to the mountains dressed in their autumn best, the birds are singing, and my agenda for the day is simply "to explore." Maybe it's true that we all have much to gain by getting closer to nature, whether we're 6th graders or . . . a bit older than 6th graders. ■

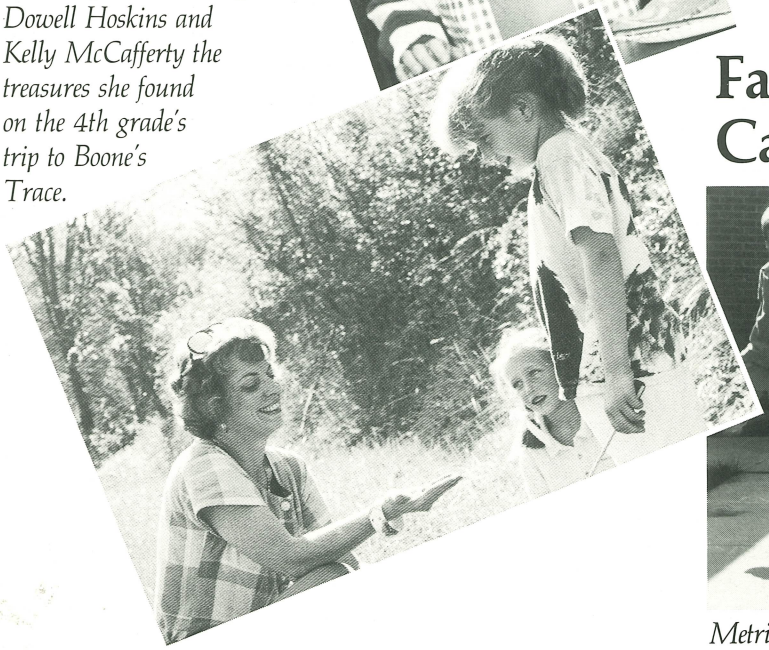
Fall's Candid Camera



Blake Isernhagen is making a harvest sandwich in cooking class.



A trip to the pumpkin patch in the Fall is a traditional preschool jaunt.



Ms. Haynes is showing Dowell Hoskins and Kelly McCafferty the treasures she found on the 4th grade's trip to Boone's Trace.



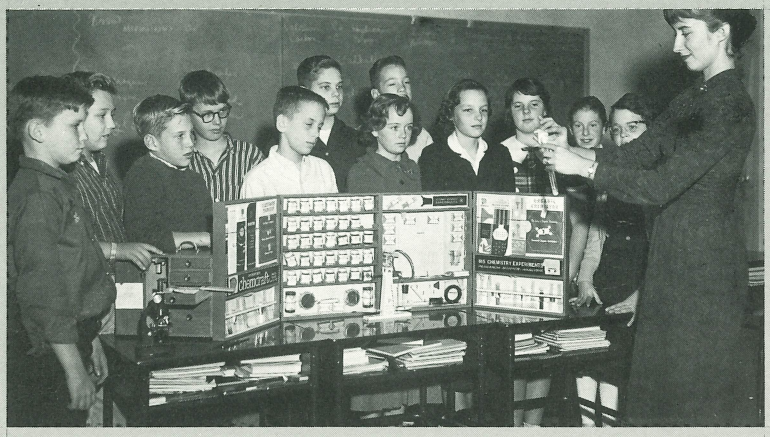
Metric Olympics - it gets 10 times better every year.

THE LEXINGTON SCHOOL
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Lexington, Kentucky 40504
606-278-0501

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PAID
Lexington, KY
Permit No. 350

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

In The Tradition



TLS photo Archives

1959 - 1960
Grade 6 Science Class

LR: Ritchie Miller, Billy Cox, Don Robinson, Peter Giertach, Jimmy Mitchell, John Keyes, Rita Dumford, Mike Bell, Phylis Wedding, Ann Hobbs, Mary Lou Hosford, Marion Bean, Mrs. Claire Clay.

Spread the word! Alums, please take a moment to drop us a line regarding your whereabouts, wherewithals, and whatsoevers. What are you doing? Whom have you seen? R.S.V.P. to the TLS Newsletter Office by December 20.

Name: _____ Class of _____

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