THE LEXINGTON SCHOOL 40 1959-1999

The Lexington School

WHERE FUTURES BEGIN

Early Fall 1999

XL AND STILL XL-ENT

September 14, 1959 … on this day, 59 students marched through the doors of a new school whose mission was to challenge them and broaden them and provide the finest education available in Lexington. September 14, 1999 … on *this* day, 509 students (the largest enrollment *ever*) gathered to celebrate The Lexington School which, during the last 40 years, has established a national reputation for fulfilling this mission and is poised for even greater accomplishments in the new millennium.

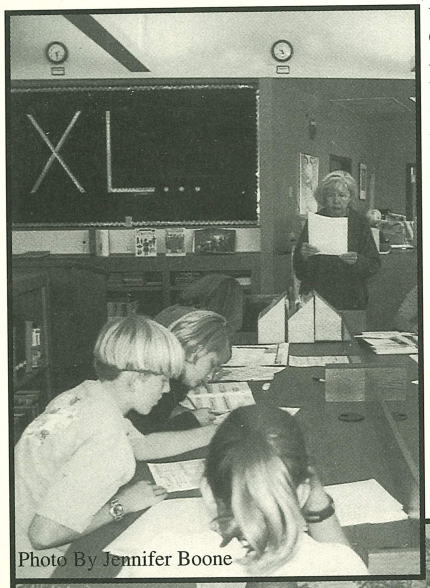
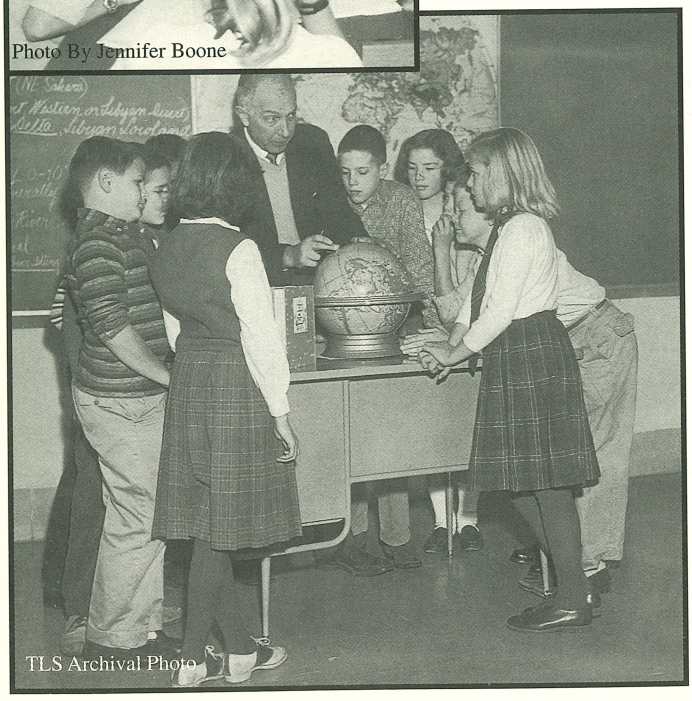


Photo By Jennifer Boone

The Lexington School is marking this important anniversary with several events and celebrations throughout this year. Each is intended to cement the bonds of our school community, both past and present, and to galvanize a focus on the exciting growth in our future.


TLS Archival Photo

It only seemed right to begin the festivities with a good, old-fashioned birthday party on the actual anniversary of the opening day. On the fourteenth of September, there were balloons, birthday cakes, costumes, favors and songs of celebration, along with reflections from one of the actual students who marched through those doors forty years ago. Margaret Cowling '64, middle school social studies teacher, was a fifth grader in 1959 on that opening day. She shared some reflections on what school was like back then and seemed proud to introduce our students and faculty to one of her former mentors, and she described him as one who had affected her life in a very significant way. Although Ms. Cowling is a gifted historian renowned for her veracity, some of us are wondering if she may have stretched the truth just a bit as she presented us with—none other than Elvis Presley!

Plans for other all-school convocations at 40-day intervals are in process. Each will incorporate a focus on a decade of the school's existence with "period" dress, special speakers and an awareness of the culture of the decade. One of the ways to prepare our students for the future is to connect them with their past.

A significant gathering in the spring will culminate our year-long celebration. The goal is to gather as many of our fold as possible in order to honor those who had the vision and tenacity to found this fine institution. It will be an event worthy of your time, so please plan to attend.

The Roman numeral for forty is "XL," and what could possibly be more fitting for TLS? Many special events during this year will highlight the "XL"ence so evident at this school. As we celebrate the accomplishments of the past forty years and continue to provide the exciting opportunities for our present students, the entire school community is also committing to making the *next* millennium one in which The Lexington School soars to its highest potential. Happy Birthday TLS … the place where futures begin!

—Marijo Foster, Director of Professional Growth and Development

THE LEXINGTON SCHOOL 40 1959-1999

1999 OCTOBER ISSUE

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Attn. Newsletter Editor

Please continue to send suggestions for future articles, news and alumni information.

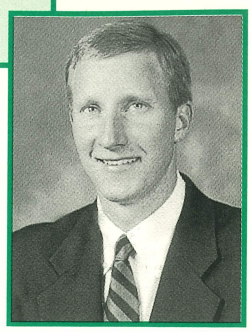
Headmaster
John D. Fixx

Director of Admissions
Chip Audett

Director of Development
Brynn Gallaher

Director of Annual Fund
Barbara Groves

FROM THE HEADMASTER



As every parent knows, our children go through periods where they are at times more eager and at times less eager to talk to us about their school day. As frustrating as that may be, it's an indicator of growing independence. Our children are experimenting with how they are individual people undefined by their relationship with their parents.

Nonetheless, their apparent withdrawal from us can be discomforting. Not only do we have to wrestle with being less involved in our children's lives but so, too, having made a substantial investment in our children's education, do we have to spend more time wondering how they are actually performing in school. Some suggestions:

Talk to your child about what happened in school that day and what he or she learned. If his or her answer is, predictably, "nothing," here are some possible conversation starters:

- What did the teacher expect your class to learn today?
- What did the teacher talk about?
- Was the material in any way confusing?
- Were you already familiar with it?
- Do you know what you are going to study tomorrow?
- What were the best things that happened to you today?
- What was the worst thing that happened to you today?
- What did you learn today from what somebody else did?
- What do you think will be the toughest part of your homework tonight?

At The Lexington School, we have parent conferences, class newsletters, progress reports, and other occasional meetings in the hallways and other places in school. Please take each of these opportunities, when appropriate, to insure that your relationships with your children's teachers are strong and cooperative. If you sense your child is pushing you away as you try to learn more about his or her progress in school, maybe try coming in the side door with some of these questions or other quieter, non-confrontational questions. It is your prerogative to know what your child is up to and what he or she is doing in school.

If you are at all unsure of how much involvement is appropriate, please ask your child's teacher, the appropriate division head or me. Because teachers have seen so many young people over the years, they will often have a perspective that might help parents move toward greater understanding. We look forward to a strong partnership with you.

AN ALL TIME HIGH



It's official! With 521 contributors and $250,227 raised, the 1998-99 Annual Fund broke all previous records for success. The fund raising was truly a team effort. Under the direction of new headmaster, John Fixx, the leadership of Board of Trustees members, Jim Frazier and Caron Tucker, and with the enthusiasm of nearly 60 volunteers, participation was up in all areas. Individual increases were dramatic. Each of our students and programs directly benefit from this generosity and support.

With tuition covering less than 100% of the total cost of an education at the school, Annual Fund plays an indispensable role in supplementing the school's income. More importantly, annual giving enriches and enhances every aspect of the educational experience offered at The Lexington School.

Last year's most successful campaign helped to provide a state-of-the-art security system and to reap the advantages of doing more initially, rather than spreading the installation over several years. Other examples of the impact of the Annual Fund dollars include: offering continuing education and advanced degree programs for teachers; keeping technology up to date; inviting top-quality artist series guests; and initiating/expanding additional programs and opportunities for students. Annual Fund allows us to go above and beyond.

Plans are well underway and solicitation has already begun for the 1999-2000 Annual Fund campaign. The members of the Board of Trustees have set the stage by raising their pledges and challenging others to follow their lead. For the seventh straight year, 100% of the faculty and staff have committed full financial support. Since mid-September, we have been able to boast proudly that everyone who works with a student at The Lexington School has already contributed to the 1999-2000 Annual Fund!

Gifts of all sizes are welcome and appreciated. Watch this space for regular reports and updates about the progress of the Annual Fund.

—Barbara Groves, Director of Annual Fund

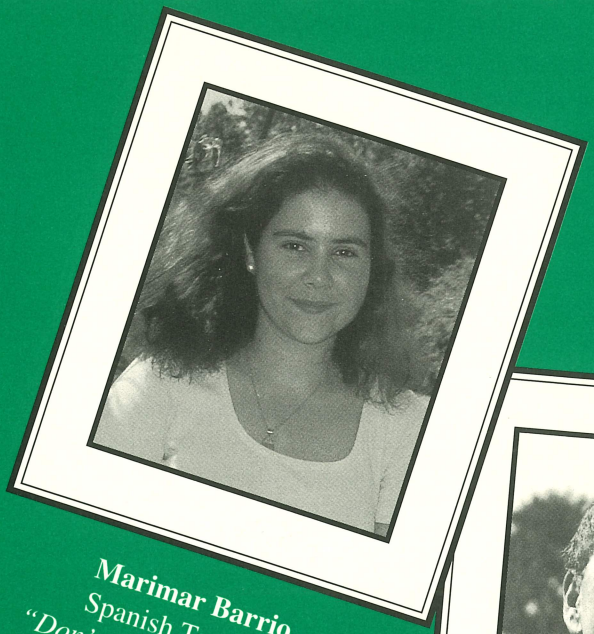
FALL CALENDAR 1999

Conference Days	Thursday-Friday, Oct. 14-15	8:00 a.m.-noon
Reception for Mr. Luddy	Wednesday, Oct. 27	6:30 p.m.—Library
Convocation for Mr. Luddy	Thursday, Oct. 28	9:00-10:00 a.m.—Gym
Party for First Student Body	Thursday, Oct. 28	6:30 p.m.—Jonabell Farm
Yearbook "2000" Sales	Oct. 23-29	Daytime/Fall Festival
Boo Sing	Friday, Oct. 29	9:00-10:00 a.m.—Theater
Fall Festival	Friday, Oct. 29	5:00-8:00 p.m.
Parents' Association Meetng	Thursday, Nov. 4	8:30 a.m.—Library
Headmaster's Coffee Talk	Tuesday, Nov. 9	8:00-9:00 a.m.—Cafeteria
November Board Meeting	Thursday, Nov. 18	4:00 p.m.
Open House—Preschool, Montessori, Grade 1	Sunday, Nov. 21	1:00 p.m.
Thanksgiving Holiday	Wednesday, Nov. 24—Return, Monday, Nov. 29	

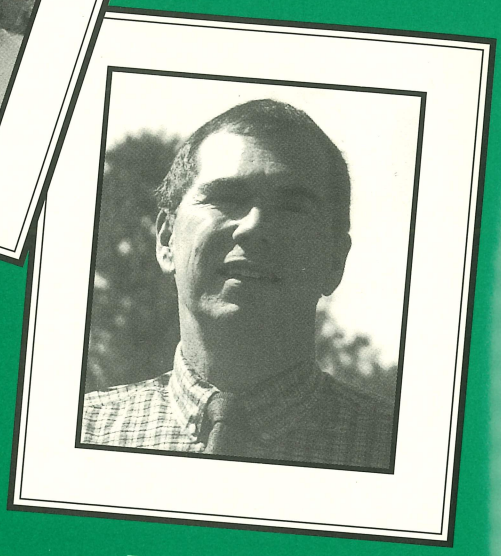
THE LEXINGTON SCHOOL



Kyle Audett
First Grade Teacher
"Motivate before you decorate."



Marimar Barrio
Spanish Teacher
"Don't leave for tomorrow what you can do today!"



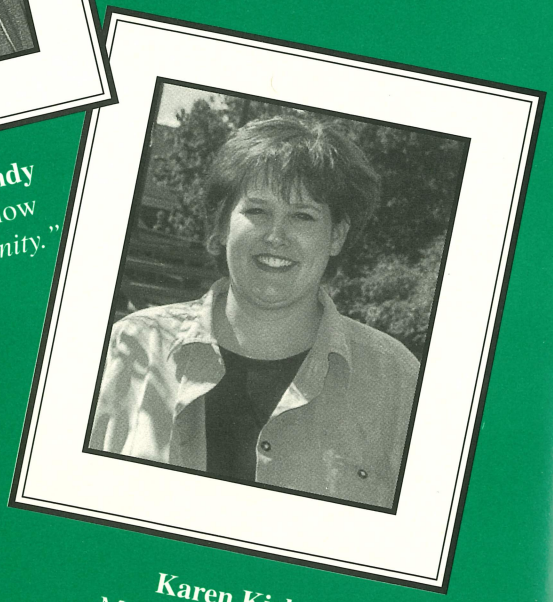
David Cooper
Vocal Music Teacher
"I want to share with my students my enthusiasm and love for all types of music."



A.R. Tulani Grundy
Multicultural Fellow
"Truth yields humanity."



Marie Culpert
KinderKlasse Co-teacher
"Don't get into a battle of wills with a three-year-old."



Karen Kirby
Montessori Co-teacher
"Reach, teach, each."

Photos By Jennifer Boone '01, Jimmy Hamilton '02, Will Lyons '00, Shelby Martin '02

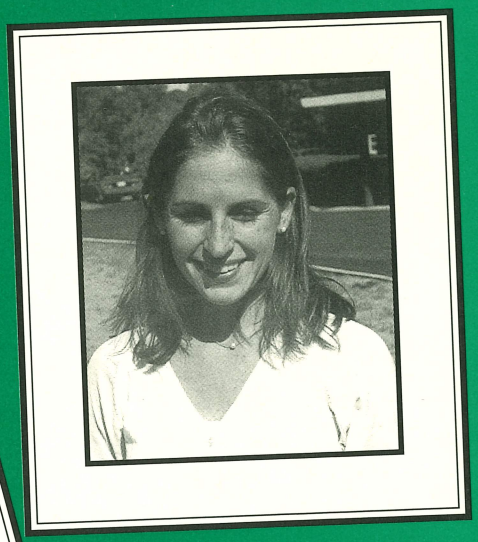
WELCOMES NEW TEACHERS



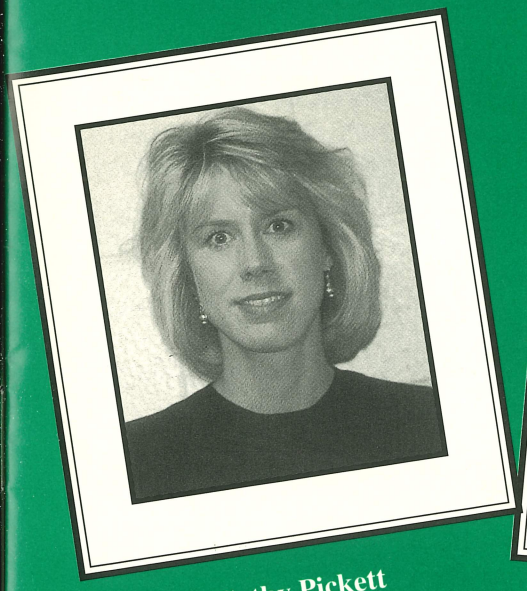
Leah Maxson
Middle School English Teacher
"We are the music makers and we are the dreamers of dreams!"



Dominique Metze
KinderKlasse Co-teacher
"Patience is a virtue!"



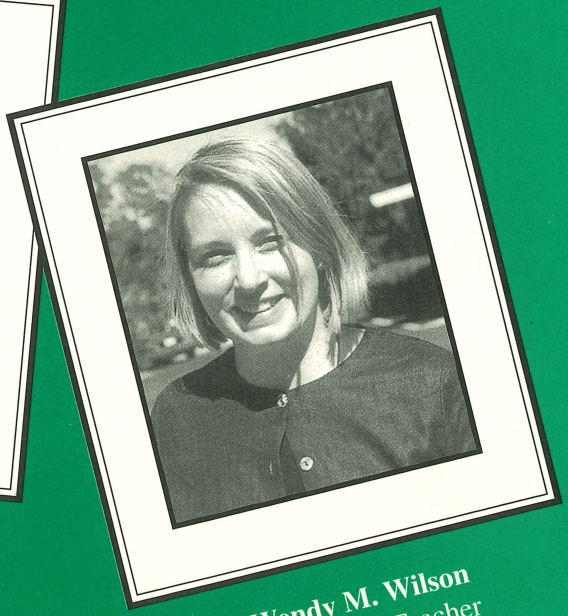
Alyssa Philipson
Lower School Science Teacher
"Imagination is more important than knowledge."



Cathy Pickett
Second Grade Teacher
"Love to learn."



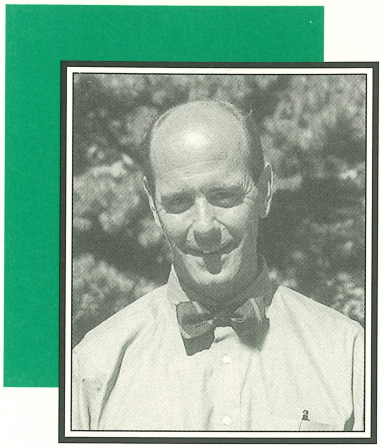
Joanna Powers
Instructional Specialist
"What lies behind us and what lies ahead of us are nothing compared to what lies within us."



Wendy M. Wilson
Third Grade Teacher
"Nothing great was ever achieved without enthusiasm!"

Welcome New Staff

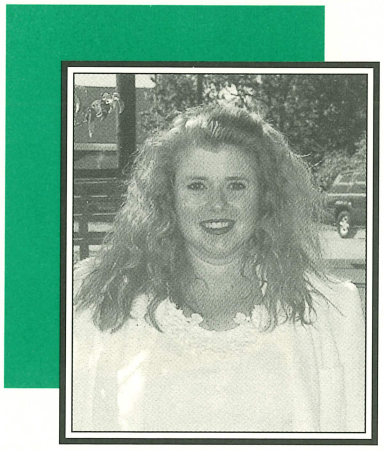




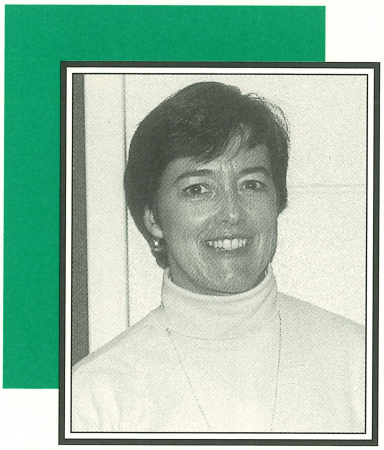
Chip Audett
Director of Admissions
"Life is a long lesson in humility."



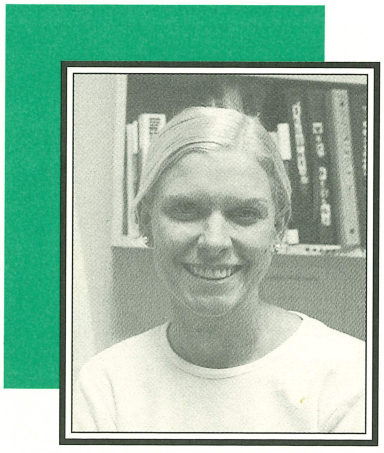
Shannon Marie Bailey
Assistant to Headmaster
"Anything is Possible."



Jo Doman
Admissions Assistant
"Do a good deed for someone everyday. You will feel great!"



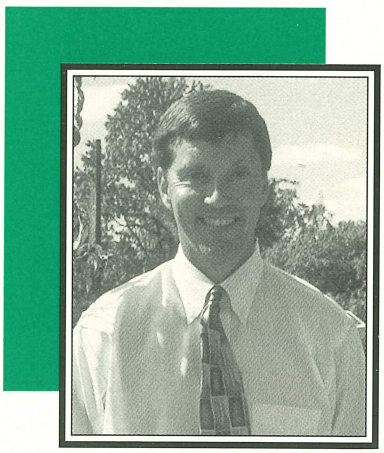
Sally Grasch
Public Relations
"Nothing done for a child is ever wasted."



Whitney Martin
Newsletter Editor
"Believe in yourself."



Lynn Johnson-Means
Secretary to Division Heads
"Love your family and children now."



Chuck Washam
School Counselor
"Define yourself from within—not by people's opinions or by comparison."

Photos By Will Lyons '00, Linda MacKellar, Shelby Martin '02

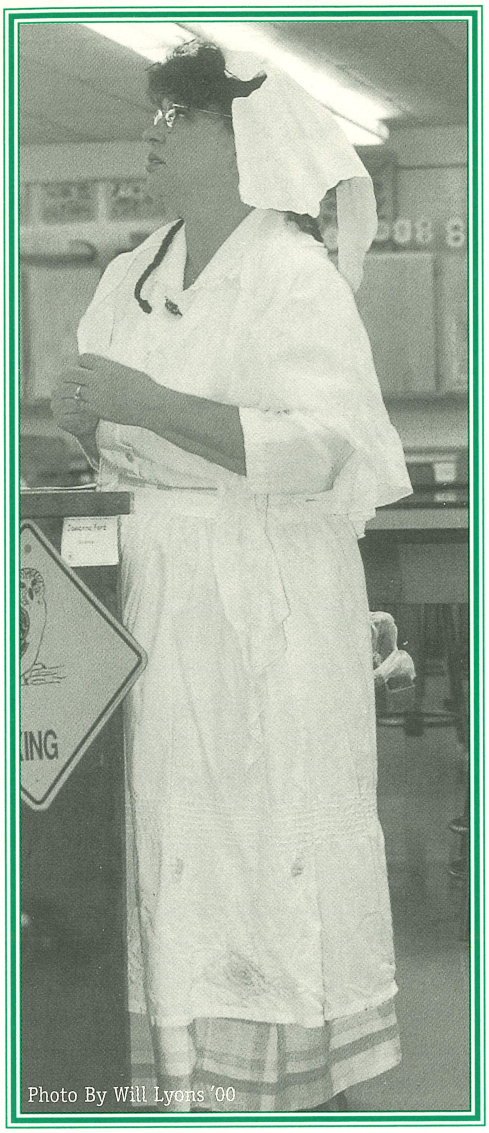


Photo By Will Lyons '00

Jawanna Ford was chosen as Educator of the Month this past June by Lexington Kids and Champs Magazine. Since then, both Jawanna and the magazine have changed their names. Since marrying Don Herd this summer, Jawanna is now Mrs. Herd, and Lexington Kids and Champs is now Family Magazine. The following article is a reprint that describes the exciting and innovative classroom techniques Jawanna Herd implements to teach her students. Mrs. Herd has 29 years experience in teaching, 16 of which have been at TLS. She teaches chemistry and biology to eighth and ninth graders. She received her masters in secondary education from Georgetown College. Her motto? "You can't be satisfied just teaching information. You have to teach children how to learn." We're so proud of you Jawanna!

For Jawanna Herd, the world is a stage. And she teaches about it in her eighth and ninth grade science classes at The Lexington School by bringing her students up on stage with her.

When her students study chemical equations, they become the chemicals. For example, to demonstrate how lead nitrate and potassium iodide react, students take a role. Lead is a heavy metal, so that person will wear a leather jacket as a visual reminder. Nitrate is a radical element, so that person wears love beads and granny glasses.

To further connect material to real life, the chemical reaction occurs at a dance, something fresh on the minds of many adolescents. "You can't be satisfied with just teaching information," Herd says. "You have to teach the children *how* to learn."

This is one way in which Jawanna attempts to incorporate students' multiple intelligences in the classroom. She also uses visual notes. So when one student needed to learn the four properties of matter, he drew a picture of his chubby grandma to remember mass.

Kinesthetic learners will write information on index cards to make it more manipulative. Auditory learners will listen to tapes in Herd's room and at home.

"We have to teach children how to learn and discover their learning style," she says. "You can't learn just one way."

Herd also participates in her learning strategies by performing as different historical characters. She comes dressed in costume as David Douglas, the man for whom the Douglas fir is named. She also dresses as Marie von Leeuwenhoek, the daughter of Anton who discovered the existence of microorganisms. "The history of science is so boring to kids," Herd says. "These characters give insights into how the world has changed."

Ford estimates she also has about 20 "crazy characters" in her repertoire, such as Weird Wanda the Inventor, pictured at left, who speaks with a German accent and demonstrates a water machine.

You might also see her performing as Anya Balenskaya, singing a Russian song about Dmitri Mendeleev, who invented the periodic table of elements. And you can imagine how her kids learned the periodic table—they made a human version.

"She makes learning come alive for the children, and she will work with a child until the child understands," says Sandy Gillespie, former instructional specialist at The Lexington School and currently the lower school head at The Duke School for Children in North Carolina.

"Learning is exciting," Jawanna Herd says. "The more you learn, the more you know you need to learn. Students, with a little guidance, have the tools to get that knowledge."

AT PIN OAK STUD



Congratulations on 40 years of educating young people at The Lexington School. And thank you, Mrs. Abercrombie, for inviting us out here to Pin Oak Stud for our Opening Faculty and Spouse Reception.

We are excited about this year and the celebration of our first 40 years. The school has taken large steps, now ranking among the strongest independent elemenatry schools in the nation. We have become what you and the early supporters envisioned: "a school worthy of national emulation."

Tomorrow at our opening faculty meeting I will challenge every teacher to make this year his or her strongest year ever. If we stretch individually, as you courageously stretched some 40 years ago, we will come together to produce the finest year ever in this special school's history, looking backward with reverence for how far the school has come, and then looking forward with great ambition toward what we still can be for the students.

Margaret Cowling, who was a student the day your new school opened on Lane Allen Road in 1959, will speak on behalf of her colleagues.

It also gives me great pleasure to announce that an admirer of yours has come forward to establish the Abercrombie Summer Fellowship at the school. Tomorrow during our opening lunch we will hear from Laura Bonzo, one of our middle school colleagues who helped generate the idea for the Abercrombie Summer Fellowship. Laura spoke with me this summer about a deep interest—really a passion—of hers, and she spoke about how she is going to use her classes this year to help her students discover their own passions in life. We all look forward to hearing Laura tomorrow, honoring you, Mrs. Abercrombie, who made all this possible.

—excerpts from opening speech by Headmaster John Fixx

"I would like to thank you for inviting us here tonight. I would also like to thank you, in a deeper and broader sense, for starting a school that has so enriched and touched our lives. As a history teacher, I must indulge in a bit of history here. I was a student at The Lexington School in the first year that it opened, and I have been a teacher at The Lexington School for nearly 25 years. So, I can say from my heart that I have a long-standing love for this school, and I know that there are many here this evening who have found the same fulfillment and joy in their work at this school as I have. This is a unique institution that has now touched the lives and shaped the lives of generations. How can we begin to thank you for that? There is no adequate measure of our gratitude. I can only say that I hope you will always feel an extraordinary pride in who we are and in what we are. You could not be closer to our hearts, but our gift here this evening is a small token that we hope will bring you closer to our faculty room. (Presentation of faculty room mug with Josephine Abercrombie's name on it) Thank You."

—text of speech given by Margaret Cowling

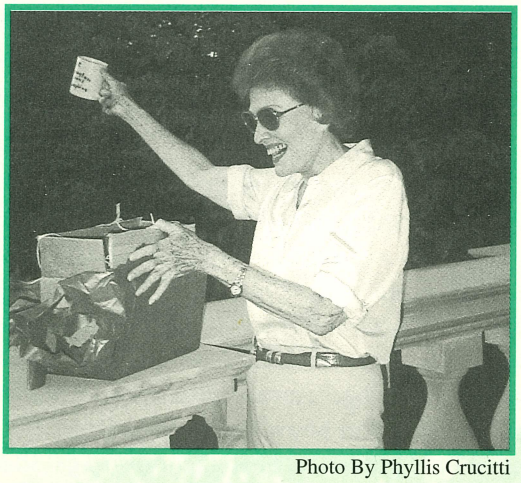


Photo By Phyllis Crucitti

Mrs. Josephine Abercrombie admired her TLS coffee mug which she received from the school.

"Thank you for this great coffee mug. I understand that it will hang among all of yours in the faculty lounge and be waiting for me whenever I visit campus. I cherish the connection to you, who do so much every day for our fortunate students.

It is wonderful to see so many of you here tonight. I have enjoyed getting back in touch with The Lexington School over this past year, visiting the campus and meeting you in the classrooms and hallways. The school is exceeding our early dreams and seems beautifully prepared to go into the new millennium.

John Fixx is a superb headmaster, and we are lucky to have attracted him. With him in the lead, I am confident that The Lexington School will enjoy even stronger days ahead.

Again, thank you for my coffee mug. I look forward to seeing all of you when I next come to campus. Enjoy the evening—I'm so glad you came out to the farm."

—text of speech given by Josephine Abercrombie

Josephine Abercrombie, the Founder of The Lexington School, recognized early that the strength of a school lies in the quality and spirit of its teachers. We are proud, therefore, to announce the donation and creation of the Abercrombie Summer Fellowship.

Honoring Mrs. Abercrombie and encouraging professional development among individual teachers, the Abercrombie Summer Fellowship will be awarded annually and is designed to increase general knowledge and enjoyment of the entire faculty and staff. All teaching members of the community are encouraged to apply.

Over the summer, teachers can research a subject of interest to them and then share their research in the form of a talk or other appropriate presentation at the Opening Faculty Luncheon before school begins in August.

Topics studied and presented do not have to be educational in nature, but should represent a passion for the teacher. Over the course of years, the impressive depth and breadth of the faculty will emerge and through this sharing, the community of professional educators begun by Josephine Abercrombie will grow even closer and continue to distinguish itself nationally.

Proposals will be submitted January 15 for the following summer. The headmaster will notify all applicants of a decision by February 1.

If there are a number of outstanding proposals and professional development funds allow it, additional stipends of $1000 for the summer may be awarded with Abercrombie Summer Fellowship presentations to take place at appropriate faculty gatherings throughout the year. Although the fellowship is new, this past summer, middle school English teacher, Laura Bonzo, tried her hand at developing a new passion. Frank Hardesty, middle school science teacher, reported on the experiences of Ms. Bonzo to reveal to faculty and the TLS community the many options teachers can have in developing themselves, either on their own or through the new Fellowship.

SUMMERTIME SCHOLARSHIP SUSTAINS SPIRITS

"Give someone a fish, and feed them for a day. Teach someone to fish, and you'll find them in your riffle every weekend." Last summer found Laura Bonzo "standing in a riffle, waving a stick." Laura shared her new-found passion for fly fishing at the opening meeting for The Lexington School faculty. Early last year, Laura was determined to expand her vistas with some new, interesting activities which included taking an introductory course on fly fishing at Lexington Community College. She had never before attempted the sport, or ever dreamed that she would get so "hooked."



Photo By R. J. Outfitters

Laura carried her enthusiasm to school, where students and parents encouraged her by providing equipment, more instruction, and finally a family farm pond to try out her new skills. Laura's first fish, a fingerling bass, resulted in telephone lines literally crackling with her excitement! A summer trip to Idaho, and a day with a guide, gave Laura the opportunity to catch her first large rainbow trout—and her smile in the photograph below reflected what Laura described as one of her happiest moments.

Even though the Abercrombie Summer Fellowship did not yet exist, by sharing her experience, Laura provided a model for teachers to pursue special interests and share exciting discoveries with The Lexington School family. This unique, annual award will cultivate creativity among the faculty and promote unity and spirit for the entire School community.

Laura's contagious enthusiasm has already sparked some imaginative ideas, and we look forward with great anticipation to the sharing of everyone else's new-found passions!

—Frank Hardesty, Science Teacher and Freshman Advisor

SAFETY FIRST

The first major question posed last spring when it was decided that The Lexington School would install a security system was: "How much should we do?" In the wake of recent school tragedies nationwide, it was decided to continue the school's exemplary record of safety by following what had worked in the past and simultaneously looking to the present and future. How could TLS take increased safety precautions and still maintain its atmosphere of ease and comfort?

It was decided that all exterior doors would remain locked at all times, and the main entrance would be secured by a camera and buzzer system. For those doors leading outside to the portable classrooms, students would use a four-digit entry code. All faculty members would be equipped with electronic keys to open any outside doors—for use during recesses, gym classes, fire drills, and the like.

A video system throughout the school allows TLS to monitor movements in public areas on real-time film. If necessary, these 17 cameras can even be controlled and viewed from off-site.



Photo By B Fisher '02

After-hours security is a combination of both of the above, with the addition of combined infrared and motion detection units that can activate both silent and audible alarms. Each exterior door is also equipped with a "smart" wireless transmitter that will notify the master control unit which door is open. Persons entering the building after hours are required to enter and exit through the main entrance, where they will be electronically recorded as they enter and exit. Evening events and sports will be handled by opening the building for those events as zones of activity.

Much of the system is underway, with some adjustments and additions to be made. When finished, the system will be one of the most advanced in the area, providing the school with secure and reasonable monitoring both during the day and at night.

Understanding that even the most sophisticated system is not infallible, we ask your continued cooperation and assistance in helping to make The Lexington School a secure and happy place away from home.

—Robert Thompson, Director of Administrative Services

THANKS TO OUR VOLUNTEERS

Thanks to our Volunteers!
More than 131 volunteer hours have been contributed as of mid-September, 1999!
Do you know how many volunteer hours are contributed annually at The Lexington School?
Help us determine this powerful figure by keeping track of your hours.

- **Log your in-school hours at the front desk**
- **Report your at-home hours to the Parents' Association**

CULTURAL EXCHANGE

In a perfect world, this French teacher would spend every vacation in some French-speaking part of the world. But in this real world, I did the next best thing. This summer, I helped bring a part of France to Lexington— in the form of Anne Garric, pictured below, who is a charming 17-year-old student from Bordeaux.

Anna Merritt, physical education teacher, Pat Johnson, receptionist, and I participated in a hosting program arranged by Anglophiles Academics, a London-based company that places French teens with English-speaking families in North America and England. In July a group of 20 students which included Jérôme Lemaire, Vincent Saurel and Anne arrived in the Bluegrass to stay for three-and-a-half weeks. Anna was hostess to Jérôme, Pat was hostess to Vincent, and Anne was my guest.

Anne arrived with news; she had been accepted to a French university for the fall. As a student, Anne excels in English and American literature. I took her on a tour of the University of Kentucky campus where she toured the new W. T. Young Library. I arranged for her to sit in on several American literature classes. She was thrilled when she learned that the professor was discussing the works of Edgar Allen Poe.

My husband, Mark, and I took Anne to some favorite places: several malls, King's Island, Cave Run Lake and Ramsey's Diner. She seemed happy to be in Lexington, agenda or not. For her, simply flipping through television channels was a cultural experience, and she photographed some of the most unexpected sights: a large Budweiser billboard on Euclid Avenue, and a variety of license plates. She also discovered how to climb out on the roof, so she could work on an American tan. I think one of her biggest disappointments was that jeans weren't as inexpensive as she had been led to believe.

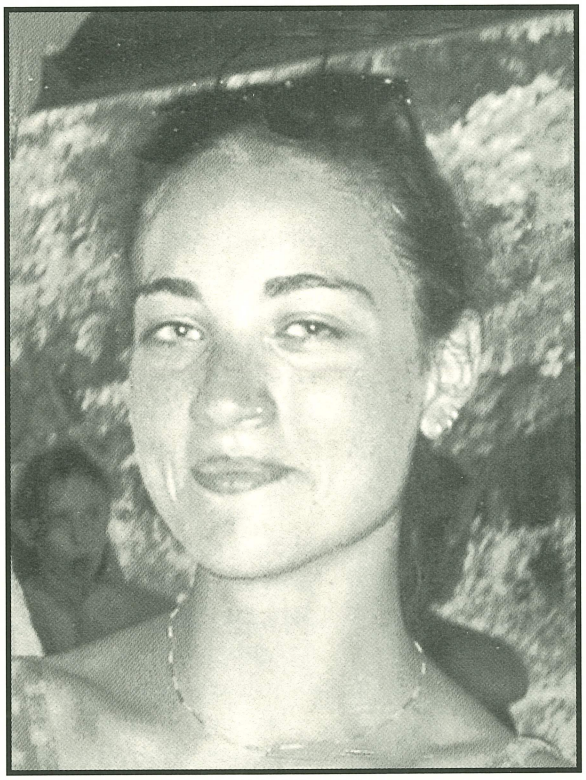


Photo By Shannon Arnold

Pat Johnson and Vincent enjoyed watching *Friends* and *The Simpsons* together. Their family went on a wonderful week-long caving trip, and now Vincent has taken up spelunking in France. According to Pat, Vincent was so polite and friendly that he was welcome to move in forever. Anna and Johnny Merritt showed Jérôme life on their farm in rural Fayette County. He also spent a lot of time at Lake Cumberland, where he seemed very amused and interested by the way of life on the lake.

The entire group of French teens got together once a week for an outing. They toured the Labrot and Graham Distillery, downtown Cincinnati, the new Kentucky History Center and saw a Reds' game. Most important to them were—the outlet malls. I used the time spent with them on the bus to catch up on the ever-changing French slang and music.

It was a valuable learning experience for the students, as it also was for the hosts. Of course, we learned about our visitor's way of life, but we also learned about our own towns and homes. Anne's interest in local music made us keep our eyes open for opportunities for her to hear the local sounds, and I learned about how much quality music is available in and around Lexington—if you know where to look.

When Anne left, she made me promise to come to Bordeaux so that she could show me her home. Most of the other hosts received similar invitations. How nice to know that when I go to France again I will have some home-cooked crêpes waiting for me.

It is my hope that more members of the TLS community will become involved in hosting a student next summer when more students will arrive in July and August. Two groups will arrive separately. Hosts may participate one or both months and having a teen in the family isn't necessary. Hosts aren't required to do anything out of the ordinary for their visitor who will be here to learn about everyday life, and to help us learn about French culture.

—Shannon Arnold, French Teacher

To learn more about hosting a French student contact: Shannon Arnold 606/278-0501, ext. 228 or 606/268-1063

LOWER SCHOOL

VITALITY HERE



Vitality: "the capacity to live, grow or develop; physical or intellectual vigor" (The American Heritage Dictionary). The vitality of an institution is its hallmark and should be the underlying basis for choosing or supporting a school. This element of vitality makes an education at The Lexington School special and distinct.

Children are by nature open to growth, learning and reason. Children truly learn when their education acknowledges them as individuals and responds to their individual processes of growth; and they best learn—and enjoy learning—when guided and stimulated by intelligent, sensitive and committed teachers. At The Lexington School, students are seen as individuals with unique personalities, learning styles and talents, and with a capacity to grow into caring citizens of the world. Our teachers understand the developmental needs of young children and carefully plan units of study to help children make sense of the outside world and their community. "Intellectual vigor" permeates our classrooms.

The lower school program stresses careful attention to the fundamental skills of reading, writing and mathematics coupled with opportunities for exploration, self-expression and creativity. As students learn basic skills in a holisitc manner, they begin to make connections and apply skills. At TLS we believe that learning is more than gathering information. Thus, children will be seen in first grade celebrating the 100th day of school by carefully deciding how to divide 100 M&M's among 14 students and then graphing the information on a chart. Fifth graders can be found demonstrating the meaning of 1,000,000 by creating unique projects for the class via Power Point presentations.

Science comes alive in a second grade classroom during a study of space with children sampling ice cream sandwiches designed for astronauts, pretending to make peanut butter and jelly sandwiches in space and creating their own solar system. Trade books on space are read for research and discussion. Computer programs, games, and dictionary and encyclopedia skills are incorporated throughout the study of space.

Fourth grade social studies students can be found traveling to Boonesborough to learn about 18th century Kentucky history. Historical fiction is studied, and the students keep personal journals of the day-to-day life of this time period. In music class, the students learn how to play the dulcimer and sing songs of the period. In P.E., they are taught the Cotton-Eyed Joe, and in art class, each child creatively paints a gourd for exhibit at the at the Olde Kentucke Day celebration.

Writing is central to every classroom activity with much time spent on writing whole, original pieces. From first grade on, students receive instruction in the writing process. By the time students reach fifth grade they are well-prepared for sophisticated projects such as creation stories, the study of exploration and the fun experience of writing to international pen pals.

All interdisciplinary studies in the lower school begin with a firm foundation in literature. Last year third graders enjoyed the Laura Ingalls Wilder books during their study of the pioneer era. They experienced a special treat with a presentation on Kentucky Quilts and Costumes by the program director at the Headley-Whitney Museum. The students then designed quilt patterns of their own that would tell an observer something about themselves.

It is becoming more apparent that citizenship must be emphasized at school and at home as we strive to make the world a better place for all. Respect and compassion for all are encouraged and practiced at TLS. In addition to in-school growth, out-of-school development is encouraged through the varied community service opportunities organized by parent volunteers.

The lower school is committed to the development of a self-confident attitude towards learning and to fostering the innate curiosity of each child. It is this vitality that I look forward to in the 1999-00 school year.

—Susan Touchstone, Head of Lower School

WHEN THE TIME COUNTS



In the 1960s, under the leadership of the late William Alexander, a movement began in education to focus on the specific needs of the young adolescent. Educators realized that treating eleven to fifteen-year-olds as younger versions of their high school counterparts was not addressing their specific needs, either educationally or socially. From this movement, came the middle school concept, and as a result, schools across the country began reconfiguring their grade level groups, moving from a junior high (seventh to ninth grade) configuration, to the modern middle school (sixth to eighth grade) configuration. In 1989, Fayette County followed suit, and in 1995, TLS added its sixth grade to what is now called the middle school. This shift was and is far more than a change of name; it is a change of approach, pedagogy and attitude.

As TLS enters its 40th year, we have rededicated ourselves to examining the essential ingredients of the middle school concept. One of the biggest components of a true middle school program is the advisor-advisee relationship. TLS has provided the advisor program for years; yet, in the 1999-2000 school year, we are further emphasizing this relationship and looking at ways to improve the program.

Every middle school child begins the day with fifteen minutes with his or her advisor. At an age in which children are naturally pulling away from their parents, starting each morning with their advisor can provide an additional "safety net" under the child. The advisor strives to look at each child as a whole, beyond his or her performance in academics or activities. The advisor program attempts to replace the intimacy of the self-contained classroom with a system that appreciates the adolescent's need for growth. The advisor can catch subtle shifts occurring in the child that may not be seen in a system where students report to a different teacher every morning. The morning time might be used to: set goals, plan for the week ahead, discuss ethics and character, or sometimes to just talk.

> **"The advisor can catch subtle shifts occurring in the child..."**

One advisor recently described the relationship as one of family. "They are my kids in a way. I'm looking out for them in a way very different than just being their teacher. I make sure they start their day ready to learn. Sometimes this means just talking to them about what happened last night when they got in a fight with their best friend, and sometimes it means just helping them organize for the day."

At TLS we have many different opportunities to foster the advisor/advisee relationship besides daily fifteen minutes. We eat lunch together, go on class trips together, serve community service hours side by side, and occasionally these relationships go beyond the school structure. Advisor groups have been known to go out to dinner, to movies and on camping trips. Last year, one advisor group liked to have an occasional breakfast at Waffle House. This year, we have added a morning topic to the advisor time, to foster conversation among middle schoolers on topics like responsibility and character building.

As a parent, the advisor should be your closest contact with the school—someone with whom you are in regular communication regarding not only the academic side of your child, but also the emotional, social and physical, as well. We must all try to understand how closely linked these elements are in the adolescent years, and work to make these children as strong and as whole as possible. So, while it may seem that the fifteen minutes each morning could be better used for other things, we view these precious moments as sacred. With them, your child begins his or her day more connected to a "family" away from home.

—Una MacCarthy, Head of Middle School



Photo By Linda MacKellar

HIGH HOPES

Dear Mr. Fixx,

I would like to write this letter to recognize four of your students for their volunteerism on behalf of The Living Arts and Science Center. Shizuka Buckner, Kristin Everman, Mimi Cordray and Lucy Hollingsworth all volunteered for the High Hope Steeplechase. They are wonderful young women who took a Sunday to assist with a variety of art and science activities for about 300 children in a four hour time period. They should be recognized for their efforts. They were cooperative, courteous and helpful. I feel it is extremely important for young people to become involved in their communities and to volunteer. These young women rose to the occasion. Thank you for the opportunity to let you know of their efforts.

Sincerely, Marty Henton.
Director of Living Arts and Science Center

1999 BLUEGRASS SUMMER GAMES CHAMPS

Austin Akers	*Gold in Swimming*	Andrew Lock	*Gold in Swimming*
Oscar Alcaraz	*"Daffy Duck" Award in Basketball*	David Lock	*Gold and Silver in Swimming*
Caroline Boone	*Silver in Track*	Chase Minnifield	*Gold in Soccer*
Kayla Bryan	*Gold in Chess*	Will Parell	*Gold and 2 Silver in Swimming; 2 Gold in Archery*
Jordan Bryan	*Bronze and Silver in Chess*		
Sims Frazier	*Silver in Tennis*	David Parell	*Bronze and Gold in Swimming; 2 Silver Archery*
Annie Grossman	*Gold and Bronze in Diving*		
Baker Humes	*Silver in Swimming*	Eric Patchell	*Gold in Chess*
Lucy la Cour	*Gold and 2 Bronze in Gymnastics*	Kyle Rosenstein	*Silver in Tennis*
Leslie Ladd	*Gold in Soccer*	Ross Rosenstein	*2 Gold in Tennis*
Alvin Lin	*Silver and 4 Gold in Swimming*	Magda Stewart	*Bronze in Equestrian*
Brendan Lin	*Gold and Silver in Swimming*	Allison Terry	*Gold in 5K Race*
Megan Lindmark	*Bronze and Silver in Gymnastics*	Leah Volk	*Silver in Track*
Alex Lloyd	*Gold in Soccer*	Daniel Waldman	*Gold in Hockey; Gold in Basketball*

THE TIES THAT BIND



Meekins Family Photo

Former Head of Lower School and first grade teacher, Sara Meekins writes: "Ned and I traveled to England this summer with a group led by the director of Economic Education at the University of Kentucky. As part of the trip, we took a tour of Lloyds of London. One of the Lloyds brokers who was touring with us came up and said, 'Aren't you Sara Meekins?' It was Caroline Garden '83! After graduating from the University of North Carolina at Chapel Hill, Caroline took an internship at Lloyds. They loved her and she has now been there for nine years. She specializes in equine insurance (of course!) and was one of the first women brokers at Lloyds. We had a marvelous tour of both the old and new (and very modern) Lloyds buildings, and a delightful tea-time break to talk to Caroline. TLS is everywhere!"

Love, Sara



Photo By Paul Apple

Brian Lindsey Apple, grandson of middle school art teacher, Judy Apple and son of **Paul Lindsey '83** and Stephanie Vore Apple enjoyed his first swimming experience with his grandmother. The photograph at left was snapped at Spindletop Hall during Brian's summer visit. Brian's big smile showed that he was happy to wear his new TLS Baby Alum T-shirt. Brian was born in September 1998. Stephanie, Paul and Brian live in Mont Vernon, NH, where Paul practices law and his wife is a graphic artist.

REGAN REACHES FOR THE STARS

Since he was three, Lexington's **Regan McGee '89** dreamed of wielding a light saber and flying a space fighter in a galaxy far, far away. Today, as *Star Wars: Episode I— The Phantom Menace* opens nationwide, millions will see McGee's Jedi knight fantasy come true.

The 1992 Henry Clay High School graduate is one of the computer artists who helped create many of the dazzling scenes in *The Phantom Menace*, including the heart-stopping pod race and the climactic light-saber duel. In his two years and eight months working in special effects shops in California, McGee has also done things like sink the Titanic and make the world of *The X-Files* darker and spookier.

But working on *Episode I*, the first of three prequels to the incredibly successful *Star Wars* trilogy, has been his biggest thrill.

"This is the completion of a long journey," McGee says, speaking from his desk at Industrial Light and Magic, director George Lucas' special-effects company. "I could pretty much say the course of my life was set when I was three and saw *Star Wars*. From collecting to selling to other things, if it had to do with *Star Wars*, I was part of it."

"This is the completion of a long journey," McGee says, speaking from his desk at Industrial Light and Magic, director George Lucas' special-effects company. "I could pretty much say the course of my life was set when I was three and saw *Star Wars*. From collecting to selling to other things, if it had to do with *Star Wars*, I was part of it."

Now he has his name in the latest movie. Look for it in the closing credits under digital Rotoscope/paint artists. McGee, 25, handles "any 3-D effect put in after the movie is filmed. You have to go in and cut out things that have been filmed and insert something to make it look right."

For example: One of his big assignments in *The Phantom Menace* was working on the light saber battle among Jedi knights Qui-Gon Jinn and Obi-Wan Kenobi and the evil Darth Maul. The actors were originally filmed against a blue screen with foils which took the place of the laser swords.

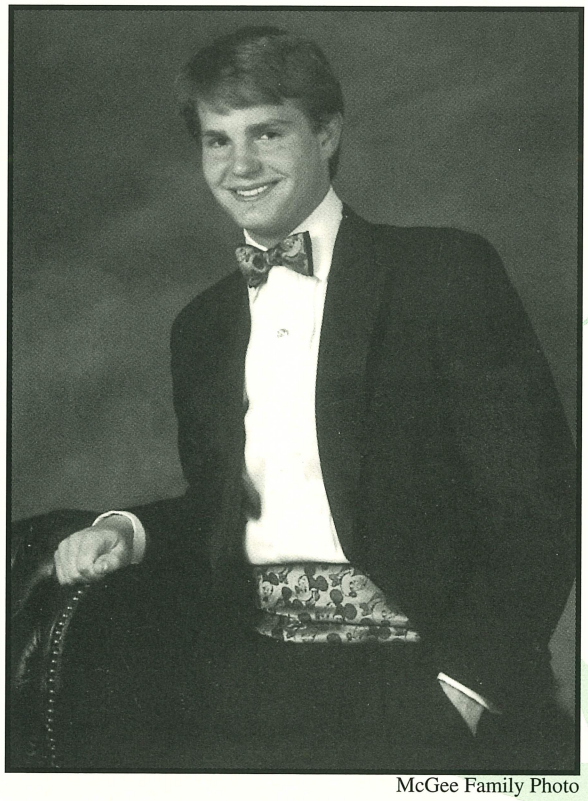
McGee was one of the artists who lifted the people out of the original shot and placed them in the digitally created set that moviegoers will see. Then, he added the laser beams and made sure they were in the right place.

McGee was one of more than 25 Rotoscope artists working on the movie, and he notes, "One shot might be so labor intensive they had to have three people working on it simultaneously."

Having now worked for three effects shops, McGee has had his hands in films such as *Titanic* and the *X-Files: Fight the Future*. At Industrial Light and Magic, he has work left to do on *Wild, Wild, West*, a special-effects blockbuster starring Will Smith that is due out July 2.

That's quite a resume for a self-described Kentucky boy who went to Los Angeles on a lark. McGee was born in Covington and moved to Lexington five weeks later with his parents William R. and Judy McGee, owners of Winton Farm, a thoroughbred farm in Lexington.

He graduated from Henry Clay High School in 1992, and went



McGee Family Photo

to Vanderbilt, where he received a degree in mechanical engineering in 1996. But he said the only thing he liked about engineering was AUTOCAD, a three-dimensional computer program used to design things like cars.

The only application for AUTOCAD outside of engineering was in movies, so McGee thought he'd give it shot.

He hoped he might make it to Industrial Light and Magic in time to work on *Star Wars: Episode III*, due out in 2005. At Todd-ao Digital Images, he started as an intern, making coffee and whatnot.

Soon, he worked his way up to artist. His first movie was *Mortal Kombat II: Annihilation*.

He soon moved on to Hollywood Digital, where he worked on *Titanic*. If you've seen it (and who hasn't), you'll remember his work.

The boat was filmed in a huge water tank. One of McGee's jobs was to pull the ship out of its original backdrop and place it in the ocean. One of his scenes was the part where the boat is sinking straight into the ocean, and the top end of it breaks off and slams into the water.

While at Hollywood Digital, McGee and some friends went to a computer animators' convention in Florida. On a whim, he handed in his resume at Industrial Light and Magic. Within a week, he was working there.

Since starting there in September 1998, he's met *Star Wars* creator George Lucas, who is the sole owner of ILM, and he's had a *Phantom Menace* poster signed by Lucas. He even got to appear as an extra, one of many soldiers, in one scene.

McGee says it's a great working environment. He was particularly impressed by the lack of hair-pulling or tooth-grinding as the finishing touches were put on *Episode I*, one of the most eagerly anticipated movies in history. "It's been extremely well organized," McGee says.

As for the film, "It was incredible. Even having worked on it, I had no idea how much was in there. Almost all of it was done digitally, and it was consistently high quality. Most important, it was fun, and it was a good movie."

McGee's contract at ILM ends Monday, and then he's coming home to Lexington. "I've kind of had it with California," he says, citing the different environment and high cost of living. "I'm a Kentucky boy, and I'd like to find something to do there."

But he could be lured back West.

"If ILM calls and says, 'Can you work on Episode II,' I'll be back in a heartbeat."

The above article originally appeared in The Lexington Herald-Leader on May 19, 1999.

CLASS OF '99 MATRICULATIONS

Ryan Baumann	*Lexington Catholic High School*
Lesley Black	*St. Catherine's School*
Callie Brooks	*Deerfield Academy*
Jonathan Burgess	*Lexington Catholic High School*
Pierce Buster	*Salisbury School*
Cy Coons	*Episcopal High School*
Megan Craig	*Miss Porter's School*
Adam Cullman-Clark	*Lafayette High School*
Brianna Egan	*Garrison Forest School*
Hunter Ewen	*Sayre School*
Benjamin Ezrine	*Sayre School*
Rodes Fisher	*Henry Clay High School*
Nick Giordano	*Lexington Catholic High School*
Mary Bruce Gray	*Lexington Catholic High School*
Sarah Kendrick	*Lexington Catholic High School*
Gunner la Cour	*Sayre School*
Lucy Lagrew	*Lexington Catholic High School*
Tyler McClure	*Lexington Catholic High School*
Coley McKinstry	*Deerfield Academy*
Jeff Milward	*Henry Clay High School*
Will Milward	*Henry Clay High School*
John Playforth	*Groton School*
Alden Purdy	*Lexington Christian Academy*
Elizabeth Ruch	*Henry Clay High School*
Emily Ryan	*Lexington Catholic High School*
Katie Taylor	*Westminster School*
Tori Thurman	*Dunbar High School*
Will-B VanMeter	*Sayre School*
Amy Wetter	*Lexington Catholic High School*
Andrew Wooster	*Lexington Catholic High School*



ENCAPSULATING TIME

The Time Capsule has been buried! Friday, August 27 saw the most recent members of the TLS Alumni Association gathered around the Penny Garden (named for former Head of Lower School, Penny Lastinger). The members of the Class of 1999 demonstrated that The Lexington School continues to provide its students with a diverse education outside the classroom. They exchanged pencils and paper for shovels and post-hole diggers. This celebration offered them an opportunity to reconnect one last time before heading off to their respective secondary schools. Headmaster John Fixx, Middle School Division Head Una MacCarthy, ninth grade advisors Laura Bonzo and Frank Hardesty, President of the Alumni Association Cy Alexander '75, Director of Professional Growth and Development Marijo Foster, Director of Development Brynn Gallaher, Director of Alumni Relations Lucy McKinstry '66, and Director of Admissions Chip Audett were all on hand to witness the occasion. Also, attending were faculty members Barbara Bale, Marimar Barrio, Linda MacKellar and Gretchen Young.

At their tenth-year reunion, the class will unearth the Time Capsule which was designed and donated by Mr. Alexander. Despite extremely hard ground caused by this summer's severe drought conditions, class members attacked the job of burying The Capsule with considerable energy and enthusiasm.

Reviving a wonderful tradition initiated by the Late Great Class of '88, each student had previously filled the Time Capsule with memorabilia reminiscent of their days and years at The Lexington School. These items were selected because the students thought they would be especially interesting to look at again after the next decade has passed. Aware of the campus expansion planning currently in progress, they included in the contents of the their Capsule a copy of the architects' preliminary Campus Master Plan.

"... they exchanged pencils and paper for shovels and post-hole diggers."

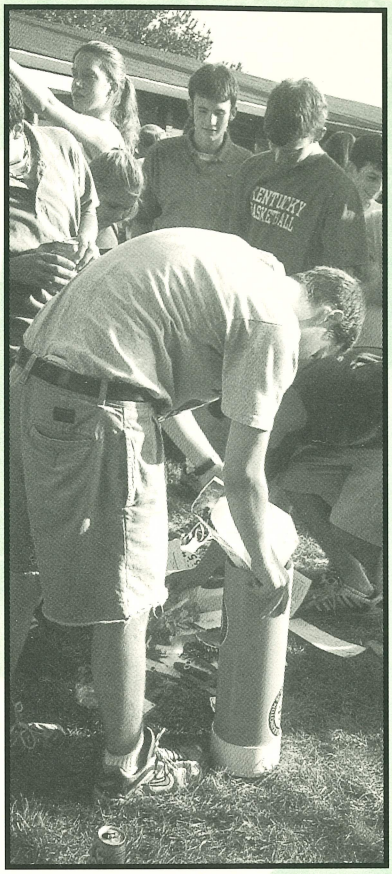
Welcoming all to the occasion, Headmaster John Fixx compared each of these recent graduates to Michaelangelo's vision of the form that can be released from each block of marble by the artist. Each young adult's progress in the future will be the chipping away to reveal the "form" that is not now visible. It will be interesting to see how these chunks of "Kentucky limestone" will develop over the years.

Co-Class Agent Callie Brooks and her good friend Brianna Egan baked two delicious cakes and decorated them in school colors, complete with the TLS logo. Lesley Black shared a big batch of recent photos of her classmates. The young adults agreed that it is important for them to maintain their strong connections to one another no matter how far apart they find themselves geographically.

—Katie Taylor '99

Katie already feels a part of her sophomore class at Westminster School in Simsbury, CT, where Headmaster John Fixx formerly was Director of Admissions.

Photos By Barbara Bale



As his classmates watched, Co-Class Agent Coley McKinstry tucked the Ninth Grade Show program into the Time Capsule.



Celebrating years of friendship at TLS were, from left, Lesley Black, Brianna Egan, Megan Craig, John Playforth, Alden Purdy, Lucy Lagrew and Nick Giordano.



One hug said it all—longtime friends Lesley Black and Brianna Egan said good-bye before each headed to boarding school; Lesley to St. Catherine's in Richmond, VA and Brianna to Garrison Forest School in Owings Mills, MD.



Adam Cullman-Clark, Hunter Ewen, Lucy Lagrew and John Playforth took shovels in hand as they began digging the hole in which the Time Capsule would be buried.

A FAMILY TRADITION



Gay Family Photo

At the residence of Dr. and Mrs. James Gay were, in front from left to right: George Freeman and Will, Anne Gay and Reid. In back: John Clay Stites, Charlotte Gay Stites, Dr. James Gay, Teddy Gay, Elizabeth Gay Freeman and Mrs. Anne Gay.

It goes without saying that The Lexington School is only as good as its families, and Anne and Jim Gay's family is certainly one with a lot of history. Dr. and Mrs. Gay enrolled their first child, **Elizabeth '79** in kindergarten in 1968, and their youngest, **Anne '98**, graduated from the ninth grade in 1998. In between that 30-year history, their two other children, **Charlotte** and **Teddy**, graduated in **'82** and **'89**, respectively. And now, with the enrollment of Elizabeth's two sons—the tradition continues!

Elizabeth and her husband, **George Freeman '75** (who also attended TLS and owns The Freeman Corporation in Winchester with his brother Reid) live in Lexington with their sons, **Reid '09** and **Will '11**. Reid is in kindergarten and Will attends the new kinderklasse program. Elizabeth graduated from The Hotchkiss School in Lakeville, CT, in 1982, and the University of Virginia in 1986.

Charlotte graduated from The Hotchkiss School in 1985, and from the University of Virginia in 1989. She also attended UVA Medical School and graduated in 1995. She married John Clay Stites in 1992. They moved to Louisville last year after Charlotte completed her pediatrics residency in Portland, Ore. John Clay heads a computer software company in Louisville, and they are expecting their first child this winter.

Teddy graduated from Groton School in Groton, MA, in 1992, and from the University of Virginia in 1996. Now Teddy works for the SunTrust Bank in Atlanta and is in close contact with TLS buddies: **Hanly Ingram '89**, **Scott Foster '89**, **Andy Barr '89**, **Chad Massie '89** and **Peter Cassidy '89**. Anne is a junior at Groton School. She is especially thankful that she completed her ninth grade year at The Lexington School in 1998, and cites the ninth grade trip to Arizona as an extremely valuable experience for her.

Anne and her nephew Reid both had Mrs. Beers for prekindergarten, and Reid is in Anne's old kindergarten with Mrs. Margaret Barker and Mrs. Zena Musgrave. Teddy and Anne both remember the fun and magic Ms. Barbara Bale brought to their first grade experience.

Over the years, Mrs. Gay has driven to The Lexington School literally thousands of times. She enjoyed carpooling with other families and learned what was going on at school from the conversations in her car over the years! She often picks up her grandchildren from school; and since Reid started TLS the same year Anne graduated, she never even had to take a year off from carpool duty in over 30 years!

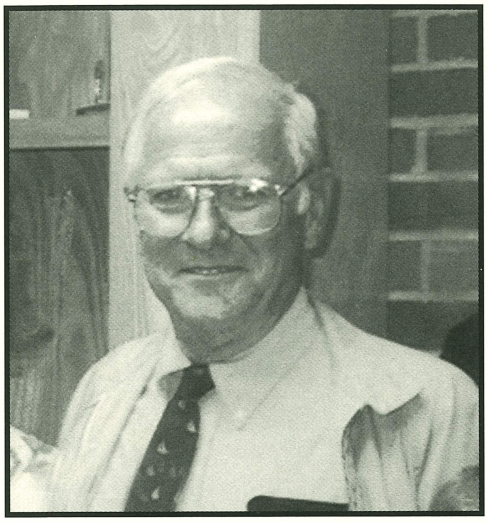
Dr. and Mrs. Gay agree that when it came to choosing a school for their children, it was no contest. They could not be happier with the education their children have received, and The Lexington School is equally proud of the stellar example the Gay children have set as alumni.

The Lexington School is so appreciative of the Gays and all the other families who do so much to make the school the wonderful place it is. The Gays are just one example of the strong commitment and pride that a family and school can forge together.

—Renie Ingram Parsons '81

UT SEMENTEM FECERIS ITA METES*

It was sometime during the seventh grade I learned that "Sandy" was the only real nickname for someone lucky enough to have been named Alexander. It was also during this time that I experienced what a gifted teacher does that allows him or her to influence lives. I experienced these things at this formative age, but I have spent the better part of a lifetime recognizing and reflecting upon these experiences. I, also, am a teacher. I tell my students how lucky I was that my father could afford to send me to private schools, but I tell them how much I learned when Mr. Gilchrist closed the book and taught the class from personal experience. I recall how much more attentively I followed a class discussion after following him down Elkhorn Creek in search of smallmouth bass the day before. I realize the sacrifice a teacher makes when a Saturday is spent shuttling students to and from Louisville for a 12-hour Junior Classical League conference. We benefited through those years, but we also benefited years later when groups of us would drop in at unbelievable hours. For that small junior high school of 38 students, there was someone who had touched each life. There was a gifted teacher who continues to nurture his students. Thank you, Mr. Gilchrist.



"...I tell them how much I learned when Mr. Gilchrist closed the book and taught the class from personal experience."

—James B. (Jimmy) Jones '65

After The Lexington School, Jimmy graduated from The Baylor School, Chattanooga, TN, and matriculated to DePauw University, Greencastle, IN. He is currently in his sixteenth year teaching Latin I-IV in the Paris, KY, Independent School System, where he also teaches sophomore English and coaches the chess team.



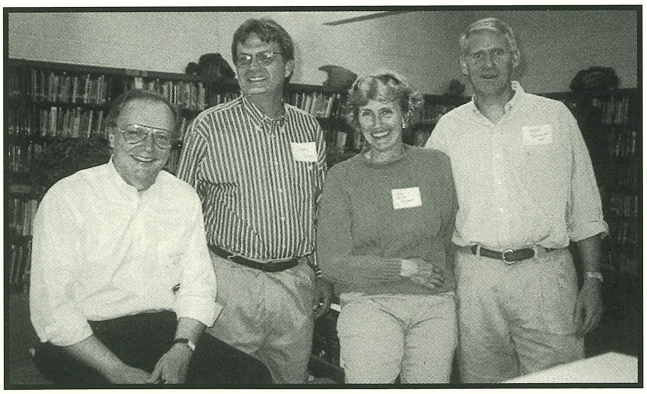
Mary Whitt Fishel '66, one of Mr. Gilchrist's star students, helped organize the gathering to welcome her favorite Latin teacher back to The Lexington School.



Mr. Gilchrist enjoyed catching up with some of his former Latin students whom he hadn't seen since he taught them in the sixties. Standing from top left, were John Irvin '67, Doug Ezzell '67 and Reynolds Bell '67, father of Hillary '94, Whitney '96 and MacKenzie '00. Seated beside Mr. Gilchrist were Todd Trimble Graddy '64, mother of Garrett '93, and Charlie Lisle '64.

As you sow so will you reap.—Cicero

Photos By Barbara Bale



Members of the Class of 1965 smiled at the memory of Mr. Gilchrist's extensive dinosaur collection that he kept in his classroom. From left, were W. L. Wilson, Jimmy Jones, Ann Miller Richmond and Win Paulson. When Jimmy arrived he brought a gift to Mr. Gilchrist — it was another dinosaur!

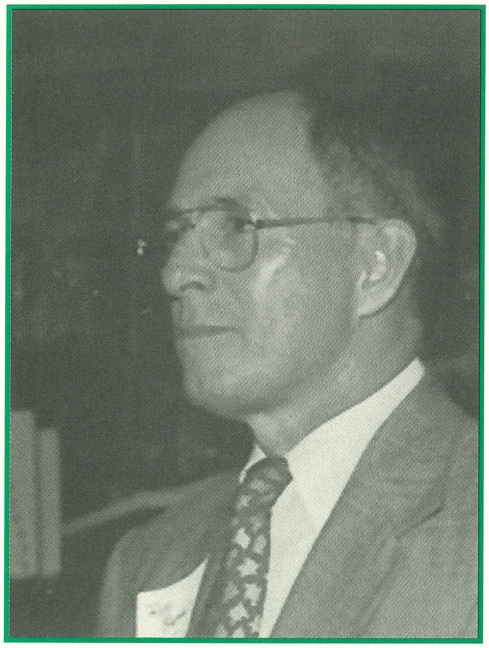
SHOULD AULD ACQUAINTANCE...

As part of The Lexington School's 40th Anniversary Celebration, the first annual multi-generation class reunion was held this past May 7 on the school grounds. Since TLS opened its doors in 1959, the school has experienced tremendous growth and success in preparing almost 1,000 students for the future. Once beyond the hallowed hallways of our Alma Mater, our student body has gone on to excel in almost every walk of life. Seldom a week goes by that one doesn't hear or read about our fellow alumni locally or abroad.

In order to provide an opportunity to regroup and visit with our school family at least every five years, TLS will host a reunion for several classes; beginning with the class ten years prior to the current year and every class five years prior to that. This year the classes of '64, '69, '74, '79, '84 and '89 were invited to a reception held in the school's library. Many attended, with an especially large turnout for the Class of '74. There were also a number of former teachers, administrators and alumni from other graduating years who who attended the celebration.

Upon arriving, we were courteously greeted by representatives from the current ninth grade class and escorted to what is the "new library" to most of us. Mrs. Pauline Lin, mother of **Alvin '04** and **Brendan '05**, provided the catering, and the ninth and seventh grade jazz ensembles provided lively music at both the front entrance and the library lobby. Joe Petro, the first art teacher at the school, had prepared an impressive display of many of his paintings. He graciously presented to Headmaster John Fixx a copy of one of his more famous works, a portrait of a young foal that represents hope for future achievement and excellence. Mr. Petro recognizes that this same hope for a strong future exists for every child enrolled at The Lexington School. Another highlight of the evening was the collection of archival photographs which had been compiled some years ago by Mrs. Claire Macfarlane, former kindergarten teacher, parent and grandparent. Featured in the photos were many of those in attendance, seeing themselves as others saw them years ago!

Cy Alexander '75, father of **Cy' 03**, **Wes '06** and **Ben '11** and current president of the Alumni Council, inroduced Headmaster Fixx, father of **Nat '07** and **Emily '10**. Mr. Fixx was accompanied that evening by his wife, Liza, who has been a contributing author to the newsletter. The evening allowed an opportunity to review the Campus Master Plan and the efforts of the Strategic Planning Committee. Brynn Gallaher,



Director of Development and mother of **Lindsay Marshall '03** and **Jane Houston Marshall '06**, was also on hand to discuss exciting plans for the expansion of the school.

The presence of revered first grade teacher Ms. Barbara Bale contributed immensely to the success of the gathering. She enjoyed listening to the many colorful and humorous stories told by Amos Lawrence, the first fourth grade teacher at The Lexington School. Former faculty member and Assistant Headmaster to Norton G. Pritchett, Rod Bussey, pictured above, brought many warm and colorful memories to share with his former students and colleagues. Other former teachers who were present were Harriet Collier, Bertha Hoover, Pat Kline, Claire Macfarlane, Sara Meekins, Mary Lee Nichols, Roberta Owen and Lorine Trosper.

It was entertaining to show photographs of new additions to our families and visit with the children of others who had accompanied their parents for the evening. Many of the alumni currently have or have had children who also attend The Lexington School. Others caught up on the many significant changes at the school, anticipating having their children join the next generation of students.

You never know whom you'll run into at TLS. Roberta Owen was present to catch me up on her children and my classmates, **Stuart '79** and **Sheila '79**. Dr. Noble Macfarlane was a pleasure to see again; he was the pediatrician to many of us over the years. Rod Bussey and I recalled the admissions process as he was then serving as assistant headmaster. It turned out that my first year at The Lexington School would be his last.

Next spring, the classes of '65, '70, '75, '80, '85, '90 will plan to set aside an evening to see friends, family and renew old acquaintances.

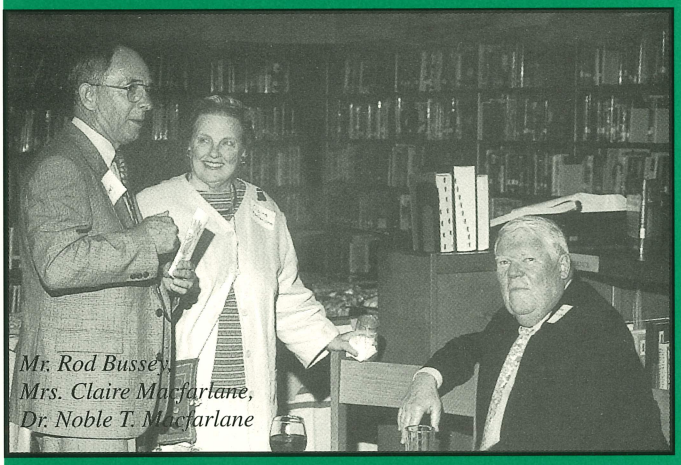
—T. Gerald Ward '79



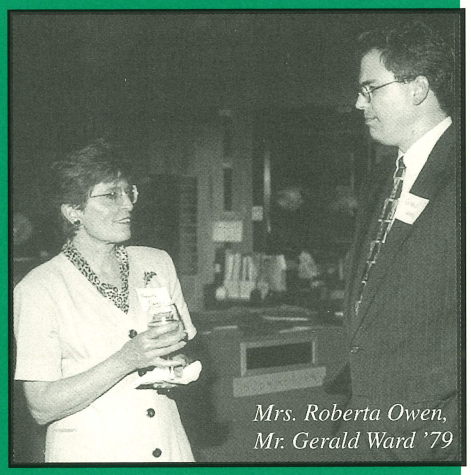
Mrs. Jessica Nicholson '64,
Mrs. Todd Graddy '64



Winter Robertson Huff '74,
Mr. Joe Petro



Mr. Rod Bussey,
Mrs. Claire Macfarlane,
Dr. Noble T. Macfarlane



Mrs. Roberta Owen,
Mr. Gerald Ward '79



Rick Pannell,
Whitney Wiggins Pannell '84



Ms. Margaret Cowling '64



Mary Clay Smith '74

Photos By Danielle Obert

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Beneath a pin oak tree on Thursday evening, July 30, 1959, final plans were made for the opening day of The Lexington School on September 14. From left were, Advisory Committee member Mr. Gilmore H. Nunn; kindergarten teacher Mrs. Grace Cramer Webber; Advisory Committee member Mr. H. Burnett Robinson; first grade teacher Miss Elizabeth Ison, all from Lexington; and Headmaster Mr. Frederick L. Luddy, of Hadley, MA.

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