TLS The Lexington School

WHERE FUTURES BEGIN April 1999

The Tradition of Giving Continues at TLS



Abercrombie Family Photo

Mrs. Josephine Abercrombie, who founded The Lexington School on Monday, September 14, 1959.

It was my great pleasure to welcome Mrs. Josephine Abercrombie back to campus on December 10, 1998, after an absence of a few years.

The teachers were terrific about stopping to introduce themselves, telling Mrs. Abercrombie how appreciative they were that she founded the school. Mrs. Abercrombie was particularly impressed with the group of veteran teachers she met, people who have devoted more than 20 years of their professional careers to the school she set in motion. Our foreign language teachers discovered that Mrs. Abercrombie's Spanish is stronger than her French.

But the impressive grace of the faculty was exceeded by our students. I have never been more proud of a body of students than I was during Mrs. Abercrombie's visit. Most were going about their business, learning, studying, laughing, and talking. During snack recess one student offered Mrs. Abercrombie cookies. Lucy McKinstry and four of her buddies offered Mrs. Abercrombie goldfish snacks while they hung out and talked with her ("Are you related to the name on the plaque in the front hall?"). Sarah Fishback stopped to say hello (her father was in the first graduating class), and Sarah Kendrick took some time to chat, allowing me to introduce her as President of Student Council.

Mrs. Abercrombie is comfortable with children of all ages. She has that natural comfort with young people, and they pick up on it immediately. She clearly loves children, and they respond to her.

Mrs. Abercrombie still feels engaged with The Lexington School and follows our growth and success with interest. Seeing the big gym, she also asked, among other things, whether our teams are winning, pointing out that that is good for school spirit.

In the long tradition of independent schools in New England, from which I have come, students and teachers simply don't know the people behind a school's birth. It is a great pleasure, then, for me and for others to know and talk with the courageous individual who envisioned all this school decades ago. My hope is that great numbers of our students, through Mrs. Abercrombie's example, will learn that even in a large, complex world, one individual can make a substantial difference. *— John Fixx*
Headmaster



Lexington Herald-Leader Staff Photo

Mia Moross, center, and her classmates H. G. Wells and Magda Stewart made plans for the event that would benefit the Lexington Humane Society. See article about this community service as well as those performed by other TLS students on pages 4-5.

From the Head

Dear Families,

New Canaan Country School, in New Canaan, Connecticut, very similar in size and academic challenge to The Lexington School, has as part of its mission statement: "The school believes that childhood is not solely preparation for adult life; it is in itself an integral part of life and is to be lived fully and happily."

I have thrilled to see that same attitude vigorously alive in our classrooms, on our fields, in the cafeteria and in our hallways. The Lexington School is full of laughter, it is full of joy, and it is full of natural exploration and stretching. Our masterful teachers, believing strongly and appropriately in a developmental approach to learning, take students from where they are and help them move encouragingly forward throughout the day, the weeks and the year. Our students attack their days here on campus "fully and happily."

During our recent sessions on and off campus regarding the long-range direction of The Lexington School, the idea of diversity and multiculturalism received much discussion. In addition, the Independent School Association of the Central States in its praising of The Lexington School nonetheless challenged us to accelerate our efforts to identify and attract students, teachers and trustees who can broaden the mix of people within our learning community.

"Simply, schools that pursue diversity are better places for learning than those that don't."

Simply, schools that pursue diversity are better places for learning than those that don't. How students spend their days on campus, the quality and quantity of interactions with people who are different from themselves, is significant. At The Lexington School we are turning diversity into an educational asset feeding our students' curiosity and skills analysis.

Schools are becoming more sophisticated about how we think of diversity. If a person is white, female, married, a mother, Irish, American, Roman Catholic, a naval officer, and a survivor of Desert Storm, to how many cultural groups does that person belong? Edgar Beckham, formerly the Dean of Wesleyan University and now Connecticut's Chair of the State Board of Education, argues:

"That they are, like all cultures, more or less cultures, that is, that they are larger or smaller arrangements of responses to life, through language, through forms of government, through the exchange of stories and the passing on of lore, through friendship patterns, clothing, ceremonies and memories--all shared by members of a group. In that sense they are all cultures and she is part of all of them."

"In other words, she, like all of us, is multicultural, and getting to know her is a matter not only of getting to know all the streams of culture that flow through her," Beckham writes, "but also getting to know the variety of ways in which the streams interact." We want our students to move toward that knowledge steadily and without hesitation, developing habits of reaching out here on campus that will serve them and the larger society throughout their lives.

Historically, The Lexington School has always been known as an incredibly friendly, warm community. We can justifiably boast of these distinctive qualities. Indeed, this atmosphere won the hearts of the Fixxes when we first began considering the school. During the coming months and years, though, I will be asking us to push beyond mere friendliness to embrace the deeper values of a community of human differences. I will ask that we treat each other—teachers, parents, students—as if they were friends and maybe they will become so.

We will embrace differences as a way of strengthening our sense of community. We reject intolerance and separatism, and a healthy community celebrates the differences that characterize all of us. I am excited about where The Lexington School is today and am even more excited about ways we can continue to strengthen how we serve our young people. I agree with a Zen instructor named Suzuki who is quoted as saying, "Everything is perfect, but there is a lot of room for improvement."

— John D. Fixx
Headmaster

A Voice from the Past

This month of March has always been fascinating to me for I find it full of contrasts. March signals the coming of spring, with its welcomed relief from the bleakness of winter. The reawakening and growth process in nature is a joy to us all.

In the contrast of a tender, vulnerable young shoot and a sturdy, independently strong plant I see a symbolic parallel to the growing up which occurs between the age level extremes existing within the scope of our student body.

I would like to focus upon a few of the forces between these two extremes, for it seems that they constitute the reason for the existence of The Lexington School in the first place.

As we conclude our preschool admission screening we reflect upon the many fine children we are privileged to interview. They range all the way from the young child who is "scared to death" by having to leave his parent's side and go into a strange room with an unknown teacher, to the secure youngster who is able to tell his mother goodbye at the classroom door.

I have always been interested in the contrast between these two extremes for I believe that the difference is due to the training the child receives within the home....

I well recall a delightful young girl I had in the fourth grade in Virginia. Her parents had spent endless hours in lavishing their time and effort upon her and all seemed to be ideal except for the fact that the child was woefully lacking in self-confidence. In counseling with the mother I discovered that the adults in the child's life were doing everything for her and not giving her an opportunity to grow as an independent, self-assured child.

After lengthy discussion, the mother finally agreed that she would permit the child to go into the familiar small, neighborhood grocery by herself and purchase a loaf of bread, check the change and bring her purchase to her mother's car in the store parking lot.

The mother reported to me the following day that the smile on her daughter's victorious face upon returning to the car was almost overwhelming to the mother who confessed that she almost "died" when the child walked hesitatingly and disappeared from view behind the grocery counter.

This mother was able to provide for her daughter the significant dimension of her confidence that the daughter could think and act independently, and I am pleased to report that the child has grown to become a lovely, self-confident young mother.



Parent letter from Norton Pritchett,
Former TLS Headmaster
Winter, 1978

Community Service continued from page one

A Benefit in the Sixth Grade

On December 4th, one of our industrious young sixth graders, Mia Moross, hosted her Second Annual Holiday Benefit. Last year she became the youngest person in Fayette County to host a benefit function for local charities. Last year the gathering was geared towards gathering toys for underprivileged children. This year's event benefited the Lexington Humane Society. In all, the donations of food and supplies were enough to fill the Humane Society's "Wish List" many times over.

The event, held at the Lexington Country Club, was well attended by Mia's sixth grade classmates as well as by many of the parents and advisors of the sixth grade. Also in attendance were Middle School Division Head Una MacCarthy and Headmaster John Fixx. A good time was had by all as our sixth grade students learned a very real and very valuable lesson in the true spirit of the holiday season. The evening was truly a smashing success. Kudos to Mia for her hard work and commitment to help further the causes of others.

—Greg Gunn
Middle School Math Teacher



Photo by Linda MacKellar

Kindergarten students, Janice Cheng, Paul Vozzo and Crawford Ifland gathered clothing for the infants at the NICU at the UK Medical Center.

Little Helpers Make a Big Difference

The preschool has been involved with the University of Kentucky Neonatal Intensive Care Unit by donating clean, new or used infant clothing and blankets to the UK Children's Hospital. The staggering cost of an extended visit in the NICU leaves many families in a difficult financial position as they incur the costs of an out-of-town stay or constant travel expenses. Our children collected two large boxes of clothing to contribute.

To give this project relevance, the NICU mobile ambulance visited the school in November to give the children an up close and personal idea of the care that premature newborns receive as they are transported to UK. The transport team gave a guided tour through the ambulance and acquainted the children with the portable bassinet. The ambulance elevator provided each child with an exciting ride to complete the visit.

—Mary Beers
Preschool Division Head

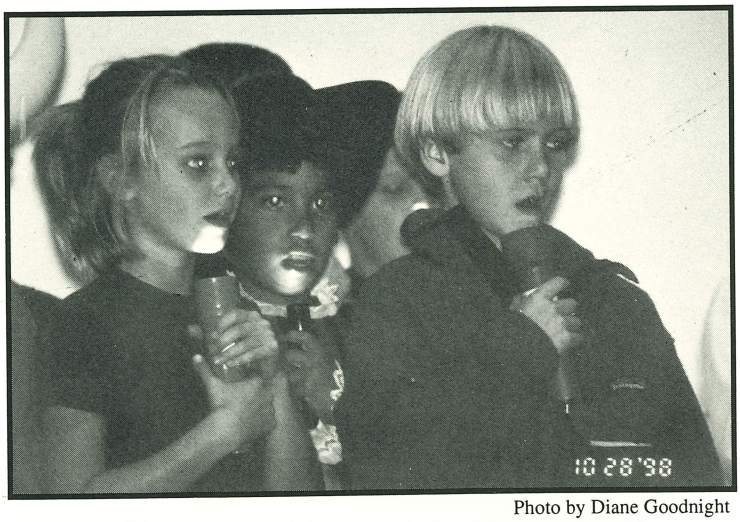


Photo by Diane Goodnight

Third graders from left: Mallory Pfiester, Tavis Goodnight and Harrison Langley brightened Halloween time for patients at the Shriners Hospital for Children.

Sharing Some Music Magic

Our third graders spread some Halloween music magic as they entertained patients and their families at Shriner's Hospital on Wednesday, October 28th. The TLS third graders sang songs from Boo Sing and added some original poems and stories under the direction of their classroom teachers Mrs. Calkins, Mrs. Moloney and Ms. Simon. At the close of the program, our TLS third graders offered two more treats: a collection of original stories and a pumpkin full of candy.

—Martha Anderson
Lower School Music Teacher

Trading Algebra Books for Shovels Comes Easily for TLS Students

Community Service is an important component to the Middle School program. Each year, with help of parent volunteers, the Middle School students participate in eight hours of community service. We break these hours up into three different components and search for outdoor activities for the fall and spring and indoor activities for the winter. In grades six through eight, these hours are organized and fulfilled during the school day. When reaching the ninth grade, the students have more independence in the service that they do. Freshmen draw on the activities from the earlier years and craft experiences that best suit their interest. Their advisors help chart the hours and give suggestions. By this point, community service has become part of their lives and for most, fulfilling the requirement comes easily.



Photo by Laurie Keyser

Seventh and eighth grade community service took Charlie Westin, Gordon Guthrie, Jeremy Foon, Jason Mok, Ryan Miller and James Frazier to McConnell Springs where they cleared honeysuckle and ground cover which had overgrown the area.

Trying to find activities that serve the community well and are fun for a middle schooler comes easily in the Lexington area. For the past few years, The Lexington School middle schoolers have adopted McConnell Springs as their favorite project. This fall, seventh and eighth grade students enjoyed a dress down day for classes on a brisk autumn morning. Students piled out of the cars in car line with leather gloves and shovels replacing algebra books and English essays. They were ready for the afternoon, clearing brush at McConnell Springs. Late in the morning, the students assembled in the theater for the task of dividing up into driving groups. With the help of several parents, ninety individuals were broken into small groups and assigned a parent volunteer for the afternoon. With bag lunches and tools in hand, the group headed down the road with the enthusiasm for a long day of physical labor that only a middle schooler could have.

After the picnic lunch at McConnell Springs, a park representative instructed the students in their task of clearing a small area of honeysuckle and ground covering. The park is trying to make the back area more accessible to wheelchairs by building a concrete path. The honeysuckle was no match for our students, and within three hours all were surprised at what was accomplished. Dirty and tired, the students fell back into the cars looking forward to the winter day when once again textbooks will be traded for a pair of helping hands.

—Una MacCarthy
Middle School Head

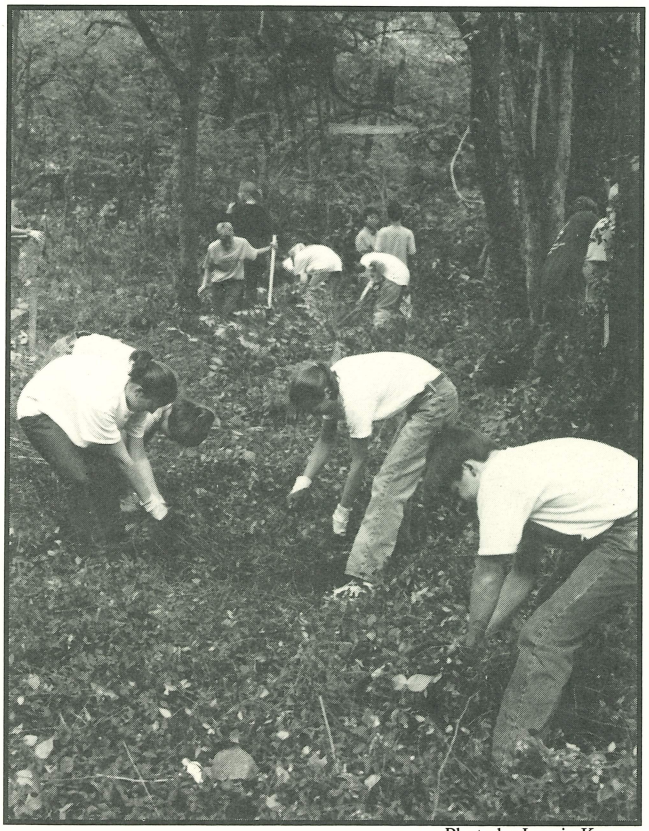


Photo by Laurie Keyser

Eighth grade students Lauren Palmore, Tiffany Murff, Russell Lloyd and Matthew Dunnington pulled vigorously on some stubborn ground cover when they worked at the Springs.



Photo by Linda MacKellar

Headmaster John D. Fixx, standing at left, hosted the monthly Alumni Council meeting in his office. Also standing, from left: Elizabeth Host Dupree '79, Liz Polk '78, Renie Ingram Parsons '81, Director of Development Brynn Gallaher, Coordinator of Alumni Affairs Lucy Johnston McKinstry '66 and Melanie Smith '88. Seated in front, from left: Student Council President Sarah Kendrick '99, Alumni Council President Cy Alexander '75 and Todd Trimble Graddy '64. Not pictured: Margaret Cowling '64X and Elizabeth Gay Freeman '79.

in the know

Alumnus

A Latin word meaning a male nursling or foster child

Latin— *ah-LUU-mnuus*

English—*ah'lum'nuhs*

In English, a male graduate or former student of an academic institution, and even of an instituion not commonly thought of as academic. The Roman intention of the word helps us understand the idea of ALMA MATER as "nourishing mother," as explained on page 7.

Alumna

In Latin, one female foster child

Latin— *ah-LUU-mnah*

English—*ah-lum'nah*

In English, one female graduate or former student

Alumni

In Latin, more than one male foster child

Latin— *ah-LUU-mnee*

English—*ah'lum'nī*

In English, more than one alumnus or an alumnus and an alumna or a mixed group of alums

Alumnae

In Latin, more than one female foster child

Latin— *ah-LUU-mnī*

English—*ah'lum'nee*

In English, more than one female graduate or former student.

Dear Alumnus,

Just over a year ago, I attended the first meeting about forming an Alumni Association at The Lexington School. Many ideas were shared, memories rekindled, and the seed was planted. An Alumni Council was elected and assumed the responsibility of building the foundation for a loyal, close-knit association that could become a meaningful resource for our school. As the year progressed and we began to find our way, questionnaires were sent to all possible Alumni so that we could actually gauge the work to be done. We'd like to thank all of those who took their time to return those to us. It is amazing to see the breadth that our lives have experienced.

In the meantime, some very generous Alumni volunteers were performing in-class readings much to the enjoyment of our lower school students. The Alumni Council even consulted with the ISACS team as to our function and direction. Celebration was also a special time for our Alumni to be recognized at a school community function. To end the '97-'98 year, the Alumni Council treated the graduating seniors to an Alumni luncheon, not only to welcome them into our Association but also to enrich the Alumni Council members who were present as to the closeness and family-like trust that these seniors have developed over their years together.

As the '98-'99 year began, the Alumni Council picked up right where we had left off. With our foundation strong, we began to build and act on our ideas. A new set of bylaws was developed and adopted. Bioprofiles of our Alumni have been written and included in each newsletter. Several members have been added to our council. We hope to benefit during our monthly meetings with the presence of a graduating class representative, Sarah Kendrick, who will help us better understand how to make our association more attractive to young alums.

This fall season, Alumni gatherings helped to familiarize John Fixx, our new headmaster, with some of the history and experiences of the past thirty-nine years. 1998 was wrapped up in true Alumni form as the Class of '88 held their tenth reunion with much success and the Class of '78 also came together for their twentieth.

The TLS newsletter seems to be a natural way to communicate both with other Alumni, and to present our past to the families and students of today. Last year, we were given one page per newsletter, all that we really deserved, since our galvanizing efforts were so embryonic. With the help of some wonderful Alumni contributions and great bioprofiles and articles by our council members, I am very pleased to share that so far this year we have taken twenty-two of the thirty pages printed for the newsletter.

The Association would treasure any historical memorabilia that you may have and any articles that you would like to submit for the newsletter would be equally welcomed. The more we hear from our Alumni the stronger we become. For all of our Alumni who are fortunate enough to add a new member to their TLS family, the Alumni Association will send them a special TLS T-shirt for newborns.

The Alumni Association is here to help you. Consider us another resource, whether it be for educational, social, or career needs. We look forward to hearing from you as we approach the millennium.

— Cyrus Alexander '75
Alumni Council President

Have You Heard?

Stephen Schindler M. D. '78 has recently moved back to Lexington and joined his father's medical practice. He and his wife Pat have two children, Alex Ryan and Haley Katherine. His brother, **David Schindler '79**, began the new year with a new job. He is Director of Marketing for an internet business in the Atlanta area. Youngest brother **Christopher Schindler '81** is a successful attorney at the oldest and largest law firm in Washington, D.C. He and wife Joanna have a 20-month-old girl, Emma.

Alice and Lindsey Ingram feel so fortunate to have all four of their TLS graduates living in Lexington. **Renie Ingram Parsons '81** and her husband Greg have two children, Emory and Spencer. (See article by Renie and photo on page 10.) Renie has been very active on the Alumni Council and they look forward to being TLS parents next year. **Annie Ingram Chapuran '83** and her husband Jeff have two children, Jeffrey and Taylor, and another one on the way. Jeff and Renie's husband Greg are both attorneys at Stites and Harbison. **Lindsey Ingram III '85** is a lawyer at Stoll, Keenon and Park. He and Sheila were married in July, 1997. **Hanly Ingram '89** graduated from Duke University in 1996 and is in his third year at UK Law School. He is a Combs Scholar at UK, which is one of the most prestigious law school scholarships in the country. He will clerk for a federal judge for one year after graduation, and then join his brother and father at Stoll, Keenon and Park.

Webster Cowden III '83 and his wife Florence Ellen, who live in Montgomery, AL, are expecting their first child right away.

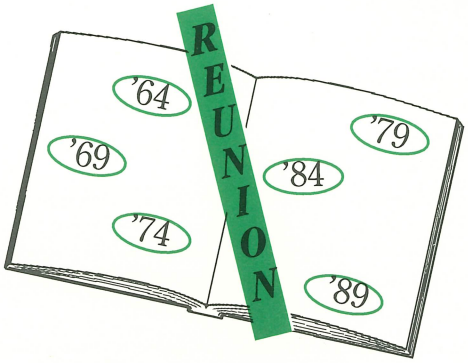
Christopher Smith '83 will marry Laura Plummer in St. Louis on June 5, 1999. Christopher recently bought a house in Ladue, MO, where the couple will live. He is a financial advisor with Morgan Stanley Dean Witter. Cont. on page 13

Remember Your Three Rs?

Reflect

Remember

Reconnect



Friday, May 7, 1999 TLS Library 6:30 p.m.

THE LEXINGTON SCHOOL TLS

Alumni Affairs

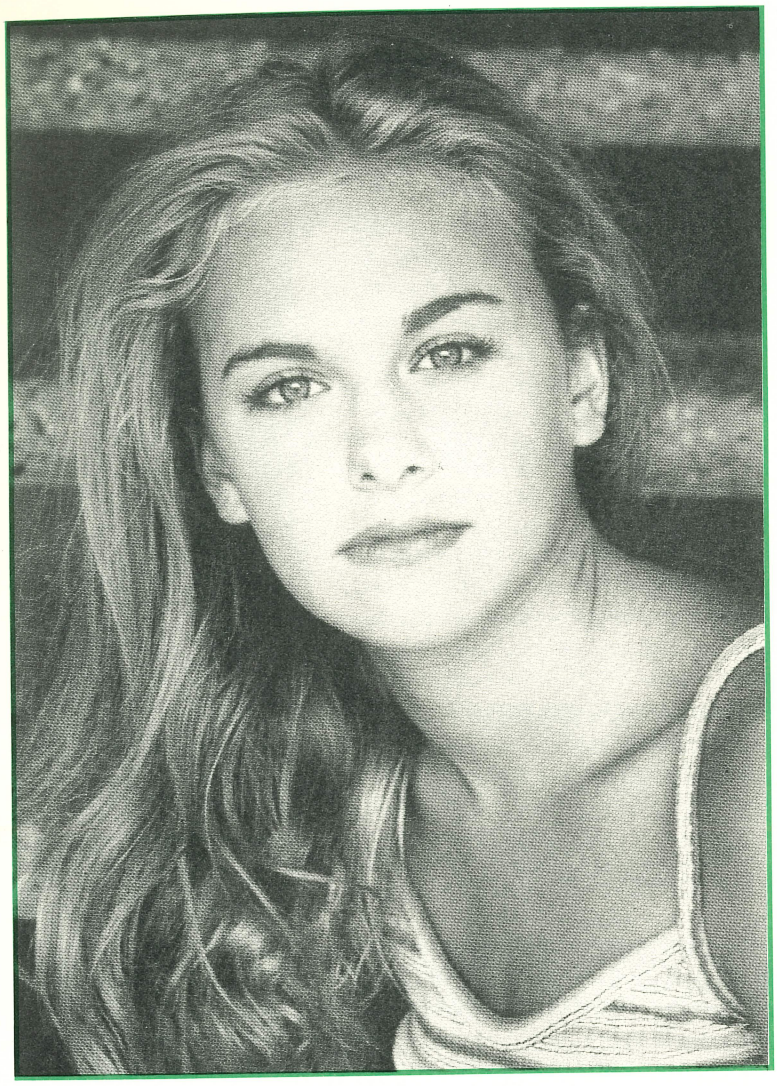
The Class Agent is the vital link connecting The Lexington School and our alumni, our strong tie between yesterday and tomorrow. It is our mission to reacquaint alumni with the dynamic educational program that TLS continues to stand for today. We are an integral part of it. It is our aim to promote good will and inclusiveness within the school community, and to let our fellow alumni know that TLS doesn't end after the ninth grade. The relationship continues ever afterward.

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Alma Mater
AHL-mah MAH-tehr
al'muh-mah'tur

Alma mater is the epithet applied by the Romans to Ceres, goddess of growing vegetation, to Cybele, a nature goddess, and to other bounteous goddesses. Roman poets referred to the country of their birth as alma mater. Today, the expression is used to refer to one's college or university, and more narrowly to the official song, statue, or other symbol of the institution. The symbolism is clear: The university is the bounteous, fostering mother of all its graduates.

Thanks for the Memories



Many of you may be familiar with Laura Bundy. She attended The Lexington School as a first grader; however, she left for New York City at the completion of her third grade year. As a ninth grader, she returned home to graduate from The Lexington School with her friends in 1996.

Since then, Laura has attended Lexington Catholic High School. Here, she excels in cross-country and track (a state medalist), acts as well as helps to direct the school musicals and plays, and is a member of the National Honor Society, all while maintaining a professional career in the arts.

In recent months, Laura has been extremely busy in both her professional and academic careers. In the fall of 1998, she performed with Betty Buckley and Deborah Gibson as "Dainty June" in the nationally acclaimed production of *Gypsy* at the Paper Mill Playhouse. Laura also began her work on a Comedy Central television show, a Danny Devito film, and a recording career in music. Academically, Laura is a senior at Lexington Catholic and has just been accepted to attend New York University in the fall of 1999. Laura attributes much of her success to her attendance at The Lexington School. "I believe that my foundation was made there, not only as a student, but as an athlete, as a performer, as a friend and as a person." Laura believes she was encouraged to be well rounded and to appreciate many cultures. As a young student, she was taught to read, write and count. "However, the basics for The Lexington School were way beyond what most other schools considered the basics." When Laura attended other private schools in her absence between the fourth and eighth grades, she was always ahead of the other students. "I do not believe this would have been the case if I hadn't attended The Lexington School."

"My fondest memories of The Lexington School took place in my ninth grade year." Laura believes that she developed her most valuable study skills in this crucial year. "If it hadn't been for the challenging courses and the quality of the teachers, I wouldn't have done as well as I did at Lexington Catholic. In addition, because of the fact that I, as well as several others, had come to Lexington Catholic from The Lexington School, we were considered honors students and by-passed any testing." Not only did Laura get started off to a well-grounded high school career, she learned how to be a friend. The friendships that she made at The Lexington School are friendships that are still growing to this day. "I never felt so united with a group of people like I did when I was in ninth grade." Laura remembers the trustworthy and honest atmosphere that was incorporated at The Lexington School. "We never had locks on our lockers because we were to trust and respect their property. In contrast, at Lexington Catholic I get in trouble for not having a lock on my locker, arguing that we should trust one another."

Laura is a very successful young lady with a bright future, but it is evident that she will never forget her roots.

—Lorna Bundy, mother of Laura '96

Photos on pages 8-9, Bundy Family Photos















The more you read, the more you know.
The more you know, the smarter you grow.
The smarter you grow, the stronger your voice,
When speaking your mind or making your choice.

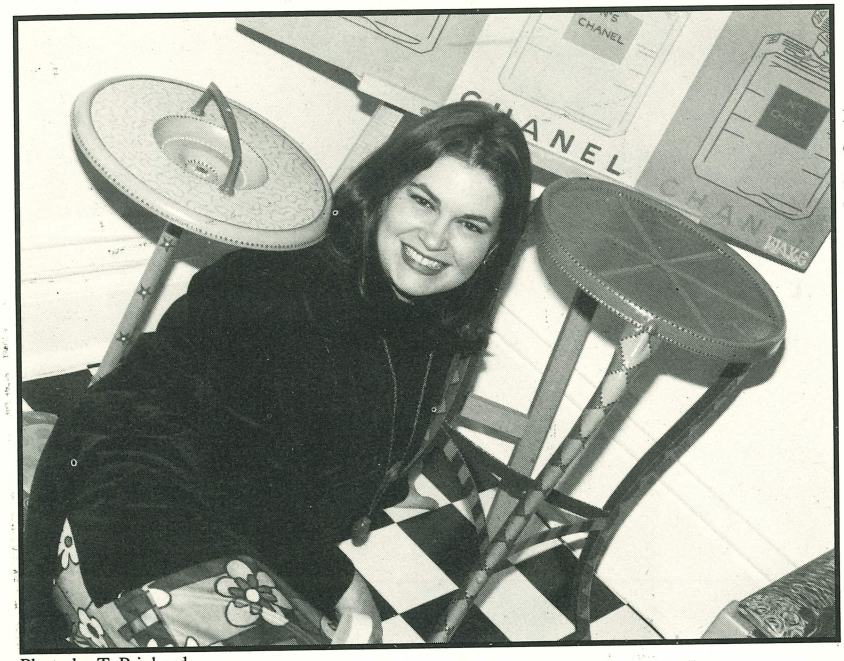


Photo by T. Prichard

The above quotation, from the American Library Association, is on prominent display in The Lexington School's library. It is a unique work of art created for our library by **Blake Snyder Eames '86X**. Ann Eames, the TLS librarian, had a poster featuring the quote, and Blake was commissioned by the school to reproduce it for the library wall. She used dots to outline and separate the mural, as is her signature style.

Blake states that she has painted for years, but has really had no formal training. She did, however, take private lessons with Judy Apple when she was seven years old. Blake started painting furniture to make a little extra money while attending UK, and strictly through word of mouth, her career has taken off! She now recycles and refinishes furniture with paint. Blake truly loves to work on antiques that are scarred or damaged, and she uses her paint style to correct and hide flaws the furniture may have. She has the unique ability to transform a piece of furniture into something entirely different, and her work often becomes the focal point of the room for which it was intended.

Ann Eames, who also happens to be Blake's mother-in-law, states that she is so thankful to Blake for sharing her talent with the library. Blake and Mrs. Eames' son Willie have been married for two years.

If you would like to stop by Blakely Ink and view some of Blake's work in progress, she is located in the Gallerie Soleil on Short Street. Look around your house or attic— you just may have the perfect piece of furniture for Blake to transform into something wonderful!

—Renie Ingram Parsons '81


Parsons Family Photo

Renie Ingram Parsons '81 is the author of our alumni spotlight articles. She graduated from Southern Methodist University in 1988, and most recently worked at Central Baptist Hospital in community relations until the birth of her second child Spencer. She and her husband Greg also have a daughter Emory. *For more information on Renie's family, please see page 7.*

"Times change and we change with them"… or is it really so?* It seems that a member of the audience of the sixth grade's Greek Festival may have felt that time has been standing still for a while. Mrs. Hanna Karon, grandmother of Magda Stewart, created the beautiful *chiton* worn by the sixth grader during the recent festivities. The Latin words, mentioned below, formed a handsome border for the costume, and the granddaughter wore the outfit with the proper pride and respect for its elegance (even while broad jumping with impressive athleticism during the Olympiad). TLS readers might be interested to know that this *chiton* was not made with our Magda in mind; her mother Dr. Magdalene Karon was the original recipient. When her family emigrated from Poland and moved to Houston during Dr. Karon's high school days, the young immigrant knew almost no English. Soon after her arrival, however, she found solace in the familiar words in Latin class as well as other students who shared her love of the language and its ancient culture in her school's Latin club. It was for one of these club functions that her mother created the 'tempora mutantur' *chiton*, and as luck would have it the garment was saved through the years and brought to Lexington when the elder Karons, Hanna and Jan, recently moved here from Houston. Considering the strong resemblance of our Magda to her mother, we're sure this loving grandmother couldn't keep herself from remembering back to another student at another school during another time… and thinking that perhaps "times *aren't* changing" so much after all!

—Marijo Foster
Middle School Math Teacher

TEMPORA MUTANTUR ET NOS MUTAMUR IN ILLIS

One of the focuses of the sixth grade year is a study of ancient Greece. In addition to the history, students learn about Greek literature, mathematicians and influences on our own artistic, athletic and cultural traditions. Space prevents us from including a complete feature of the sixth grade Greek Festival which took place in January. In the next issue of the newsletter, look for more information and photos about this special event.

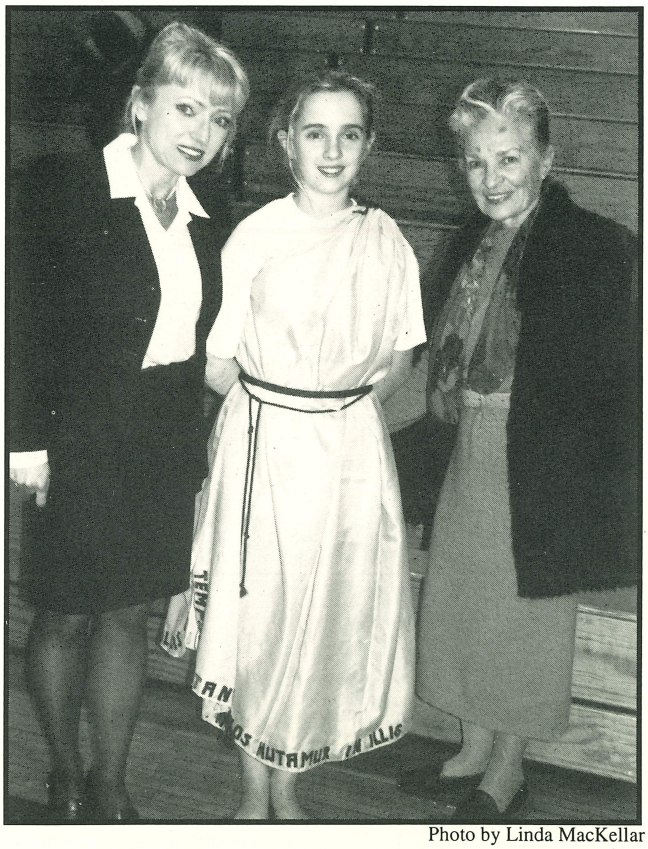


Photo by Linda MacKellar

The tradition continued when Magda Stewart wore the chiton that was originally created for her mother, Dr. Magdalene Karon, left, by her mother and Magda's grandmother Mrs. Hanna Karon.

**Attributed to John Owen, a Welshman known for his Latin epigrams. Mr. Owen died in 1622.*

D.E.A.R. TLS

What's going on? On any typical Friday morning or afternoon, you would expect to find chattering students bustling about in the halls and classrooms either getting ready to start the day or preparing to head home. Not this year! D.E.A.R (Drop Everything and Read) has come to TLS. From 8:15 to 8:30 Friday mornings for lower school and 3:00 to 3:15 Friday afternoons for middle school, you will find quiet, leisurely reading in classrooms, offices and more. This activity has become quite an important part of life here at TLS.

The idea behind D.E.A.R. is to provide time to model reading as a leisure activity that can provide many opportunities for lifelong learning. Teachers and students enjoy the time to keep up with books they want to read amidst the rigors of their academic life.

—Melanie Bishop
Librarian

Where in the World is Garrett Graddy '93?



Graddy Family Photo

Garrett is in Dakar, Senegal, a country in West Africa. She is taking classes at the Baobab Center at the University of Dakar as a member of the Wells College junior year abroad. She is living with a host family with four sons, a daughter and two students from the United States. The classes she chooses will all be taught in French.

Garrett has settled in, found the beach, and is learning Wolof, the common language, as in "Deggnaa Wolof tuuti rekk." ("I can only speak a little bit of Wolof.")

—Hank Graddy, father of Garrett '93

Subj: Re: Midway:old mail
Date: 1/3/99 1:14:11PM Eastern Standard Time
From: tevis_graddy@hotmail.com (garrett graddy)
To: WHGraddy@aol.com

Hello Family,

You will not believe what happened to me yesterday. During our break from our Wolof class, I went to go buy fruit at the fruit stand on the corner and I was there practicing my Wolof bargaining skills (which are pitiful thus far) when a well-dressed, very tall man came up and asked if I was American. I responded I was and he opened up the letter he was holding. Speaking French, he began to talk about Kentucky. I flipped because when he opened up the piece of paper it was a Xerox of an article about Kentucky basketball. Yes, I was buying oranges in Dakar, Senegal, and ran into Amoine Camara, the father of the UK player. I dropped my oranges and shrieked, "Je viens de Kentuckienne. C'est incroyable! Quelle coincidence!!! Incroyable!!" I attempted to explain the unbelievable coincidence that I was from Kentucky and knew the Wildcats well. The letter was a Christmas card from Tubby Smith and a picture of the entire team. I pointed out Wayne and Saul, and here was also a letter from the University explaining that Jules was doing fine and here was a picture of him in the newspaper, and UK had just won, etc. It was thrilling. I told him about my family who love UK basketball and knew about Senegal through his son and about the fasting issue and how celebrated and respected the team is in Lexington and in all of Kentucky. He was so proud. I got his number and I think I might call him later on in the season to see how the Cats are doing. Supposedly, Tubby is sending him videotapes of the games, but there aren't many VCRs around here. I promised to get in touch with him before I come back home so that I might be able to bring letters back to Jules and to speak Wolof to him and to tell him that his father misses him and that Dakar is doing fine. Isn't that unbelievably random???

Of all the fruit stands and all the Americans....

Alums continued from page 7

More Alumni News

Laurel Johnston '88 returned from South America recently with several fascinating stories including witnessing her guide catch and kill a crocodile with his bare hands. Crocodile Dundee, where are you? As always, Laurel stayed in touch with several of her classmates while in South America via e-mail.

Three members of the **Class of 1988** are also recently engaged to be married. **Catherine Cowden** will marry David Bryan on September 18, 1999, in Lexington. **Lisa Scully**, who recently moved to the suburbs of Cincinnati, will marry David Stein on July 24, 1999, at the Cathedral of Christ the King. Alumni Council member **Melanie Smith** and John Leach will be married on May 22, 1999, at First Presbyterian Church.

From the **Class of 1989**, Tommy Slabaugh is engaged to marry Shelley Griffith. Tommy is in his third year of medical school at UK and Shelley is a teacher with Fayette County Public Schools. **Barbara Cohen** is engaged to marry Mark Rubin on June 13,1999. **Tessa Burrus** plans to marry Steve Cupelo, whom she met while they both attended Henry Clay High School. All three classmates are busy preparing for their anticipated weddings.

Tony Rosenbaum '92, currently a Junior at West Florida University in Pensacola, was named to the Dean's List for the most recent semester.



Photo by Lucy McKinstry '66

Lexington School next-door neighbors at Scarlet Gate, Judy and Jack Lansill, were hosts for an elegant faculty and staff reception to honor former interim head of school Molly Strassner. Mrs. Strassner, who was accompanied on her visit back to Lexington by her husband Dick, enjoyed the opportunity to see the historic home of former Kentucky Poet Laureate James Lane Allen.

Graddy Family Photo



Todd Trimble Graddy '64 and Liz Trontz, parent of Lexington School students, third grader Adam, and Rachel, who is in first grade, rode 120 miles on the two-day Shakertown Bike Tour which annually raises money for the American Lung Association. Alumni Council member Todd is Wellness Services Director for Woodford Hospital in Versailles. See article on page 12 about Todd's daughter Garrett '93.

Taylor Dyer Baker '93 has transferred to Temple University, where she is now a junior, studying photojournalism. She has maintained a GPA that has kept her on the Dean's List while she has continued to compile an evergrowing portfolio of photos. She also designs web pages using her photos and writings in the layouts. Taylor, who already has two extensive sites up and running, was first introduced to web page design this past summer when she studied at the Salt Center for Documentary Field Studies in Portland, ME. There she attended a five-week course that focused on digital methods and techniques which helped her document the small coastal community of Ocean Park in pictures, sound and words.

Elizabeth Martin '94 has transferred from Elon College to the University of Georgia. Last fall, she returned to The Lexington School to participate in the Jack A. Brost Boarding School Symposium. Best wishes to Liz during the remainder of her college career.

True Baker '96 is currently studying at The Lowell Whiteman School in Steamboat, CO. He is enjoying the opportunity to spend some of his senior year on the ski slopes. He is considering attending Auburn University in the fall. He and his sister **Taylor '93** welcomed their new half-sister into the world on January 6, 1999. McEwen Welty Baker is the daughter of their father Dr. Bill Baker and his wife Terry Baker.

Alice and Gary Dehner, parents of Christian '95X, hosted a late fall alumni gathering at the Lexington Club. Their event provided a warm welcome to Headmaster John Fixx, who enjoyed learning more about the school's rich history and traditions. Former teachers and students enjoyed this opportunity to come together once again, to meet Mr. Fixx, and to reacquaint and celebrate the warm spirit of shared comraderie that continues to flourish yet today at the school. In addition to those Lexington School family members shown in Muffy Stuart's photos on this page and on the back cover, others who enjoyed the party were Bill Floyd, Beth Willmott '74, Penny Lastinger, Mr. Howard Orme, Bill Chapman, Mott and Bruce Nicol, Mr. Lafon R. Ingels, Dr. Noble T. Macfarlane, Lucy Barrow Calhoun '75X and husband Scott, Frances Short '78, Linda Thomas, Mrs. Amos Lawrence and Mrs. Vernon Hatton. Above, right: Hostess Alice Dehner was indeed thrilled to have the opportunity to continue a conversation with Amos Lawrence about their work together on The Lexington School Arts Festival. Below: Vernon Hatton and Amos Lawrence recalled the unbelievable moment when Hatton, a former Kentucky Wildcat guard, made a last second goal, shot from center court at Memorial Coliseum. Mr. Hatton was the first boys' basketball coach at The Lexington School and Mr. Lawrence was the first teacher of fourth grade. Mr. Lawrence also taught art.





Former Head of Lower School, Lorine Trosper reminisced with former fellow second grade teacher Bertha Hoover, exchanging stories about their busy days at The Lexington School.



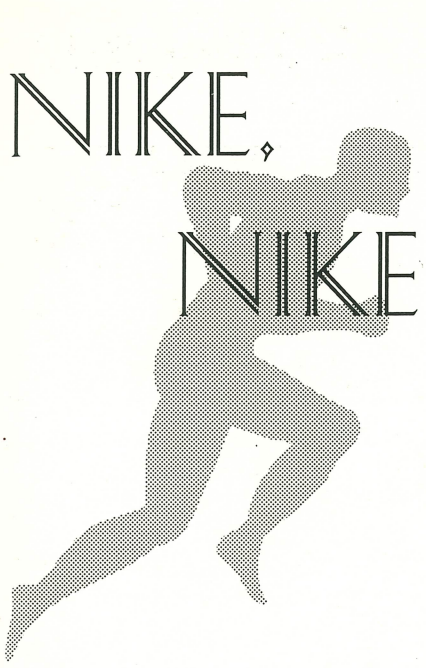


Former first grade teacher Alice Jones, Taylor Keller Fister '88, former science and second grade teacher Kelly Eichhorn, former third grade teacher Libby Geddes, Whitney Martin '88, and former second grade teacher Bertha Hoover looked at a collection of precious mementos from their years at TLS.



At right, Caroline Barrow '72 enjoyed listening to former science teacher Sue Orme and former teacher, parent and grandparent Claire Macfarlane share happy memories of TLS days.

Photos by Muffy Stuart





VanMeter Family Photo

George VanMeter, father and son, celebrated together after triumphant finishes in the Atlanta Marathon in November.

This past Thanksgiving as most people were still sleeping or reading the paper, I was in Atlanta running my first 26.2 mile race. One thousand runners, including my father, two of my friends, one of my friend's father, my cross-country coach and myself, ran the Atlanta Marathon.

This fall I ran cross-country. After we won our third state title in the past thirty years, I continued my training. For cross-country, however, I trained for short three-mile races. With only two weeks until the marathon, I wasn't sure if I was going to do very well. The furthest distance for which I had ever trained was only fifteen miles, which I had done just a week before. Despite our lack of good training, we traveled to Atlanta and prepared to engage in almost four hours of pain and agony.

For the first twelve miles, I felt fine; I was holding a steady pace. I didn't think I could hold it for fourteen more miles, though, so I slowed down a little. My dad caught up to me around mile fourteen or fifteen, and we ran together to the finish. After sixteen miles my body was drained of energy and full of lactic acid. I was beginning to feel sick, and it was hard to keep my eyes open. My dad gave me one of his power gels which, when taken with water, give a person a thirty-minute boost of energy. I didn't feel any better, and from about mile seventeen until mile twenty, my stamina went downhill.

At mile twenty, the pressure in my legs was becoming really unbearable. Since the last six miles would be uphill, I began to walk. Then for the next two miles, other runners were passing me who were older, stronger, more experienced and better trained runners, so I mixed the running with the walking. At mile twenty-two, I had to stop to throw up. I continued to run, realizing that my goal of less than four hours was still within reach, if I worked hard. I ran the next mile unsure whether I could give just a little more and break through the four-hour barrier.

Before mile twenty-three, I came to my moment of truth. Was I going to let the course and the pain defeat me? No. I decided I wasn't going to drive home, after sacrificing my Thanksgiving lunch, with the misery of not reaching my goal. Finishing is good, but not great. Greatness is achieved when people do something when they hurt and they want to quit, but they overcome their fears of failure and reach their goal. So I battled the hills and took my pace up a notch. My final mile time was 7:15, my fastest mile of the race, and I finished in 3:54:54.

There were times when I wanted to quit and be one of those people at home watching TV and eating pop tarts. When the race was nearing its end, however, I was proud, even though I had vomit on my shoes, a toe nail that had fallen off in my sock, and pain in my legs that would remain for days. I was still sick when I returned for Thanksgiving dinner, and I didn't get much sleep because of the pain, but I would do it all over again for that feeling of pride I felt crossing the finish line.

—George VanMeter '97X

George, brother of Rick '00 and Anne '03, is a junior at Woodberry Forest School, working hard and running hard.

It was Double the Fun at the Bromagens'



At right, the Class of 1997 gathered together on the front steps of the Bromagen home. In front, from left to right were Graham Kenan, Rob Dalton, Rebecca Karem, Lucy Hinkle, Sarah Bentley, and Emily Wetter. Row 2: Sandy Stuart, Molly Nicol, Emily Milward, Ashley Bromagen. Row 3: Nick Nicholson, Bryan Lyster, Eric Hills, and Andon Sawyer.

Photos by Sandy Bromagen



Host Bo Bromagen, center, enjoyed hearing Cameron Lord tell Laura Hilliard about some of his memorable experiences at Phillips Exeter.



Comparing notes on their new schools both in Lexington and out of state were, in front, Sarah Ryan, Emily Larish, Laura Hilliard. Row 2: Ann Chapman Breeden, Emily Scarr, Anne Gay and Farra Alford.



Some members of the Class of 1998 took a moment to gather on the Bromagens' porch. In front, from left were Emily Scarr, Sarah Ryan, and Laura Hilliard. Row 2: Farra Alford, Ann Chapman Breeden and Matt Seybert. Row 3: Anne Gay, Bo Bromagen, Emily Larish and Joe Lagrew.



At Ashley Bromagen's holiday gathering for her former classmates, the girls had no trouble picking up right where they had left off before they scattered for the fall semester. In front, Sarah Bentley and Rebecca Karem. In back, Emily Wetter, Molly Nicol, Ashley Bromagen, and Lucy Hinkle.

Keeping the Flame Alive

Once again, TLS held the annual Holiday Concert on Thursday, December 17. It was a grand success! The gymnasium bleachers—which functioned as a stage of risers—were brimming with excited, enthusiastic young voices eager to share the music which they had spent weeks preparing. The audience was packed with parents, grandparents, relatives, family friends, teachers, staff and elated anticipation. It was definitely a full house!

Headmaster John Fixx extended a warm welcome to everyone, including next-door neighbors Mr. and Mrs. Jack Lansill, and then the show began! The pre-schoolers were first in the line-up, their young voices singing out as parents' faces beamed with pride. Then the band played three festive pieces. They were followed by the first, second, and third graders, who showed off their choreography skills along with their singing talent. A few students accompanied the group on percussion instruments. The fourth, fifth, and sixth graders followed suit with four festive songs, hand-jiving to some oldies-but-goodies on the last number.

The singing of the final song *Keep the Flame Alive* marked the end of the formal part of the concert. It was a song of peace and hope, sung together by all TLS students. As a means of saying Happy Holidays, good-bye to the old year, and hello to the new, the audience was invited to join the TLS students in singing a few carols. The final sing-a-long song found Maintenance Manager Bobbie Johnson, Lower School Division Head Susan Touchstone, Middle School Division Head Una MacCarthy, and Headmaster John Fixx accompanying the singing of *Jingle Bells* on none other than the bells.

Overall, the concert was a true success that was accomplished because of the hard work of the students and the support of the teachers and administration. A special thanks, of course, goes out to the TLS music teachers: Martha Anderson, Joan Monsen, and Rhonda Yost. Thanks also to Gretchen Young for coaching the young MC's, and to Judy Apple for guiding the ninth grade students in creating the magnificent backdrop that decorated the wall behind the bleachers. It can only be hoped that people left feeling as bright and cheerful and full of the holiday spirit as the smiles on their faces indicated.



Photo by Linda MacKellar

At home on break from college, Anne Shropshire'93 and Emmy Hartley '93 were able to attend the Holiday Concert.

Former Head Returns

Former TLS Headmaster Dr. David Lowry returned for a visit October 9, 1998. Current TLS Headmaster John Fixx delivered the following remarks to welcome Dr. Lowry back to the school.

At right: Mrs. Cassandra Gray greeted Dr. David Lowry at the reception that was held for him in the Library. Mrs. Gray is the mother of Keturah '94, Rebekah '96, Mary Bruce '99 and Carl '02. Below: middle school art teacher Judy Apple was proud to show her former TLS colleagues, math teacher Mrs. Betty Cox and French teacher Madame Nicole Charron photos of her grandson, Brian Lindsey Apple, born on September 23. Brian is the son of Paul '83 and Stephanie Apple.

Photos by Linda MacKellar



The outstanding turnout tonight is a tribute to David and his wife Aril. We are fortunate that you have had a chance to return to your friends in Lexington and at The Lexington School. It is a special tribute because of what is said to be one of the chief challenges as a headmaster: Your friends come and go but your enemies accumulate.

Your friends, though, are proud to be here, David and Aril, and thank you for returning to visit. And I do include Aril quite forcefully in our thanks. Far more than any of us will ever know, Aril supported David throughout his decade with us, giving him at times the strength, the perspective and the optimism that allowed him to give so much to his teachers, parents and students. So thank you, Aril, for all you quietly did for The Lexington School behind the scenes. We are far stronger as a school for the time, energy and love you invested.

David stated that his goal as head of The Lexington School was "... to do what was within my power to set the climate for each member of the school community to learn and to contribute at his or her most potent level."

Under David's leadership school enrollment grew by some sixty students, an increase of 15%. Teacher and staff salaries increased by 75%. The Annual Fund multiplied six times, and the magnificent Arts wing we are in tonight was erected. Although The Lexington School was clearly thriving when Mr. Bud Pritchett retired, David Lowry took our school to the next level of strength and left it in dramatically better shape than when he came in.



What David is proudest of, I know, from having read materials he left behind, letters he wrote in the Newsletter, and memos he wrote to his teachers—several of whom are still teaching and serving at The Lexington School—is that he continued to make our school a great place to teach and an exceptional place to learn. As the second longest tenured headmaster in this proud school's history, David positioned our school not merely to reflect society but to lead it. When leaving, David wrote that, "It is the improvement in instruction which gives me the most personal satisfaction, for it means that I have helped others do their jobs better and to educate students for coming years, rather than to echo the past."

Howard Gardner, who has transformed schools and the debate in schools by identifying in his landmark book, *Frames of Mind: the Theory of Multiple Intelligences*, that children have a variety of abilities, very few of which traditional schools develop satisfactorily, wrote, "A good school is one in which people are talking about what makes good teaching."

If Bud Pritchett put that culture into motion, David Lowry accelerated it ferociously, demanding the best out of his teachers and giving them the resources, the materials and support to achieve those very high expectations. Who is the better for it? Students who attended The Lexington School while David was here. David and Aril, on behalf of all your friends at The Lexington School, welcome back and thank you.

Help Wanted

TLS Alumni

Join the team. Seeking alums to renew TLS school spirit among former classmates. Must be able to provide address updates, reunion plans, alumni accomplishments, alumni activities.

Send information to:

Retired Faculty Members

Mary Lee Nichols
1975-1995
English/Upper School Head

Roberta Owen
1966-1998
Physical Education/
Athletic Director

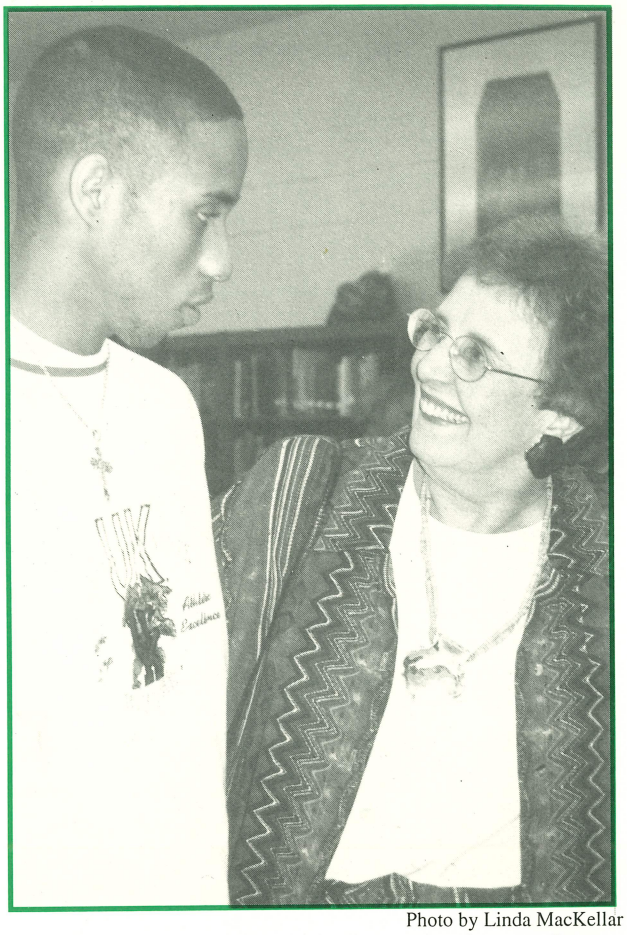


Photo by Linda MacKellar

Above: At the reception held for former headmaster Dr. David Lowry, Don Offutt '96 brought former upper school division head, Mary Lee Nichols, up-to-date on his basketball career while a student at Lexington Catholic High School. Don will be heading off to college in September where he will, of course, continue to show his superior skills on and off the court.

Join Us As We All Collect Alumni Information

E-mail your alumni news items to us at:
tlsalum@yahoo.com
roberta owen@yahoo.com

TLS Teachers Teaching Other Teachers

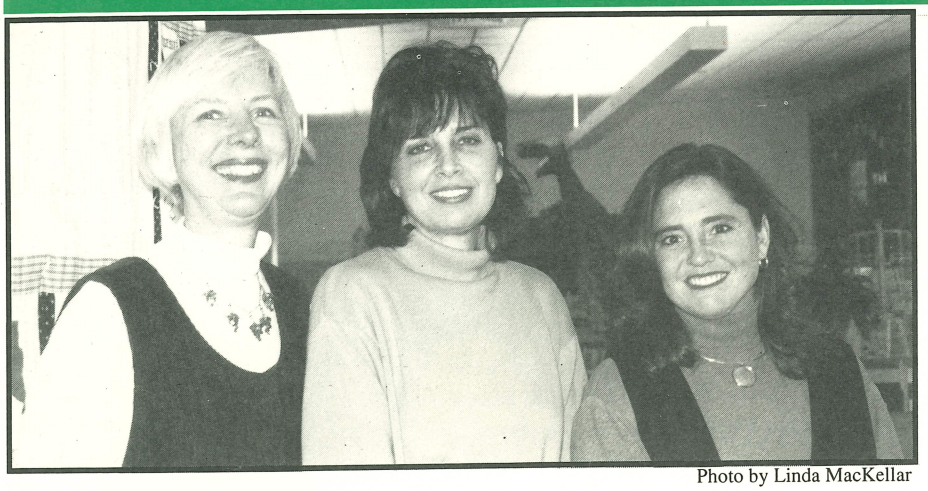


Photo by Linda MacKellar

Mrs. Ann Eames, Mrs. Sandy Gillespie and Ms. Laura Bonzo made presentations at the ISACS annual conference in November.

Hearing, seeing, touching, manipulating and even humming… these are all ways individuals learn. Multiple intelligences—multiple ways of learning, understanding and internalizing information—were the focus topics of the annual conference of the Independent School Association of the Central States (ISACS) in St. Louis in November. TLS was fortunate to be represented by teachers, board members and administrators who attended the conference in varying capacities. One capacity was presenting workshops at the John Burroughs School for some of the 2,400 in attendance.

Laura Bonzo presented research on the brain and learning and included practical, creative and fun ways to incorporate that research into the English classroom. She gave examples of ways she used food items and meals in particular to encourage students to look more deeply into the meaning of works of literature. Funeral services and feasts for Julius Caesar, dishes symbolic of Holden Caulfield's personal growth and tea with Jane Eyre all provided ways for students to tap into various strengths and learning styles of their own. Laura shared rubrics, lesson ideas and lively accounts of activities that have taken place in her classes in recent years as she has developed her units.

Although Ann Eames is in the library now, she drew on her years of teaching English at TLS by conducting Quick Trips Across the Curriculum. Her workshop provided teachers with lesson plans, criteria sheets, anecdotal accounts, assessment tools and models of student work in order to help participants develop their own ways to help students make meaningful connections in their learning. Ann demonstrated ways she worked together with science teachers, history teachers, librarians and art teachers on short yet pithy units to build coherence within the curriculum.

Collaboration with science teachers included character mobiles which enabled students to study symbols, abstract concepts and balance in seventh grade and ways to write a comparison and contrast essay on chemistry elements, compounds and mixtures in eighth grade. Seventh grade history students wrote time travel papers that allowed them to visit the Reformation and meet Martin Luther. Eighth graders, on the other hand, traveled to Puritan New England as they used improvisational theater to reconstruct the Salem witch trials. In attempts to revisit their childhood, eighth graders also wrote critical analysis papers comparing their favorite children's book to a Caldecott winner learning to judge both on their literary and artistic merits.

Music, health, social studies and modern language teachers attended this workshop offering their own ideas on ways they work to combine academic disciplines. Additionally, teachers seemed eager to take ideas from these Quick Trips and adapt them to their own curricula.

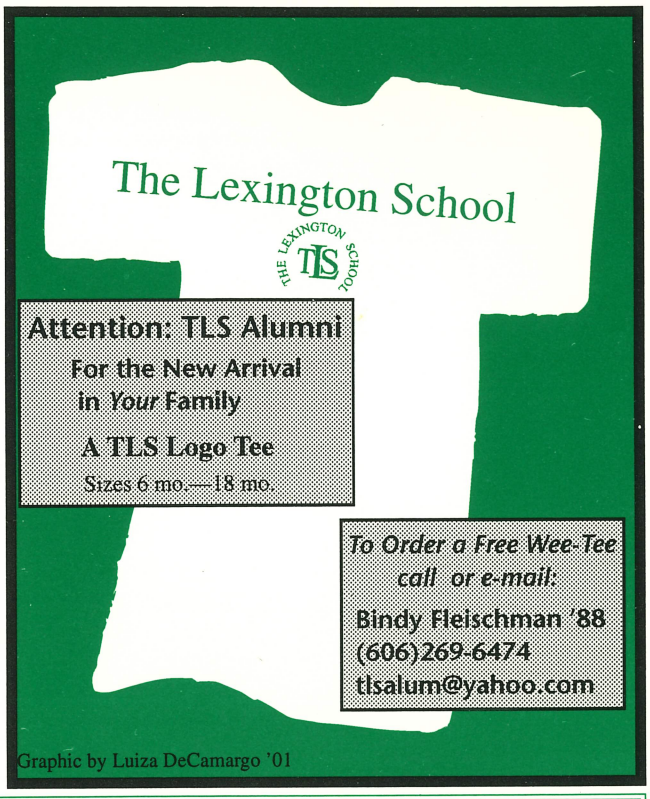
Another way to actively meet the needs of students who learn in a variety of ways is through the student-led conference. Our Instructional Specialist Sandy Gillespie built on the premise that parent conferences and communicating with parents were important parts of a teacher's job. Furthermore, when students conduct the conference, they participate in one of the best ways to showcase their own progress and strengths. Current research states that in best practice schools today more responsibility must be transferred to students. Sandy's ISACS conference workshop focused on helping educators realize the current research supporting this model. In addition, teachers were presented with specific information on how to prepare students for the conference, how to implement the process and how to evaluate the success of the conference.

Sandy showed participants that students need opportunities to share, exhibit, monitor and evaluate their work.

Many educators ask, "How can we make this happen on a more regular basis?" Shifting our paradigm from teacher-led conferences to student-led conferences is one way. This allows students to become actively involved in reporting their progress to parents, and most importantly, it provides a way for students to be full participants in their own learning.

Workshop attendees were excited about a process that encourages students to take more responsibility for their own learning and one that helps students set academic and social goals. A big part of an educator's job is to help students learn that they can be responsible for their own academic success. This occurs naturally when educators provide opportunities for students to share growth and progress within a "real-life" setting. At the end of the workshop, a participant stated, "What a great idea! Kids actually get to show their achievements to their parents, have an audience to show their work and do most of the talking!"

In general, teachers enjoy talking together about teaching and learning. The ISACS conference provided bountiful opportunities for enrichment and professional growth both for those in attendance and those who presented.



Graphic by Luiza DeCamargo '01

The Lexington School Embraces Full-Day Kindergarten



The Board of Trustees recently endorsed the following recommendations:

1. **To offer only a full-day program for kindergartners and Montessori five-year-olds beginning in the fall of 1999.**
2. **To balance our long-standing Montessori option for three-year-olds with a traditional three-year-old class.**

Both of these programs will serve our students well and accommodate the changing needs of independent school families.

In a strong independent school like TLS, the kindergarten curriculum is designed to provide a thorough readiness for first grade. Some of what was taught in first grade a generation ago is, in fact, now part of our kindergartners' learning experience. On the other hand, our teachers are not interested in the infusion of even more academia into their program. They prefer to serve their students by allowing the core curriculum to proceed at a pace that takes advantage of the whole day and appreciates the gift of time for children to broaden and extend their interests, curiosity, creativity, and social interactions. They also want more exposure for the students to the arts, library, technology and physical education.

A generation ago, the half-day kindergarten model made sense because kindergarten was often a child's first venture into the school world. Today, it is the rare child who has not had a nursery school or prekindergarten experience. Moreover, our families (many of whom are dual career couples) have told us by their increasing enrollment in full-day programs that this also meets their needs. This year, 85% of our kindergartners are enrolled for full-day, and independent school statistics indicate that full-day programs will continue to be the trend.

Forty years ago, our founder Mrs. Josephine Abercrombie challenged us to "provide an education of the highest quality to students." With this evolutionary move to full-day kindergarten and the offering of an additional program for three-year-olds, we stand committed to that ambitious dream.

TLS Celebrates Excellence



F H List, Ninth Grade— *Row 1 (from left to right): Callie Brooks, Sarah Kendrick, Amy Wetter, Brianna Egan. Row 2: Elizabeth Ruch, John Playforth, Alden Purdy, Lucy Lagrew.*



F H List, Eighth Grade— *Row 1 (from left to right): Ting Ting Fu, Jason Mok, Anne Kendrick. Row 2: Andrew Schwartz, Jane Scott, Ross Rosenstein, Sarah Conley. Row 3: Russell Lloyd, Lauren Palmore, Dani Ifland, William Dowden, John Gilbert. Not pictured: Andrew Keyser.*



F H List, Seventh Grade—*Row 1 (from left to right): Rachel Leep, Sarah Deery, Alex Liu. Row 2: Ethan Dreyfuss, Zachary Yoneda, Lucy Hollingsworth, Rohan Dixit, Allaire Ryan, Heather Brown, Drew Phillips. Row 3: Mimi Cordray, David Pinney, David Priest, Katie Hollins, Jennifer Boone.*

Students Strive for Distinction

The Lexington School has a long-standing tradition of academic excellence. Recent achievements by students have caught the attention of parents, teachers and other students.

On January 14, Ms. Una MacCarthy recognized the students who had been named to the First and Second Headmaster's Lists for the first term. To make the First List, a student is required to maintain a GPA of 9.5 or higher with no grade below a B- during the trimester. This year, 46 students qualified. At the assembly that was held to recognize these students, Mr. Fixx made each the recipient of a special certificate.

That same week, three eighth grade students who were named to the First List were also accepted to the Paul Laurence Dunbar High School Math, Science and Technology Center where they will begin their studies next fall. The students are William Dowden, Ting Ting Fu, and Andrew Keyser. To be accepted to the program, the students were asked to complete a four-hour exam. Then, an evaluation team ranked the students using all the scores, grades and teacher recommendations. Fifty applicants remained, and each was invited for a half-hour personal interview. Thirty ninth graders were selected to attend MSTC, ten percent of which were from TLS. All applicants received a notification, informing them whether they made the program.

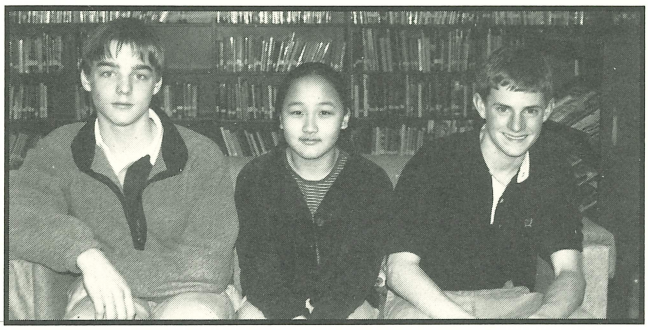
But that's not all... on January 13, seven students in grades four through eight nervously sat in Mr. Platt's room. Three girls and four boys waited for the last two contestants to arrive. Displayed on the overhead projector was a map of the United States. The last two students scrambled to their desks, and the 1999 National Geography Bee, sponsored by the National Geographic Society, began.

From Lower School the competitors were: fourth graders, Anton Escobar and Joseph Guthrie and fifth graders, Sarah Mikell and Caleigh Waldman. From Middle School they were: sixth graders, Flora Campbell and Kirby Ifland; seventh grader, David Priest; eighth graders, Cole James and Keith Woomer.

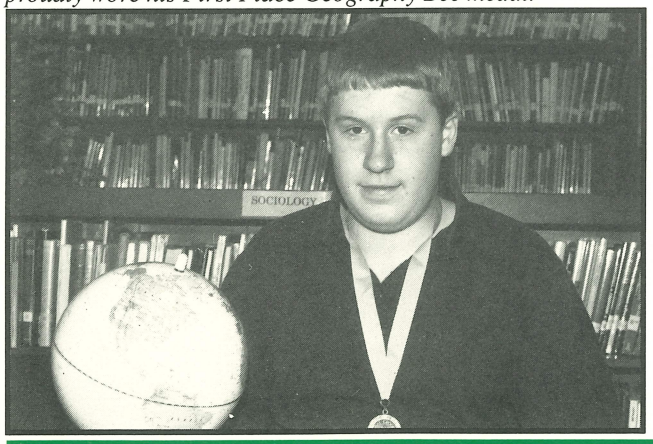
When only one person had been eliminated after the third round, the audience knew that this was not going to be a quick match. Suddenly, all the contestants were stumped by the same question. It was, "Can you name the river that is the longest in Asia and which flooded in the summer of 1998?" Two more contestants were eliminated. Another round followed, and Anton, Cole and



F H List, Sixth Grade *— Row 1 (from left to right): Allison Terry, Sam Clark, Flora Campbell, Laura Purdy. Row 2: Magda Stewart, Lucy McKinstry, Kirby Ifland. Row 3: Payton Keller, Maureen West, Cody Damm.*



Eighth graders, Andrew Keyser, Ting Ting Fu and William Dowden will attend Dunbar High School. Below: Cole James proudly wore his First Place Geography Bee medal.



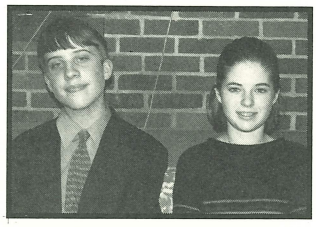
David remained. And then there were Cole and David. It was time for the final round. Each of the two was asked to answer the same three questions. Both David and Cole answered two of the questions correctly. The tie-breaking question was, "The Yukon River flows into which major body of water?" Cole gave the correct answer, "the Bering Sea" and took first place. David finished second and Anton took third place. At an assembly the next day, Mrs. Debbie Wilson presented a National Geography Bee First Place medal to Cole.

Also, in December, sixth graders Ben Buker, Flora Campbell and Lucy McKinstry and seventh graders, Rohan Dixit, David Pinney and Samantha Johnson were invited to participate in a literary reading, "The Write Stuff," which was held at the Carnegie Center for Literacy and Learning in Lexington. One work by each of these students was selected from among 114 pieces that had been entered by other sixth and seventh grade students from other schools. A total of twenty student writings were selected and were read at the Carnegie Center in December. Family, friends and teachers of the young writers attended the reading.

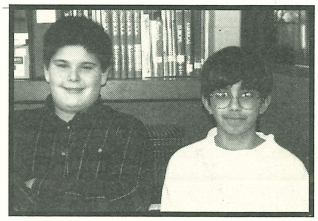
It is clear that the long-standing tradition of academic achievement and excellence by students at The Lexington School continues.

—By Rohan Dixit, '01 and Ting Ting Fu '00 Colt Courier staff writers

Photos by Linda MacKellar



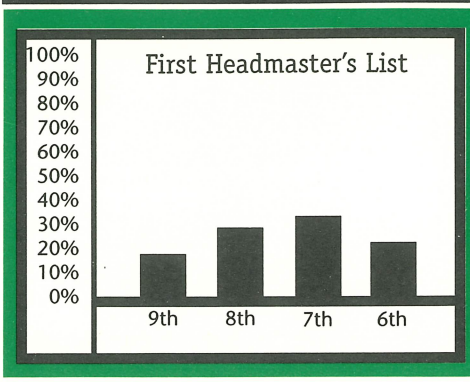
Seventh graders David Pinney and Samantha Johnson read at the Center.

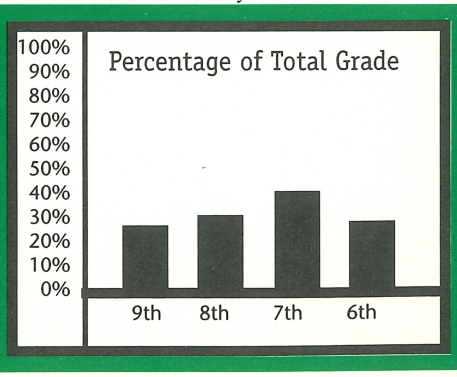


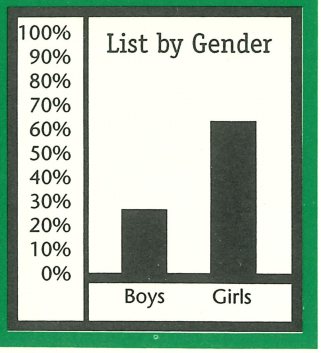
Sixth grader Ben Buker and seventh grader Rohan Dixit were pleased that their works were selected to be read.



Sixth graders Flora Campbell and Lucy McKinstry enjoyed reading their works at the Carnegie Center.







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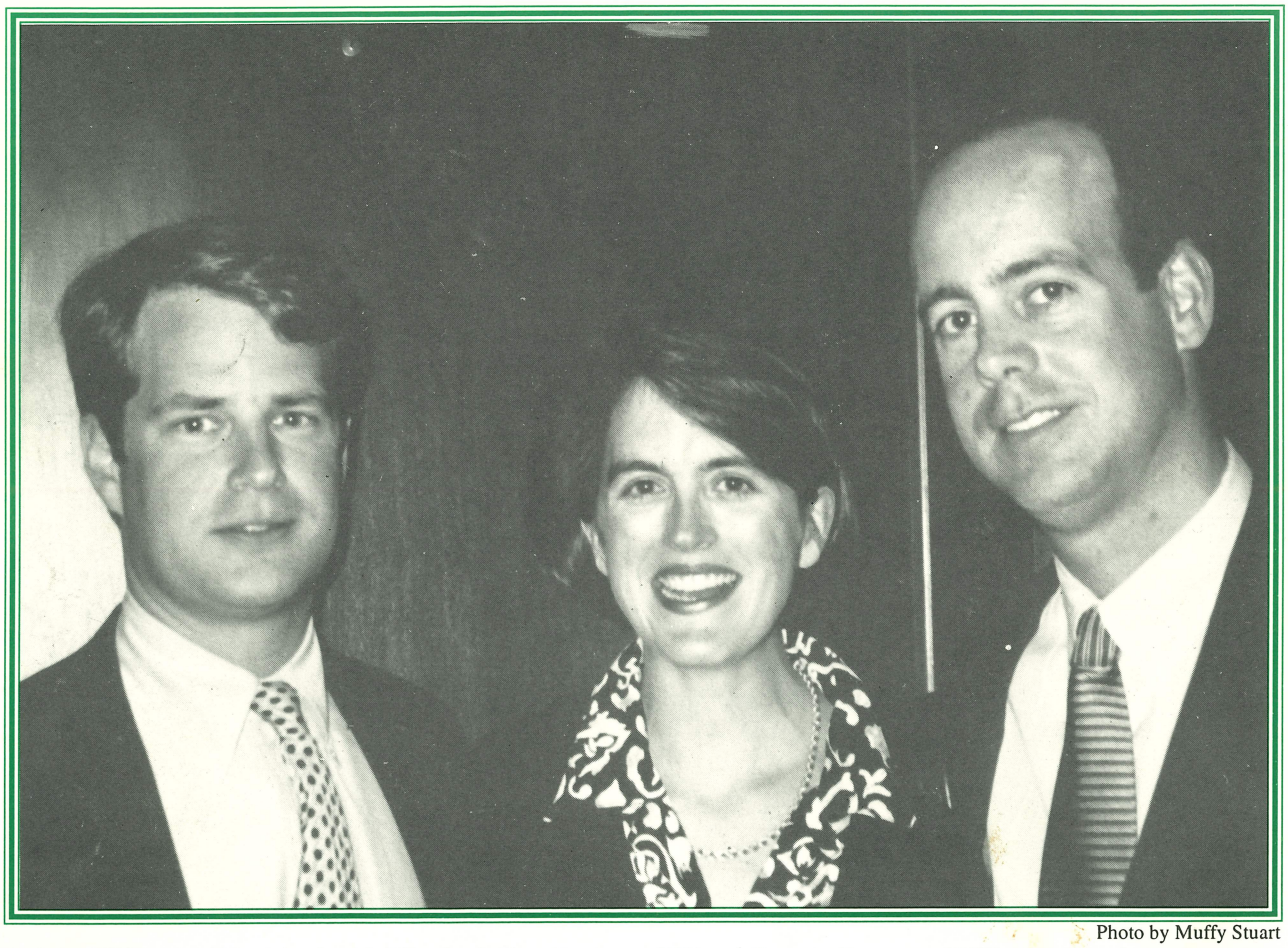


Photo by Muffy Stuart

At left, Will Arvin '82 visited with Elizabeth Gay Freeman '79 and George Freeman '75X, parents of Prekindergarten student Reid, at the Lexington Club. Alice and Gary Dehner, parents of Christian '95X, hosted the gathering to bring alumni and former faculty together and to meet and welcome new headmaster, John Fixx.

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