TLS The Lexington School
Winter 1997

Technology Enters Phase II

A year ago, each TLS classroom received a multimedia computer operating under Windows '95 and linked to the school-wide network. Excitement and enthusiasm were high. In the next several months teachers and students began to share and grow in ways not previously possible.

The experiences, successes, and knowledge gained from the presence of a multimedia computer in each classroom, along with the desire to continually improve curriculum in all areas and prepare students in the use of new technology, resulted in the Board of Trustees' approval of Phase II of The Lexington School's Technology Plan. Preliminary work on Phase II has begun, with completion anticipated by the opening of the 1997-98 school year. Some high points of the plan are outlined below.



Jeff Milward, Dev Ranjan, and Ryan Preece utilize the Computer Resource Lab.

Update and Remodel the Existing Computer Lab & Create Two New Mini-Labs

New multimedia computers will be added to boost group technology instruction. The old systems in the computer lab, neither of which operates in the Windows environment or meets today's application software requirements, will be replaced. The existing computer classroom, resource lab, and adjacent classroom will be combined. The resulting space will be redesigned to include a more efficient and better equipped computer classroom, along with two new mini-labs.

Each of these three areas will be large enough to hold an entire class. The new computer classroom will have 18 networked multimedia computers and visual display capabilities for whole-class instruction. The two new mini-labs will allow students to do research, work on class presentations, and/or receive instruction from classroom teachers. These smaller areas will have nine computers each, plus working space for nine additional students, allowing individual teachers to bring an entire class to a mini-lab.

Computer-linked Television & VCR for Each Classroom

A large-screen TV connected to the computer will be installed in each classroom. This will allow teachers and students to utilize presentation software for reports and group activities. Having a large television screen to serve as a computer monitor will also provide additional opportunities

Continued on next page

Technology Enters Phase II *Continued*

for computer and curriculum instruction in the classroom. Just imagine what can be done when individual computers at TLS are able to reach whole classrooms of students at once!

TLS to Study & Plan for Internet Access

Changes in the communication and technology fields are occurring too fast for non-experts to know the best approaches. During the next year, using consultants and other available resources, we will attempt to determine an appropriate plan for our Internet needs.

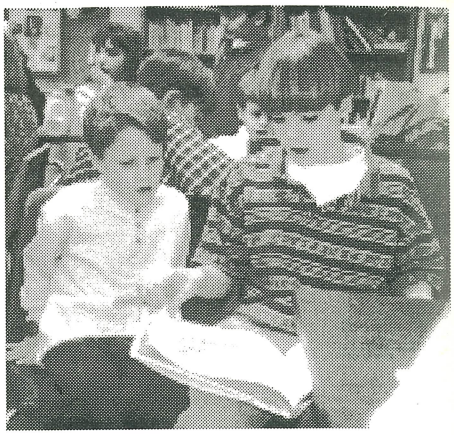
The learning curve is steep. Excitement and enthusiasm have never been higher! Computers have and are continuing to enhance the curriculum in every subject area. Students, as well as teachers, are receiving challenges and gaining skills as The Lexington School strives to provide the best equipment and most current software.



In December, Mrs. Beers' prekindergarten class enjoyed listening to stories about Kwanza told by guest Luceara Cross, hosted by mother Diane Minnifield.

Writing Buddies

The Lexington School's Writing Buddies program began seven years ago as a cooperative effort between fifth grade and the prekindergarten class. Each fifth grade student is paired with a prekindergarten student for the entire school year. They meet about once each month. During these sessions together, the preschooler tells the fifth grader a story, usually about a timely subject like Halloween, dinosaurs, or spring. The fifth grade students serve as recorders; they are also taught to ask open-ended questions to assist in the storytelling. As a part of class work or for homework, the fifth graders then copy the stories, correcting spelling but leaving the wonderful "quirks" of grammar and logic which distinguish the works of four-year-olds. In addition to writing, the pairs often share books that are special to them. At the holiday gathering this year, each fifth grader bought a book for his or her buddy as a gift. The program has now expanded to include the kindergarten.



Collin Cowgill reads to Ben Burchett

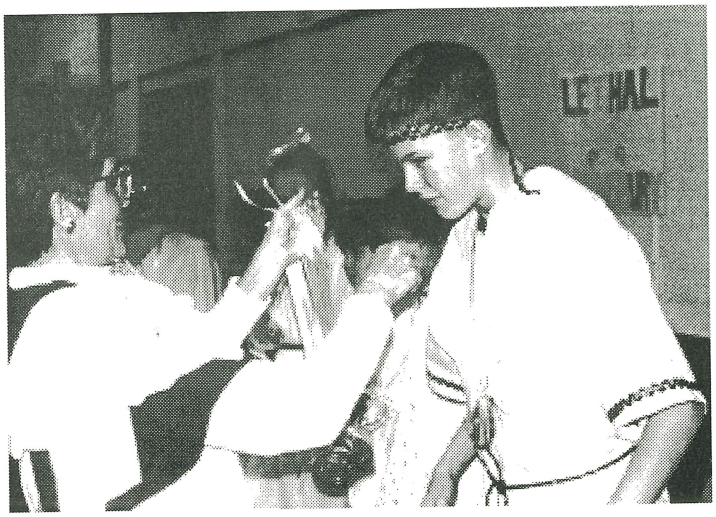


Lena Zimmerman, Anne Hickman, Carrie Grace Shirley & Danielle Logan

It is rewarding to see the fifth-grade students serve as models and caretakers for younger students. The bonds that form often continue, and fifth graders can be spotted drifting down the hall toward the prekindergarten classroom during a break or just after lunch. This year marks the program's full circle as the current fifth graders were the first to enjoy the benefits of the Writing Buddies program.

ΤΛΣ Γρεχιαν Φεστιωαλ
(TLS Grecian Festival)

In January you may have seen The Lexington School's version of the Olympic torch making its way across the city of Lexington. As an exercise in mathematics, the sixth-grade students calculated the distance from each student's house to school and found the most efficient way to pass the torch. The torch traced from house to house for two weeks after leaving the school and returned in time to initiate TLS's first Grecian Day festival. The festival was an interdisciplinary experience. The students in each subject area spent early winter investigating the intricacies of Ancient Greece. In addition to participating in the torch exercise, math classes honed their computational skills and problem-solving abilities through an interactive computer program, ***3001 Math Odyssey***. They manipulated options set in Ancient Greece which brought both subject areas together. In history class, the students relived the days in Ancient Greece when gods and goddesses ruled imaginations and Caesars ruled the country. In Language Arts, each student penned an original myth to share with peers and designed a booklet in the fashion of the ancient Greek people during the time of the first Olympic Games. In science, the students discussed the Greek origin of scientific terms.



Mrs. Owen presents a medal to Grecian Festival participant Morgan Meekins.

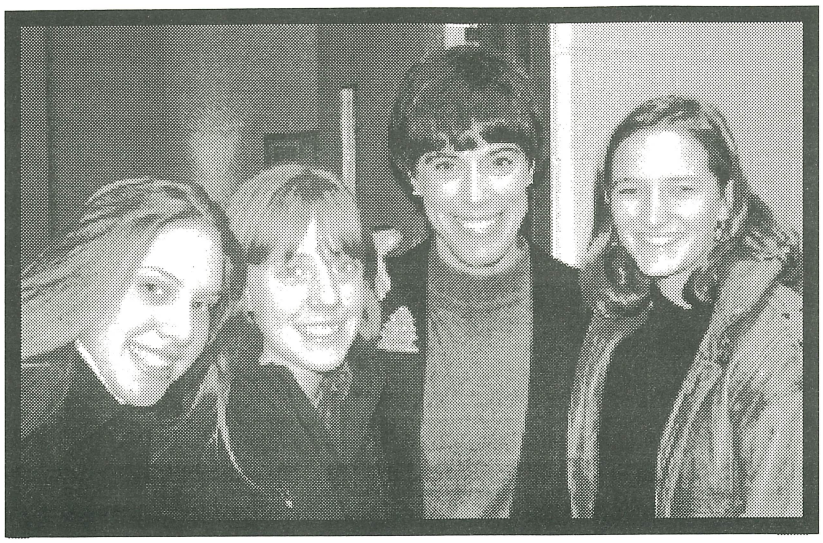
Preparing for the culmination of this study, the students, via art classes, transformed the TLS gymnasium into an Olympic stadium complete with the necessary Grecian columns (Doric, Ionic, Corinthian) and the head of Zeus. In physical education classes, the students learned the original games played in the competitions. Music classes were responsible for finding the right "sound" for the opening exercises.

Each advisor group devised both a name and a coat of arms to represent themselves. They proceeded into the gymnasium dressed in togas following their designated banners. Jane Scott and Stuart Hartley gave the welcoming address and administered the Olympic pledge. From there, the students competed in the long jump, discus throw, javelin throw, shot put and the chariot races. The chariots were old blankets; fellow students pulled the corners while the rider held on for dear life. At the completion of the games, the group went to the lunchroom to enjoy original Greek foods, baklava, figs and grapes. While a harpist played background music, the students shared with their parents the myths they had written.



Proud sixth grade medal winners at the Grecian Festival

Alumni Update



Admissions Director Debby Coleman shares a moment with TLS alums Whitney Bell '96, Katy Willis '96, and Rebekah Gray '96.

Rob Brewer '85 reports that he and wife Kelly are the proud parents of Carter Holloway Brewer, born on May 21, 1996, and weighing in at 7 pounds, 7 ounces. Sleeping through the night from the very beginning, she's a model baby. She does keep her dad on his toes though, and happily so. In October, Rob gave current TLS students and their families his expertise at the annual Boarding School Symposium. As a graduate of Deerfield Academy after his years at TLS, he fielded many questions from students and parents.

Gatewood Arnold '85 continues to live here in Lexington and is self-employed in the real estate world.

Drew Zent '85 has been hard at work for the last two years in the Banquet Division of the Hyatt Regency Hotel in New Orleans. The Super Bowl kept him extra busy in January. In April, he looks forward to a visit from Rob Brewer, who will be in New Orleans to check out the Jazz Festival there.

Kim Badenhop '85 is back in Lexington now after having lived in Philadelphia. She is working full time and is in graduate school at U.K., pointing toward a degree in Dietetics.

Jeff Jefferson '85 and wife Linn celebrated their first anniversary on New Year's Eve. As an attorney, he has recently accepted a full associate's position at Brown, Todd & Heyburn here in Lexington.

Douglas Owens '85x, living in Lexington and doing his part to keep Central Kentucky farmland undeveloped, helps run his family farm, Brookview, in Pine Grove.

Jeff Truitt '85 is busy working with Powell-Walton-Milward Insurance. TLS has appreciated his time and talent as former coach of boys' basketball teams.

Emily Barr '87 and Daniel Richards, from Mansfield, Ohio, were married on December 28 at All Saints' Chapel in Sewanee, Tennessee. Many TLS students already know "Mr. Richards" from the classroom, as he is a substitute teacher. Prior to the wedding, Emily taught Latin at St. Andrew's Episcopal School in Jackson, Mississippi. At the end of this summer, Emily and Daniel will move to Ohio where he will begin graduate school at Ohio University in Athens.

Last spring, **Andy Barr '89** was graduated Phi Beta Kappa, with High Distinction, Magna Cum Laude from the University of Virginia. Having degrees with honors in government and philosophy, he is now living in Washington, D.C. and working as a Legislative Assistant for Congressman James Talent from St. Louis. Andy is doing much research and writing, keeping the congressman informed on a wide range of issues, with a particular focus on small businesses, Medicare, and Medicaid.

As a sophomore at Lexington Catholic High School, **Peter Barr '96** divides his time between academics and the school's varsity tennis team where he plays #1.

Emmy Hartley '93 is enjoying her freshman year at Sewanee. As she was editor of the yearbook her senior year at Miss Porter's, she is using many of those same talents in college. Emmy came back to Lexington in October to take part in the Boarding School Symposium at TLS. As a panelist, she gave her insights on life "away at school." At the end of summer, before her former TLS classmates matriculated to college, Emmy had a reunion at her grandparents' Golden Oak Farm outside of Lexington. **Garrett Graddy, Anne Shropshire, Erica Stillner, Erica Cohen, Ben Reynolds, Sybil Dawahare, Kenneth Anderson, Jason Hills, Catherine Humphries, Alli Collier, Taylor Baker, John Buchart, Mary Shearer, Helen Van Clief,** and **Sara Dean** all enjoyed reminiscing about their TLS years together as they each pointed toward college.

Continued on next page

Alumni Update

Continued

In his junior year at Westminster, **Matthew Hartley '95** was the recipient of the Headmaster's Award, an honor which exemplifies the essence of what a Westminster student strives to be. His combined interests in technology and the stock market keep him current in the ever-changing world of business. On campus, he stays in touch with fellow Westminster students **Hillary Bell '94, Whitney Bell '96, Meredith Lyster '94, Gray Lyster '96,** and **Katy Willis '96**.

Jay Philpott '93x is working hard at Presbyterian College in Clinton, South Carolina and is looking forward to a month-long opportunity to study history at Oxford University in England this summer.

Gerald Ward '79 has been living in Lexington for the past six years and is happily married to Lois Chaffins Ward who serves as the Director for the Nest. Gerald is practicing family law with **David R. Marshall '74** who has two children enrolled at TLS.

Juliana Gregory '86 is living in Atlanta and is an Account Manager with Airgas, Inc. Her specific project with Airgas, Inc. has been to develop a sales program with municipalities across the United States.

Case Clay '89 is working at Arlington Park Racetrack and has enrolled as a student at Chicago's world renowned comedy club "Second City." Watch out, Jay Leno!

Living in Richmond, Kentucky, **Michael T. Hobe '77** is hoping to start an Interdenominational Church there. In the meantime he is selling real estate.

In 1995, **Neil Wellinghurst '75** and his brother, **Jon Wellinghurst '78,** opened a restaurant in Louisville, Judge Roy Bean's. The restaurant has already been granted a distinguished award; Restaurant Hospitality magazine rated Judge Roy Bean's short wine list the best for 1996. The brothers can be reached at (502) 451-4982 and Jon's on-line address is JKWELLINGH@AOL.COM.

Emilie Kay Wilson '85 was married last summer to Ford Stanley. The wedding took place in Lexington, but the couple will reside in Oxford, England as the husband is currently attending Oxford University.



Mr. Greg Gunn, newest addition to the TLS faculty, enjoys teaching sixth-grade math.

The Crunch on Lunch

by Kaitlin Chamblin

You might have noticed some small changes made to the lunch menu. This is because the school is trying to offer more low-fat and vegetarian options. The changes are still in the planning stages, and we will see more throughout the year. The administration has been hard at work trying to update the menu. Mr. Thompson, Ms. Baker, and two parents from TLS went to a food show in Louisville last October to look at new menu options for TLS. Many of the venders at the show set up creative displays and gave samples of their food. The TLS representatives even sampled some exotic ostrich meat, but unfortunately, it will not be one of the changes to the lunch menu. With the creative new ideas they viewed at the food show, I'm sure we will be seeing some exciting new options in the TLS lunch menu.

–Reprinted from *The Colt Courier*, the TLS student newspaper, Vol. I, No. 3.

From the Board

by Nancy Grimes, President



The Mission Statement is the key document that guides every independent school. It stands on a pedestal and requires absolute adherence to its message in order for a school to be honest about what it is trying to do.

A school's Mission Statement characterizes the type of education the institution is advocating, the type of student it wishes to attract and the qualities regarding character and academics it desires to promote.

The Lexington School is in the throes of two major school-wide studies this year. The ISACS (Independent Schools Association of the Central States) seven-year review begins. This is a self-study conducted by all constituencies of the school. An accreditation team from ISACS schools will visit TLS next spring to determine if the school is doing what it says it is doing. In other words, is the school being true to its mission? The second project taking place is a new long-range plan for the school. Once again, this utilizes representatives from all school groups. The previous Long-Range Plan is being reviewed and updated with new permanent objectives, goals and action plans. As with the ISACS self-study, the long-range planning committees must determine if the school is following the guidelines set out in the Mission Statement. The two studies have been integrated to avoid duplication.

In a time of transition when a new headmaster is becoming immersed in the school culture there is always the question about whether or not the school is being consistent with past actions. Is TLS living by its traditions? Is TLS what it says it is?

Change brings excitement and renewed energy to a school. However, change also brings unrest, insecurity and the fear of the unknown to all constituencies. As in any business or organization, change is necessary and must occur for an institution to grow and advance. There is pain and exaltation in change, but the heart and soul of the school must remain strong and focused

TLS MISSION

The mission of The Lexington School is to prov
to students in preschool through ninth grade.

Within the context of a traditional acad
the fine and performing arts as well as p
curricular activities, the school sets high
and girls to be their best.

While fostering a love of learning, TLS s
social responsibility, and appreciation for

- *The programs of the school promo*
  well as develop initiative and se
- *The school provides activities whic*
  the benefits of community invo

The school welcomes girls and boys with
the issues relating to differences among

TLS strives to serve the evolving needs

The school responds to differences amon
interest of each child.

In a structured, nurturing environment, The
enthusiasm for learning and a strong work ethi

on what the school is trying to achieve.

Preparation for work on the ISACS self-study and the long-range plan included a review of the Mission Statement. Members of the faculty, administration and Board of Trustees met

STATEMENT

vide an education of the highest quality

demic curriculum which incorporates
physical education and extra-
gh standards and challenges all boys

strives to impart a sense of moral values,
or the uniqueness of each individual.
ote personal and academic integrity as
elf-confidence.
ich allow students to see and experience
olvement.

h diverse backgrounds and is responsive to
g children.

s of its families.

ong students while recognizing the best

Lexington School seeks to instill a life-long
hic.

in various arenas to review the mission statement to ensure that TLS is absolutely true to its mission. As a result, this group presented to the Board of Trustees a revised Mission Statement detailing what TLS is and aspires to be. This revision did not change the focus of the previous Mission Statement but fine-tuned what was already there with fresh words and recognition of changing characteristics of children and families of the future.

The Lexington School is rich in tradition and quality of program. Changing program content and structure can be accomplished without loss of tradition or sacrifice of quality.

Traditions are a series of building blocks. Some fall, but the foundation remains, and new traditions are added to the foundation. Each class of students at TLS treasures the established traditions but wants to make its mark on the school with traditions of its own. This strengthens the sense of ownership and pride in one's alma mater.

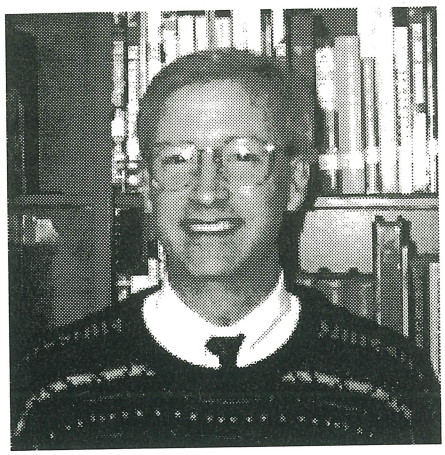
The Lexington School offers security, a nurturing environment, commitment to what is best for the child and opportunities to build self-esteem and self-reliance. In return, children give TLS their minds, their energy and their excitement at discovering new worlds. A child of the 50's or 60's did not have the choices and media barrage available to the 90's child. These external interests and diversions require a different approach to teaching and elicit a variety of learning styles not recognized 30 or 40 years ago. The renewed Mission Statement addresses these changes in times.

Review the Mission Statement of The Lexington School. Familiarize yourself with it. Whenever you have questions about the school's direction or philosophy, go back and re-read the mission. Embrace it as the foundation for how children are educated at TLS. The basic philosophy and premise on which TLS was founded have not changed. Leadership styles change; children and parents change in a changing world, but the mission of The Lexington School remains constant and sound.

Headlines

by Bob Davis

For those who know me well, it comes as no surprise to hear me speak of a school with "soul." I believe that there are characteristics which distinguish those institutions endowed with a unique quality of spirit which is noticeable the moment a person steps through the front door. In a recent school address to the faculty, I had the opportunity to share my vision for a school with soul. I have included a portion of these comments for your review.



A school with soul is a school where people are equally passionate about their subject matter and their students. With regard to subject matter and teaching technique, I want to elaborate on something which well-known author Joseph Campbell says "form should be secondary to the message." I am impressed with the idea presented by author-educator Sarah Lawrence Lightfoot when she talks about one's passion for the subject matter taking precedence over the manner in which that subject matter is delivered. Without passion we simply pass on information. For me, it is more important to see that deep emotional connection a teacher has for the subject matter and the child than to see a teacher employ every new teaching technique that comes down the path. The teachers you remember as being most effective were the ones who invested their confidence in you AND held you to a higher standard. They made you believe that you COULD do what you were not so sure that you could do. They were also the ones who were willing to take extra time to offer any support you needed. Today, some of those same teachers still employ a teacher-centered approach, AND others of those teachers are using every new trick in the pedagogical book. The central issue is ***not*** *the form; it is the message–that commitment which compels us to do everything we can possibly do for the children because we believe in them. I am not talking about making their lives easier in order to protect their self-image–I am talking about enhancing their self-image by working directly next to them and giving them the tools to accomplish their goals. Passion for kids means that periodically staying late after school or attending some of the student dances, games, or performances will not be viewed as a burden.*

In a school with soul, all professionals resist the temptation to be judgmental or cynical. They give their peers and students the benefit of the doubt; they look for and assume the best in others. They will not talk unprofessionally; they will not pass on the "hot news" of the day because they know this will kill the spirit.

In a school with soul, all professionals are flexible. The needs of the organization always come first.

A school with soul values the community. The pressure created by a high level of academic commitment categorically calls for the need to take breaks and nourish the spirit in gatherings. I think it is not only okay, but important, for adults to be silly and to show their vulnerability and humor. In a school with soul, there is hard work, and there is dancing and singing for the fun of dancing and singing.

In a school with soul, there is a value in understanding that deep learning does not occur only within the four walls of the classroom. People seek ways to augment their curriculum with out-of-class experiences.

In a school with soul, the students want to come to school even when they are sick because they are afraid they will miss something. Their fear is not merely getting behind–it is the fear that they will miss something good–something which has become an important component of their daily lives.

In a school with soul, you will find a commitment to issues beyond ourselves, like community service, renewal via the wilderness, and cultural opportunities outside the school.

Many of these qualities have long been a part of The Lexington School; like all schools, some areas continue to need our collective attention. I am excited to be a part of a school community that is committed to building and refining a program unparalleled in this city.

TLS Initiates Two New Class Trips

Today's students are not likely to view totally unfamiliar signposts in the world in which they live. The elements of silence and self-reflection are not common components of their lives. The outdoors creates a "natural" classroom which cannot be duplicated within four walls. It allows the student to look inward, to strip down to the bare essentials, and to listen to the silence around him. Experiences in the wilderness are a valuable part of a young adolescent's life, and that is why TLS chooses to augment the curriculum with such trips. These journeys are not planned to break the routine of the school year or merely to entertain. They are an extension of the lessons being taught in the classroom. The sixth and eight graders spent the fall at Tremont and Bradford Woods, respectively. The seventh and ninth grades will embark on their adventures this spring.

> *"I divide travel into two categories: trips to places similar to your own culture, and trips to areas where things are vastly different from what you know — where there are few, if any, familiar signposts. I've always felt the latter to be the only form of true travel. It's then, when you feel the contrast, that you learn things about yourself that you would never even think to ask."*
> **-Rick Ridgeway, Coordinator of Patagonia**

The ninth graders have a wonderful journey planned to the southwest that will culminate the TLS experience and provide a lifetime of memories. On March 31, with packs on their backs, twenty-seven individuals will board a plane for Phoenix. The next two weeks will be spent camping, hiking, rafting, and visiting some of our country's most spectacular areas — Grand Canyon, Zion National Park, and Bryce Canyon National Park are a few. Trading in their packs for shorts and padded jackets, the group will experience the cool water of the Salt River and raft the Class II and III rapids. The ninth graders will experience the grandeur of the southwest geology and the unique diversity of the desert biology as well as spend time on a Navajo reservation. Study has begun in their classrooms to help the students develop an awareness of the area before they arrive. The students will pare their belongings down to the bare essentials and leave the "modern conveniences" at home. Through it all, these experiences will allow TLS to send its graduates away in June with the best academic preparation possible as well as the ability to be comfortable in new and strange worlds like the Paria Canyon wilderness, boarding schools of the east, or larger high schools in Lexington.



Mr. Frank Hardesty and Sandy Stuart on a ninth-grade science outing.

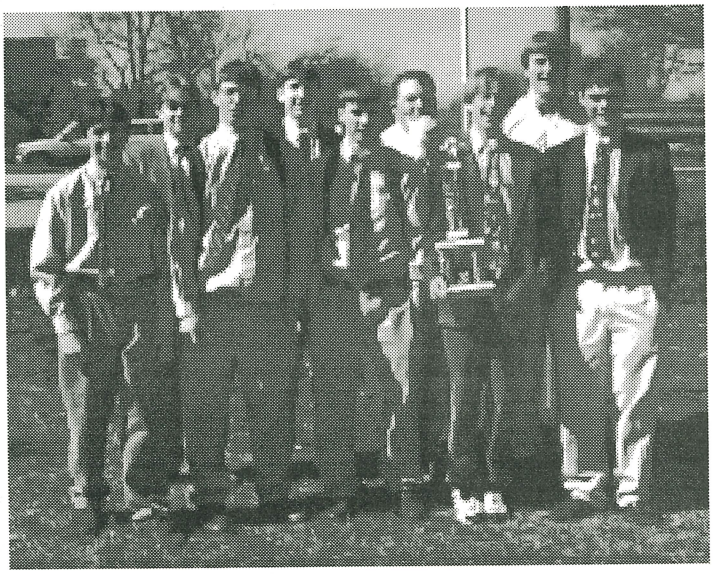
The seventh grade will go to the Green River Preserve in Brevard, North Carolina, a majestic, private, natural preserve nestled on 3500 acres in the heart of the Blue Ridge Mountains. After beginning an interdisciplinary unit based on the novel, The Education of Little Tree, at school, they will move to the preserve to continue their studies. By coordinating the classroom study of the novel with a hands-on experience in the environment in which the novel was set, the students will gain a profound understanding of the book's central themes—cultural heritage, ecological respect and interconnections.

During the stay, seventh graders will be exposed to aspects of the science, history, art, and philosophy of the Blue Ridge Mountains and its people. Our students become participators in the most basic way as they try to relive some of the experiences that Little Tree had in the novel. The preserve is much like Little Tree's home—remote, undisturbed and wonder-filled.

Wilderness education allows schools to offer experiences that enhance confidence, independence and self-reliance.

Winter Basketball News

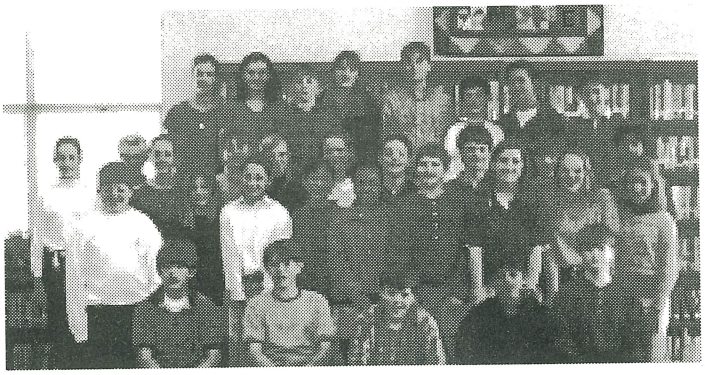
During the 1997 winter season, TLS continued to support its tradition of basketball competition. When asked, TLS graduates regularly recommend with gusto that younger students commit to a basketball team "even if you cannot dribble the ball." This recommendation comes from those who discovered the magic of working as a team and the benefits of learning and refining skills. This year's ten teams were composed of girls and boys from fifth grade through ninth. Students in fifth through eighth grades participate in the Lexington Parochial School League. The boys' and the girls' freshman teams compete with both independent parochial and public schools. The boys' freshman team entered a tournament hosted by Frankfort High School. Four teams participated in this invitational: Frankfort High School, Anderson County High School, Western Hills High School, and TLS. The Lexington School team prevailed and managed to win the tournament, even after losing a star player to a knee injury. The Frankfort High Invitational trophy proudly represents a great year.



Boys' varsity team after winning tournament hosted by Frankfort High School. Front row, left to right: Elliott Miller, Graham Kenan, Rob Dalton, Reed Grimes, and Todd Detjen. Back row, left to right: Joe Porter, Nick Nicholson, Bryan Lyster, and Sandy Stuart. Not pictured: Bo Bromagen.

Speech Team Delivers the Word

If you have ever stood in front of a group to speak, even for a moment and about a subject you know well, you are aware of how difficult this can be. Try to picture



1996-97 TLS Speech Team

yourself standing in front of an audience of your peers during a weekly upper school assembly delivering a piece of prose or duo improvisation.

This is what the TLS Speech Team has been doing to prepare for the Kentucky Education Speech and Drama Association's State Tournament, to be held in Lexington later this month. Students in the sixth, seventh, and eighth grades began early in the fall choosing partners, selecting materials, and working during study halls and after school practicing one-on-one with Gretchen Young, the team coach. They have competed in three tournaments so far this year with impressive results. The most recent competition was held at Northern Kentucky University from which TLS proudly returned with a trophy.

> ***"I love this team . . . they are a young team, willing to work and very enthusiastic, but most of all, they are creative."***
> ***–Mrs. Young,***
> ***Speech Team Coach***

Participation in this activity builds skills in public speaking and increases self-confidence; it is a valuable extension of our upper school drama program.

First Headmaster's List
Students with an academic average of 9.5 or better

9th grade
Ashley Bromagen
Justin Kearns
Lucy Hinkle
Chapin Hoskins
Kristin Landfield
Molly Nicol
Emily Wetter

8th grade
Carol Buker
Todd Detjen
Emily Larish
Cameron Lord
Kelsey Hitchingham
Kathryn King
Katherine Prewitt
Darsh Ranjan
Sarah Ryan

7th grade
Kristin Chin
Callie Brooks
Brianna Egan
Rodes Fisher
Sarah Kendrick
Lucy Lagrew
John Playforth
Alden Purdy
Elizabeth Ruch
Emily Ryan
Amy Wetter
Eli Zimmerman

6th grade
Sarah Conley
Katherine Davis
William Dowden
Thomas Falace
Ting Ting Fu
John Gilbert
Dani Ifland
Bradford Johnson
Andrew Keyser
Russell Lloyd
Emma McClellan
Jason Mok
Lauren Palmore
Lauren Parrent
Ross Rosenstein
Andrew Schwartz
Jane Scott

Second Headmaster's List
Students with an academic average of 8.5 or better

9th grade
Anne Cassidy
Rebecca Karem
Emily Milward

8th grade
Marli Baumann
Thomas Bell
Kaitlin Chamblin
Matt Craig
Anne Gay
Reed Grimes
Evan Lewis
Joe Lagrew
Katie Miller
Anna Coleman Prewitt
Todd Rogers
Emily Scarr
Rush Scott

7th grade
Benjamin Ezrine
Kevin Hogue
Blake Isernhagen
Anders Kelsey
Gunner la Cour

6th grade
Marta de Movellan
Anne Kendrick
Anita Kim
Stuart Hartley
Sarah Martin
Morgan Meekins
Ryan Miller
Tiffany Murff
Faulk Simon
Elizabeth Tucker



String ensemble performs during the finale of the annual holiday concert.

CELEBRATION '97

Saturday, May 10

Mill Ridge Farm

The Lexington School
1050 Lane Allen Road
Lexington, Kentucky 40504
606-278-0501

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