TLS The Lexington School

Fall 1996

New Faces at TLS

"Tell me something about yourself that I would not have known to ask" yields a wonderful variety of responses from those who have joined the ranks at TLS this school year. For example, we all have enjoyed listening to the stories of Pat Johnson's weekend caving excursions across Kentucky, but our new school receptionist revealed even more about herself when we discovered that she is a published poet in Eastern Kentucky and currently is working on a book of poetry called *Firelight and Woodsmoke*. She once owned a business as a professional seamstress. Possessing a minor in drama, she appeared on the stage as "Anne" in *Anne of a Thousand Days*. From her caving experiences she has developed a fascination for bats which she happily shared with the kindergarten children as Halloween approached.



Left to Right: Una MacCarthy, Carolyn Cope, John Buckey, Lisa Wain, Beth Gagnon, Sherry Clemmons, Ronna Love, Laura Bonzo, Greg Butler, and Pat Johnson.

An interest in acting emerged in John Buckey's response as well. Mr. Buckey played Linus in his high school's version of *You're a Good Man Charlie Brown*. The "stage" has played a rather central role in the life of this thespian turned Spanish teacher. While still in high school, Mr. Buckey functioned as the announcer for the district basketball tournaments. At Asbury College, he sang in the men's glee club and received an award in a speech and debate tournament held at Marietta College in Ohio. While drama upon the stage appealed to John, he preferred spending his time in the pool. An avid swimmer, John was named to the All Appalachian Conference team and participated in San Antonio, Texas at the national level as a member of a 200-meter men's freestyle relay. Travels in Spain and Mexico cemented John's love of Spanish, and he returned to the land south of the border for an extended stay during his junior year at Asbury.

México and the Spanish language also hold a fascination for our new Computer Technologist, Greg Butler. A secluded spot overlooking the beautiful Aca Bay in Acapulco serves as Greg's home away from home. He spent 32 days there in 1996 prior to coming to TLS. Greg went south after living in Anchorage, Alaska, and working on the famed Alaskan pipeline. After spending his days at TLS teaching the faculty and staff to solve problems in and around cyberspace, Greg returns home to a computer-less retreat to pursue his penchant for baking pastries.

Travel stories, like the one that Sherry Clemmons shares, provide a wealth of information. Once while on a Florida vacation with her family, Gail Weissinger's new assistant teacher in kindergarten took what was expected to be a three-hour sailboat ride near Clearwater. The 15-ton boat proved to be no match for the wind storm which seemed to come from nowhere. Hours later, and beaten from battling the storm, the

Continued

Clemmons family returned safely to dry land. In spite of the scare, Sherry still loves to sail.

Water also holds a certain fascination for Una MacCarthy, TLS's new Upper School Head. Una spent many summers as a director of Rockbrook Camp near Brevard, North Carolina. While there, she developed considerable skill in the kayak department, and she continues to enjoy teaching kayaking and canoeing to any willing students. O'Malley, her golden retriever, also enjoys the water. Ms. MacCarthy tried out the dry-land sport of mountain biking last summer while she spent some time in Telluride, Colorado and found that gravity is not a force to challenge. The first traversed slope proved to be her last. The San Juan River proved much more friendly.

Along with her many interests as an artist, Ronna Love, the new lower school art teacher, also enjoys music. Sometimes life takes a dramatic turn which we do not even recognize until later. Such was true for Ronna while in high school. She enjoyed playing flute in her school band and seriously considered majoring in music when she entered college. However, on awards day in her senior year Ronna received the award for art. As Ronna notes, the rest is history. Her enthusiasm for learning took her out of Appalachia all the way to Harvard University.

Laura Bonzo sported an impressive list of accomplishments prior to coming to TLS. She is ranked 5th in the state of Kentucky in women's racquetball. As the girls' volleyball coach at Henry Clay, she led the first team from Fayette County to compete at the state level. Among her peer first year teachers, she was voted Teacher of the Year in Fayette County .

No doubt the person who holds the record for meeting the largest number of famous personalities is Lisa Wain. Her quiet voice and gentle ways conceal a wealth of information. Early in their married life, Lisa's husband, Douglas, founded the Garden State Music Awards. Among the notable celebrities Lisa has met are The E Street Band, Bon Jovi, Queen Latiffa, Sissy Houston, and even Andy Warhol!

Carolyn Cope's inclination toward music with a French twist no doubt is due to a fabulous three-week trip to Europe this past summer where she enjoyed the hospitality and ambiance of a villa outside of Monpazier in south central France. Switzerland and Germany were additional highlights on her travel agenda.

And, finally, as we approach Thanksgiving, Beth Gagnon recalls two stories that will complete this unusual look at the new faces of TLS. Surprising as it may sound, Mrs. Gagnon was searched by airport police while attempting to transport a full Thanksgiving meal to her future husband who was in school in New Orleans. The police confiscated the carving knife she had packed. Another Thanksgiving, she spent 22 hours snowed in at the Denver airport and almost missed an elaborate engagement party her future husband had planned.

We have had fun uncovering some interesting and unusual tidbits about the new personalities at TLS, and this information adds to the wonderful and rich tapestry of the whole school family.

FACULTY INFORMATION

John Buckey, Spanish Teacher
B.S., Asbury College
Sherry Clemmons, Assistant Kindergarten Teacher
B.A., Midway College
Una MacCarthy, Upper School Head
B.A., University of Kentucky
M.S., University of South Carolina
Ronna Love, Art Teacher
B.S., Georgetown College
M.S., Harvard University
Carolyn Cope, Music Teacher
B.A., University of Kentucky
M.S., Murray State University
Lisa Wain, Montessori Assistant Teacher
B.A., Fairleigh Dickinson College
Beth Gagnon, First Grade Teacher
B.S., William Jewel College
M.S., University of Southern Mississippi
Laura Bonzo, English Teacher
B.A., University of Kentucky
M.S., Georgetown College
Ph.D. Candidate, University of Kentucky

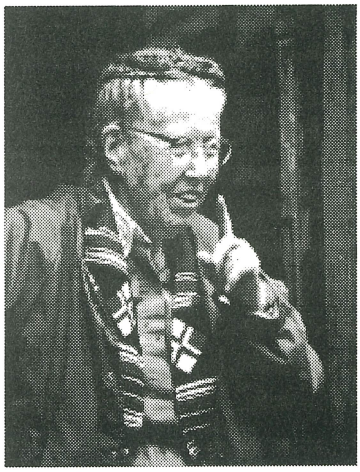
Class Trips Frame the Fall

Class trips are an integral component of the TLS curriculum. Trips provide the opportunity to work together in a way not often incorporated into the regular school day. Trips also provide a vehicle for bonding students and teachers together and for pushing the level of teaching and learning to new horizons.



Laura Parrent, Lauren Palmore, and Russell Lloyd served as witnesses at *The Trial of Freddy the Fungus.*

There is something about having a shared experience that knits groups together in a new way. As in years past, the sixth grade embarked upon their pilgrimage to Townsend, Tennessee to the Great Smokey Mountain Institute for a week in October. This experience extends the opportunity to study science with hands-on learning about stream ecology and orienteering, which is a map reading skill. Additionally, there are opportunities for hiking on some of the most beautiful trails in North America. The sixth graders were led in this year's excursion by Tomi Lounsbury, Jennifer Stith, Frank Hardesty, Jawanna Ford, Jacobo Aragon, and Roberta Owen.



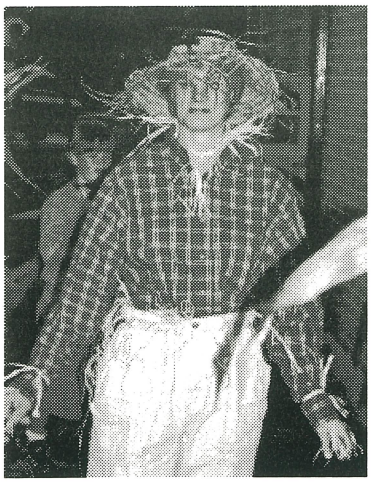
Miss Elsie Burrell, a long-time Townsend resident, told the students about her days in a one room schoolhouse.

Bradford Woods, located in Martinsville, Indiana, is the traditional experience for the eighth grade class. Offered through Indiana University, Bradford Woods is an outdoor education program designed to promote team-building and to improve group dynamics. Among the highlights were ropes courses, an overnight hike, and the climbing wall. At the end of the week, the students wrote themselves letters outlining the experience and setting goals for the coming year. The Bradford Woods staff will mail the letters in April. The trip was lead by Tom Parlanti, Laura Bonzo, John Platt, John Buckey, and Una MacCarthy.



Anne Gay, Carol Buker, and Emily Scarr prepare to cross the "quicksand pit" during a group initiative.

Fall Festival Succeeds Again



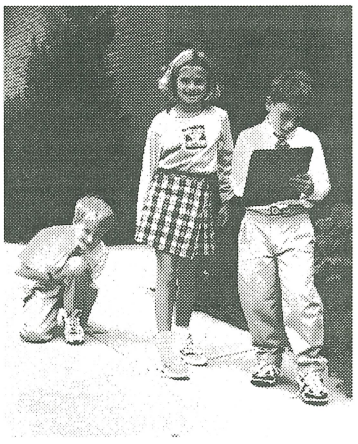
Thanks to over 300 parent volunteers who helped make this year's Fall Festival a great success!

Math Teaching Breaks New Ground

In 1983, the University of Chicago received a generous grant from the Amoco Foundation for the purpose of developing a program of improvement of school mathematics in all the grades from kindergarten through grade twelve. This project, known as the ***University of Chicago School Mathematics Project (UCSMP)***, began by examining the curricula in other countries for proven methods of success in educating children.

Central to the project was the involvement of a broad base of school personnel and recognized experts in teaching and learning. With additional funding from the National Science Foundation, Ford Motor Company, GTE, the Carnegie Corporation, and others, a series of texts evolved first for the upper grades 7-12. By 1992, the project completed development of the K-3 curriculum; the years between 1992 and 1995 produced the completion of grades 4-6. The elementary component of this project is published by the Everyday Learning Corporation and is referred to simply as "Everyday Math." The Lexington School committed to the upper levels of the UCSMP several years ago, and both teachers and students value the results. When materials for the lower grades became available, it seemed logical to take a serious look. TLS faculty and administrators initiated the study process last school year and liked what they discovered.

In the weeks of information gathering, TLS teachers and administrators contacted other schools who had already committed to the *Everyday Math* program, and without exception heard comments like, "I never thought I would enjoy teaching math this much!" "The children enter the classroom with much more enthusiasm than ever before." " This program combines the best of what we have always known with what we now know about how children learn in a practical, organized, and energetic program." "This program provides great flexibility to accommodate the widest range of ability levels."



Christopher Baker, Meg Grossman, and Daniel Archer engaged in a third grade mathematics exercise using measurement.

Three TLS teachers enthusiastically "piloted" parts of the *Everyday Math* program last school year, and they were very supportive of committing to the program. Teachers from kindergarten through grade five began the 1996-97 school year with in-service training on how to organize their classrooms and best utilize the materials.

The teaching of math at TLS has long included the use of manipulative materials and a more active, "hands-on" approach. *Everyday Math* continues to provide a rich experience with many materials. In fact, each student maintains a "math tool kit" which contains items such as counters, a measuring tape, rulers, drawing tools/templates, and a calculator. These items are routinely utilized during daily instruction. Students usually receive direct instruction from the teachers and then begin to work on a variety of tasks which range from individual tasks designed to reinforce skills to open-ended problem solving with multistep procedures. Children work individually and in groups. Mastery of facts remains an important piece of this program, but the method for acquiring facts is based upon creatively designed games which are engaging to children.

Everyday Math is based upon the following principles which were gleaned from the best ideas on teaching mathematics from around the world.

- **From their own experience** children construct an understanding of mathematics and acquire knowledge and skills.
- **Children begin school with a great deal of knowledge and intuition** on which to build. One important task for any mathematics curriculum is to help children make the gradual transition from intuition and concrete operations to abstractions and symbol processing skills.
- **Excellent instruction is very important**. It should provide rich contexts and accommodate a variety of learning styles.
- **Reforms often fail** because they do not take into consideration the working lives of teachers. The new curriculum should be practical and manageable, and it should include suggestions and procedures that make teachers' lives easier, at least in the long run.
- **The new curriculum should include practical routines** to help build the arithmetic skills and quick responses that are so essential for building number sense, estimation skills, and flexibility in a problem-rich environment.

TLS Sports Update

by Tom Parlanti, Athletic Director

Once again soccer highlighted the opening of school. Two new faces joined the program this year. Holly Bell assisted me with the varsity girls' team. Holly, a TLS alumna who played soccer at Henry Clay High School, is also the daughter of our very



own Lanna Bell. At the freshman boys' level, Charlie Rodes joined us. Charlie previously played at Henry Clay High School and the University of Kentucky. He went on to coach at Woodford County from 1991-95. Coach Rodes also had the good fortune of playing for the Bluegrass Bandits in 1995.

Twelve matches defined the 1996 varsity girls' season. It was gratifying to have the full complement of ninth grade girls lead this team of 24 energetic and enthusiastic players. The freshman boys' schedule sported 10 matches. Four ninth grade boys anchored this team. Eighth grade boys filled the rest of the roster. This team also utilized members of the seventh and eighth grade boys' squad, as well as a number of freshman girls.

Mark Scarr who has been the backbone of our



soccer coaching program over the years, coached the seventh and eighth grade boys' team. Their season was complete with 13 matches. The bulk of this team came from a mix of seventh and eighth grade boys. We look forward to these players representing TLS in the coming years.

BASKETBALL & VOLLEYBALL COACHES

Basketball	
5/6 GIRLS GREEN TEAM	MARK SCARR
5/6 GIRLS GRAY TEAM	LIZ DENNY
5/6 GIRLS WHITE TEAM	TIM CAIN
5/6 BOYS GREEN TEAM	ROB BREWER
5/6 BOYS WHITE TEAM	JOHN BUCKEY
7/8 GIRLS TEAM	SHAWN COHEN
7/8 BOYS GREEN TEAM	CHUCK REDWINE
7/8 BOYS WHITE TEAM	DAN SWINTOSKY
FRESHMAN GIRLS TEAM	MELISSA ABELL
FRESHMAN BOYS TEAM	SEAN NOBLE
Volleyball	
FRESHMAN GIRLS	LAURA BONZO

In shifting gears from soccer to basketball, we saw some additional changes in our coaching staff. The only returning coaches from a staff of eleven last year are Mark Scarr, Rob Brewer, and Sean Noble, who will have the pleasure of guiding the new coaches through their first season at TLS. I am looking forward to an exciting and challenging year. On this page is a list of coaches for the upcoming basketball season.

TLS now has a freshman girls' volleyball team. Ms. Laura Bonzo has graciously taken charge of this program. She comes to us from Henry Clay where she coached the Lady Blue Devils volleyball team. She has already run a clinic, and her team has participated in two weekend tournaments. We appreciate her boundless enthusiasm and the experience that she brings to this new program.

I would like to acknowledge how impressive it is to have the kind of support we have for the athletics program at The Lexington School. Without the interest from students, the patience and support of their parents, and guidance from the coaches, my job would be immeasurably more difficult.

Self-Study Process Begins

by Marijo Foster

All constituencies of The Lexington School are about to embark upon a venture to study every aspect of our school, determine strengths and challenge areas, and make recommendations for changes that will make us better. All of this is done under the auspices of the ***Independent School Association of the Central States (ISACS),*** which is the accrediting body to which The Lexington School belongs. The guiding purpose of this organization is to encourage, develop, and support the highest possible standards of attainment in its member schools. This formal accreditation process is designed to recognize those schools in which these standards are maintained.

Although the process is often referred to as the *ISACS Evaluation*, this is a bit of a misnomer, since most of the assessment will be done in the form of a self-evaluation by members of The Lexington School community. After about a year of self study, writing reports about strengths and challenge areas, surveying members of the school community, reaffirming our mission statement and philosophy, revising our curriculum, evaluating our programs, examining our governance, participating in long-range planning, and probably even cleaning out our closets, The Lexington School will present its combined reports to a team of visiting teachers and administrators who have been invited to look very carefully at our documents and at the school. These visiting team members are respected professionals whose "day jobs" are in schools just like ours. They have been selected because they are good at what they do, can offer the kinds of advice and constructive criticism that our school needs, and can communicate well in writing. Their only compensation is the promise of the same caliber of excellence in the team provided for their *own* school's accreditation process in the future.

The visiting team will spend about four days here at The Lexington School comparing what we have written with what we are actually doing. They will have read our self-study report prior to the visit and will study the other documents that we have written about ourselves. They will observe every teacher and administrator in action and will talk with many parents, board members, alumni, and students. They will try very hard to take note of everything we do.

During this same four-day visit, the team will spend a great deal of time (probably during the wee hours of the morning) writing about their impressions of The Lexington School, being careful to note areas of strength, areas in need of improvement, and areas that we may have missed during our self-study. Their combined efforts will be compiled into a report to be used by the ISACS Board of Directors in their consideration for accreditation of the school. It will also be used as a guide for making improvements to our school in the months and years following.

No matter what your affiliation with The Lexington School, it is likely that during the next year and a half you will be called upon to participate in *some* way in this process. We thank you in advance for doing so.

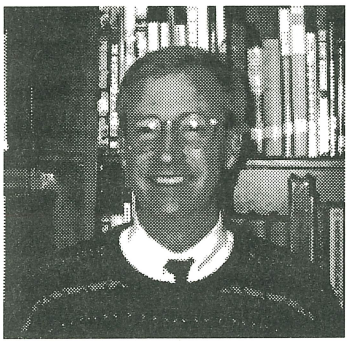
Class of 1996 - Secondary School Placements

True Baker - Lexington Catholic
Peter Barr - Lexington Catholic
Whitney Bell - Westminster School
Holly Brown - Lexington Catholic
Laura Bundy -Lexington Catholic
Shea Burns - Bryan Station
Rachel Carney - St. Paul's School
Alex Clay - Saint Andrew's School
Kip Clifton - Henry Clay
Alex Cutadean - Lafayette
Brit Davis - Henry Clay
Eileen Dunnington - Lexington Catholic
Rachel Ezrine - Henry Clay
Brooke Folley - Lexington Catholic
Elizabeth Gambet - Henry Clay
Rebekah Gray - Lexington Catholic
Ashby Green - Lexington Catholic
Kara Huff - Lexington Catholic
Olivia Hurter - Henry Clay
Bret Jones - McCallie School
Krishna Joshi - Lexington Catholic
Helen Liu - Henry Clay
Ashleigh Long - Lexington Christian Academy
Gray Lyster - Westminster School
Chris Manon - Lexington Catholic
Trevor McDonald - St. George's
Chad Miller - St. Paul's School
Webb Milward - Woodberry Forest
Kelsey Nicholson - Lexington Catholic
Don Offutt - Lexington Catholic
Sean Pohlman - Lexington Catholic
Andrew Robinson - Lexington Catholic
Alicia Rose - Henry Clay
Ryan Shirar - Dunbar
Jill Tallal - Lexington Catholic
Griff VanMeter - Episcopal High School
Meredith Ware - Tates Creek
Katy Willis - Westminster School
William Wood - Bryan Station
Chris Wooster - Lexington Catholic

Headlines

by Bob Davis, Headmaster

As we launch a new year, I am very enthusiastic about two opportunities. Some folks might say we are crazy to embark on two substantial projects in one academic year. The first project is the seven year ISACS self-study required by the professional organization that gives TLS its "stamp of approval." The ***Independent School Association of the Central States (ISACS)*** requires that every seven years all schools wishing to achieve or maintain full accreditation must undergo a full review of all areas of its operation. This, of course, includes the curriculum, but it also touches issues of how effectively the board of trustees governs the school, the satisfaction level of our constituents, i.e., students, parents, school personnel, and alumni, and the extent to which our day-to-day operation matches what we "say" we accomplish. In order to complete all of the steps required in the full process of review, we will spend most of the year studying ourselves at many different levels, and then spend next year with the visiting team of experts who will judge the extent of our success and recommend (we assume) continued accreditation. This is a very healthy process since it requires all of us to look at what we are doing and to determine how well we are providing the TLS experience. I also like the notion that this process will engage so many people from beginning to end.



The other project will provide the opportunity to refine the long-range plan. Every healthy organization must maintain its connection to this "blueprint" or risk getting sidetracked on other issues. The responsibility for accomplishing this task lies with the board of trustees who have enthusiastically initiated the process already. Since we have rather recently embraced a very good long-range plan, we will not have to start from scratch. We will concentrate more on retiring issues that have been addressed and adding those that are relevant to the future. Among the issues addressed in the last long-range plan is TLS' commitment to maintaining and strengthening ninth grade in particular. Recent reorganization has included the sixth grade in the upper school structure. Earlier in the fall, the "grapevine" speculated that this may be the first step toward eliminating ninth grade. We continue to be firmly committed to a ninth grade experience at TLS. Issues like this, however, continue to be integral to long-range planning as are issues of school growth and new programming. Like the ISACS self-study, the larger the level of participation the more effective the revised plan will be.

These two efforts will require a huge commitment of time; however, the rewards will be immeasurable.

From the Board

by Nancy Grimes, President

"Building for the future" might be the theme for The Lexington School Board of Trustees this year. Coming off a successful retreat, facilitated by Dr. John Ratté, former headmaster at Loomis-Chaffee School in Connecticut, has the board energized for a year of intense planning and implementation of its goals. Trustees examined their roles as ambassadors for TLS and their responsibility to guide the long-range planning process for the school.

Reviewing the mission and philosophy of the school, updating and revising the current long-range plan in order to move TLS into the next century, and integrating board plans with the ISACS accreditation process are all projects scheduled for board completion during the 1996-97 school year.



Cooperation and communication with faculty, administrators, parents, students, and alumni are crucial for the board of trustees to successfully implement a plan for the future of TLS. Trustees look forward to working with all constituencies in order to build on the solid foundation and reputation currently enjoyed by The Lexington School.

Foreign Language Program Extends to Lower Grades

We have long known the statistics about acquiring a second language. Of primary importance is beginning as early as possible. At TLS, we have produced many competent foreign language students who easily handle programs that follow ours, but we also have wanted to try introducing languages earlier than fourth grade. Conversations about bringing foreign languages "down" to lower grades at TLS began two years ago. This school year initiates a new and energetic first step in this effort. Three of our foreign language teachers have committed to weekly sessions with students in preschool through grade three to introduce French and Spanish. The idea is to provide just a taste of these languages in order to facilitate the more formal instruction of language later.

Jocelyne Leupold, Angela Estes, and Curtis Briggs lead this effort which already has emerged as a great new addition to the TLS academic landscape. Children all but explode with enthusiasm when one of their "new" teachers enters the room. Expectations of singing, dancing, or enjoying exchanges with puppets all lend to the energy. But just because there is a great deal of fun woven into this process, don't think there isn't considerable learning also taking place!

Class of 1993
College Matriculations

Kenneth Anderson - College of William and Mary
Taylor Baker - Rollins College
Courtney Bearse - Wittenberg University
Whitney Bentley - Transylvania University
Nicole Bruckner - Transylvania University
John Buchart - Indiana University
Ward Bullard - Stanford University
Jamie Butler - Vanderbilt University
Marcy Butler - deferred
Kasey Chatila - University of Kentucky
Erica Cohen - Indiana University
Allie Collier - Hanover College
Sybil Dawahare - Taylor University
Sara Dean - DePauw University
Emmy Gambet - deferred
Garrett Graddy - Yale University
Belle Fair Graves - University of Kentucky
Emmy Hartley - University of the South at Sewanee
Joseph Hillenmeyer - deferred
Jason Hills - Elon College
Catherine Humphries - Mount Holyoke College
Amera Hussain - Transylvania University
Robert Karem - Columbia University
Virginia Lacefield - Trinity College, Hartford, CT
Melissa Lawson - Furman University
Ruth Mondolfi - Drexel University
Ben Reynolds - University of Virginia
Ellen Rice - Wheaton College
Mary Shearer - American University
Anne Shropshire - Wake Forest University
Erica Stillner - Wellesley College
Coley Stilz - Emory University
Helen VanClief - University of Virginia
Mark Willis - deferred

Computer Literacy Catches On at TLS

by Greg Butler, Technology Coordinator

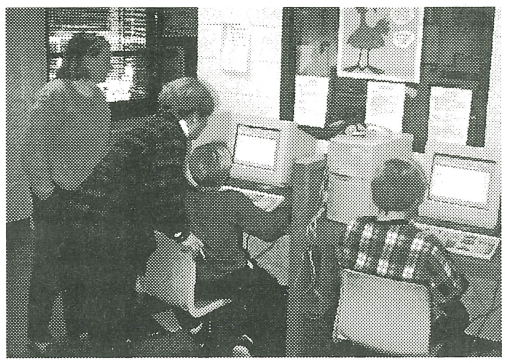
Technology at The Lexington School has taken a giant step forward during the past two years. The process began with an intensive look by faculty and administrators at what would best serve the school. The school's Technology Committee was charged with developing a comprehensive plan, and the committee immediately put all teachers to the task of planning how they could use technology to enhance their classroom instruction.

After an exhaustive study by individual teachers was compiled, the committee consolidated all the ideas and formulated an initial plan for what should be done on a school-wide basis. The library was the obvious choice for a starting point. A small network (in proportion to what we would later have) was set up in the library, primarily to eliminate the use of the card catalog and to facilitate tracking the circulation of materials. To put this project in place, I was brought on board as the network integrator on an outsourced basis. Little did we know how different all our lives were to become.

All the best planning in the world is worthless without the means to carry out one's plans. Fortunately, the board of trustees, the business manager, and the headmaster all fully supported the implementation of technology on a scale which would prove to make The Lexington School a leader among independent schools in the area.

In 1995-96, we contracted for Phase I of the technology initiative. One multimedia computer was placed in each classroom, six in the Computer Resource Lab, and one on each administrator's desk—all networked together using Novell NetWare file servers and 10-Base T cabling, as well as other pieces of the techno-puzzle now known as TLSNet. This project was essentially completed by the end of the school year. The training began in earnest. Each teacher was trained during two Saturday sessions last year on the basics of *Windows '95* and *Microsoft Word*. Then this summer, three mornings of computer boot camp provided the majority of the faculty with the training to use other network resources: the shared color printer, the flatbed color scanner, the digital camera, and applications such as *Corel Gallery* (clipart), *Making the Grade* (gradebook software), and *Microsoft Mail* (e-mail).

Having multimedia computers in each classroom has enabled teachers to experience, share, and grow professionally in ways not previously possible. In fact, most teachers did not fully realize what they wanted or needed for the classroom until they had Phase I in place and had been trained. The learning curve was steep, especially where prior exposure had been minimal; however, the faculty, staff, and students have responded with excitement and enthusiasm. Now students, as well as teachers, are accepting challenges and gaining skills on modern hardware and current software selected to enhance the curriculum in every subject area. In fact, the use of e-mail to communicate with one another has significantly changed the way faculty and staff perform their daily tasks.



Parent volunteer Mrs. Betsy Fishback and Mrs. Long assist students in the Resource Lab.

Technology provides TLS students with the ability to access our on-line library of research tools, including *Microsoft Encarta '96 Encyclopedia*, *Microsoft Bookshelf '96-'97*, *SIRS* and *MAS* (magazine article databases), and the automated card catalog called *Search Plus*. We also included room to expand on these resources as we become aware of new and exciting possibilities. Whether a child is in preschool enjoying the Living Books series on the computer, or in an upper school social studies class exploring the Internet, the computer resources provide an invaluable addition to traditional teaching tools.

As we prepare to educate our children for the 21st century, the presence of up-to-date technology at The Lexington School will prove essential to the continued success of the institution. We all know that technology is pervasive in today's society, for we all experience it on a daily basis at every turn—at the bank, the grocery, and especially at work. The advantage of the early exposure of our children to technology is obvious. In order to get through high school, college, or a university today, a child must be able to perform tasks on a computer. We are intent on being a leader in providing the students at TLS this essential advantage.

Alumni Update

Headley Butler '89 is employed by Furman Selz, a mid-town New York investment banking firm. He enjoys being in New York when he isn't traveling extensively for the firm.

Van Meter Pettit 'X82 has been living in Lexington for about a year where he has designed a house currently under construction. He is expecting to receive an advanced degree in Architecture from the University of Texas in Austin in the near future.

Elizabeth Graves '85 is currently teaching Language Arts to 2nd, 4th, and 8th graders at the Chapin School in Princeton, New Jersey. She is enjoying Princeton and the age span of her students, but still misses coaching basketball to the students at TLS.

Julie Falk '91, a student at Swarthmore, won the prestigious St. Andrews Scholarship for a year's study at the University of Edinburgh (Scotland), majoring in English. She is having a fabulous experience.

William Preston Cox, Jr. '76 and wife, Caroline, are the proud parents of Preston Delafield Cox, born September 25, 1996. The Coxes live in Cincinnati where Bill is Chief Financial Officer of Nathan's (famous for hot dogs).

George Cox '80 is hard at work with Salomon & Company in Lexington. George is traveling and leading seminars for the company which was founded by Art Salomon, father of **Jonathan '90** and **Seth '94**.

Holly Parrish '82 and **Norman Brown '82** were married in Lexington on June 15, 1996. The newlyweds are living and working in New York City.

A recent TLS graduate, **Holly Brown '96**, and her horse, Sans Aviator, were named youth world champion after competing in the American Quarter Horse Youth Association World Championship Show held August 3-10 in Fort Worth, Texas. Holly is currently a sophomore at Lexington Catholic High School.

Amelia Cutadean '90 was employed at the 1996 Summer Olympics in Atlanta as a logger. She and several other Asbury College students were hired by Atlanta Olympic Broadcasting. Her job was to keep an ongoing written tape summary of the Games, log information using time code, and code each specific event.

Charlie Dalton '95 and **Kav Milward '95** are classmates once again, but at a new school. They are both enjoying their junior year at Sayre.

Zaid Salman '87 is currently a graduate student at the College of Engineering at the University of Virginia. Zaid got his BS degree in computer/electrical engineering from the University of Michigan.

Alex Bingcang '89 graduated last spring from the Blair School of Music at Vanderbilt University. After being on the dean's list every semester and receiving several awards throughout, Alex was recognized at the commencement exercises with the presentation of the Founder's Medal.

Todd Geddes '79 and his wife, Stephanie, live in Louisville with their three sons, James 4½, Will 1½, and John Alexander, born in August. Todd is beginning his tenth year with Kentucky Farm Bureau Insurance Company as Claim Manager, Support Services. He is responsible for Claim Systems projects, implementations, training, and support for a claim staff of 200 people in 15 locations throughout Kentucky.

Luke Fallon '85 received a degree in veterinary medicine from Cornell University in the spring. Luke is now living in Lexington where he is employed as an equine veterinarian by Hagyard-Davidson-McGee. **Dave Fishback '63**, a member of TLS's first graduating class, is a partner in the same practice.

Thanks!

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Past Meets Present



Dr. Fred Luddy, who served as the first Headmaster of The Lexington School, and his wife dropped by during their recent visit for Homecoming events at Georgetown College. He is pictured here with Bob Davis next to the photograph of The Lexington School's first faculty.

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