The Lexington School
Pinpoints
SPRING 2004

2003-2004
A Win-Win Situation for TLS
Thanks to Molly Strassner and Kathy Gross

Good things happen when good people work together for a common good. Hand in hand, Interim Head Molly Strassner and Board President Kathy Gross have served The Lexington School with exceptional dedication, resolve, diligence and love. The result, which will be felt for years to come, is a strong institution poised to face the challenges of tomorrow with confidence.



Photo by Frank Hardesty

***Molly Strassner** and **Kathy Gross** are two leaders whose dedication to TLS over the years has been invaluable.*

It is widely known that this is Mrs. Strassner's second term as the school's interim, having served first in that capacity in 1997-98. She also spent three years on the Board after returning home to St. Louis. Transitioning a school from one era to the next has its own unique challenges and they are rarely the only things on the interim's plate. In addition to her responsibility to help the school hire a new Head, Molly found herself in the midst of a capital campaign, the construction of a new building and other important issues such as balancing the budget, establishing a dress code, and deciding whether or not to discontinue the ninth grade program.

Kathy Gross accepted a position on the Board in 1995 and her tenure has "packed a wallop." From the start, Kathy has been deeply involved in committee work related to finance and development. She chaired the school's annual fund two consecutive years and served on the capital campaign steering committee. Kathy was appointed President of the Board in 2002. In her second term, she unexpectedly found herself having to hire an interim and conduct the search to find a new Head of School. By most standards, Kathy has had a full-time volunteer job this year.

The Trustees wanted to be sure that both Molly and Kathy know how much their Herculean efforts are appreciated. They requested the front-page story in this issue of *Pinpoints* to express their gratitude publicly. Neither Molly nor Kathy knew anything about this article being prepared "behind their backs." The following paragraphs are a conglomeration of different voices speaking common themes. All of the remarks are a

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tribute to Molly's and Kathy's individual strengths as well as to their outstanding records for leadership.

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"Molly – what a leader! She provided the school with stability during what could have been a very difficult year of transition and uncertainty. She stepped into the interim position with so much knowledge and experience that she 'hit the ground running.' Thanks to her understanding of the school's history and culture, TLS never missed a beat. Her seasoned judgment and people skills were just what we needed to forge a partnership among faculty, administrators, families and students.

Molly isn't afraid to tackle big issues. She has the moxie to take the bull by the horns in gentle yet firm fashion and work with it until the job is done. In the throes of a Board meeting, Molly could tap into her ability to listen to everyone's opinions quietly and carefully and then build consensus with gentle persuasion. She was often our counselor, guiding us through tough decisions by pointing out ripple effects that hadn't crossed our minds." Words such as patient, smart, inspirational, unflappable, thick-skinned, wise, savvy, credible and compassionate appeared time and again as adjectives attributable to Mrs. Strassner. *"Molly is an excellent evaluator of the needs of a school; she taught us a lot. Additionally, her unwavering belief that TLS is a very strong school was a steadying influence."*

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"In conjunction with dealing with enormous issues, Kathy conducted a very thorough Head search. She co-chaired the committee whose work yielded excellent candidates and culminated in hiring Chuck Baldecchi. A team player, she doesn't hold herself above anyone else. Working right alongside her fellow committee members, she was always calm and in control. Her organizational skills and great business instincts were invaluable this year, as was her dedication to her position.

Kathy had to steer the Board through some choppy waters and she has done so superbly. Her service to the school has gone far beyond what would normally be expected. She goes about her work quietly, leading by example." Words used to describe Kathy include strong, composed, quiet, a great listener, honest, trustworthy, caring, and loyal. *"I don't recall that we made any decisions that were not the 'right thing' to do for our children. Thank you for strapping TLS on your back, Kathy, and carrying us forward."*

To add another component to this story, Molly was told that a tribute was being prepared to thank Kathy and vice versa. Unbeknownst to either, they were asked to contribute to this article.

In Molly's contribution, she wrote, *"Kathy Gross has been my boss, confidant and close friend during this year. She has always 'been there' for me, even to returning early from a vacation to help me with a difficult decision. One of the personality traits which makes Kathy an invaluable steward of The Lexington School is her ability to see both sides of an issue, keep an open mind, and then be decisive when it's appropriate. She never walked away from an issue, even when it might have been one she thought we shouldn't address. If I had to describe Kathy in just two words, they would be wise and fair."*

Kathy remembers, *"When Molly asked me what we'd like her to accomplish while she was here, I think I said something simple like 'just keep us all together.' Little did I realize at the time how much she would accomplish. Molly can see the big picture and what is best for a school long-term. She is gifted at communication and has improved that aspect of the interaction among board members, administrators, teachers and parents. Molly has been wonderful about keeping the school's new Head, Chuck Baldecchi, informed on decisions and developments so that when he arrives this summer, he can 'hit the ground running' just like she did this year. Molly's emphasis on the partnership we all share in to make The Lexington School successful has been the inspiration for much of the progress that has occurred on her watch."*

Not to be left out, Mr. Baldecchi was asked to add his thoughts. *" Kathy was a straight shooter. I never got the impression she was trying to portray TLS in a biased way, but it was clear to me that she loves the school. She answered all my questions fairly and in depth. This sent a clear message to me about the TLS Board. I could trust them. I was also impressed with her work ethic. She was always at school or giving her time to the school when I called.*

Molly is a new Head's dream come true. She took on some sticky issues this year rather than 'saving them' for me. I totally agree with the faculty when they say that

Molly has a calming influence. She sends a clear message to everyone around her that they can relax because she has things under control. I admire her courage, leadership, attention to detail and genuine soul. She clearly motivates people through her actions. I look forward to working with Molly in the future, as she will undoubtedly be receiving 'urgent' phone calls from me next year."

Robotics 101

For the six weeks preceding Spring break, **Mrs. Kemmish's** science lab looked a little bit like a playroom, but nothing could be farther from the truth. Some very serious learning was taking place. It was hands-on, minds-on every day. Her fifth graders were engaged in an innovative curriculum, new to TLS this year, entitled LEGO MINDSTORMS. According to consumer reports, "It was really cool stuff."

LEGO MINDSTORMS for Schools is a classroom solution from LEGO Educational Division that integrates robotics and programming. It is an ideal tool for helping children learn a variety of topics including math and science, and computer and design technology. The software was developed by the Center for Engineering Educational Outreach (CEEO) at Tufts University. The CEEO works with schools all over the world to help them integrate the teaching of math, science, reading and writing into solving engineering design problems. Engineering is a powerful tool that synthesizes talents and knowledge in almost every field of study to produce a product or a solution. Research indicates that learning interdisciplinary topics through engineering is a highly successful motivational technique because it capitalizes on students' interest in creating and building.

To understand what was evolving in day-to-day lessons, one must understand some of the key components in the materials the students were using. Each student was assigned his or her own RCX (remote command system). This is the programmable LEGO brick that transforms models into robots and controls their actions. The children build models (using LEGOS, of course) and robots using the RCX as the brain. Once a construction is complete, they use the ROBOLAB software to write a program on the computer for what they want their robot to do. The software uses an icon-based, diagram building environment. Their program is then downloaded from the PC to the RCX via an infrared transmitter called the "Tower." Once programmed, the robots are fully autonomous, acting on their own without support from the computer.

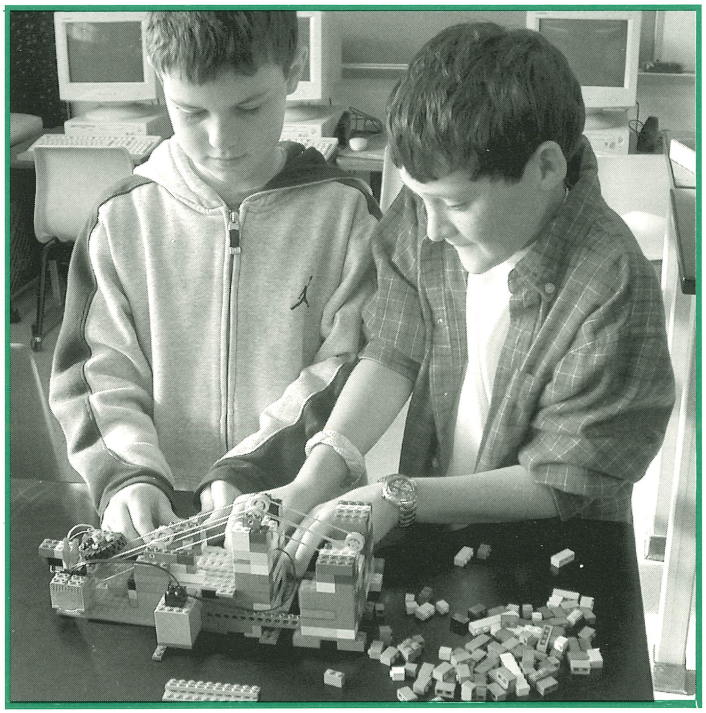


Photo by Samantha Kemmish

***Alec Cole** (L) and **Tucker Bulleit** (R) got in gear to make a LEGO amusement park ride with all kinds of moving parts. This assignment was in preparation for even better things to come.*

Mrs. Miller stepped out of the computer lab whenever she didn't have a class of her own to co-teach many of the activities and concepts included in this unit with Mrs. Kemmish. Two teachers in the room afforded each child the opportunity for individual attention as problems were addressed and learning progressed.

Before tackling a RoboAdventure, the class practiced LEGO construction. Their first assignment was to build an amusement park ride. This involved learning about axles, wheels, gears, and pulleys. They came up with some amazing, true-to-form models, most of which were

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variations on favorites such as merry-go-rounds, bumper cars, and roller coasters. A simple battery made the rides operate by powering the moving parts. When they were spread out all over the floor, the lab looked like a miniature Kings Island.

From there it was on to bigger and better things. After completing a series of "Pilot Training Missions" with guidance from Mrs. Kemmish and Mrs. Miller, each student was challenged to create a RoboRover. This robotic car had to be built to performance standards because it was going to be road-tested on a track Mrs. Kemmish made on the carpet in her classroom with duct tape. The challenge was to program the car so that it would proceed along the track executing right and left turns as they came up, reversing direction, turning in a circle and even putting its lights on. Almost everyone's program had to be modified or tweaked several times to make changes in speed, time or direction so that the vehicle would stay on the straight and narrow. As fifth grader **Alec Cole** said, "It was pretty easy to make the car, but hard to fine tune it so that it would do exactly what you wanted it to do."



Photo by Samantha Kemmish

In preparation for the road test, (L to R) ***Kristen Adkins, Amanda Tenney, Erin Helton****, and* ***Molly Beach*** *used ROBOLAB software to write a computer program that would keep their robotic cars on track.*

Another RoboAdventure dealt with an "Alien Encounter." Just like RoboRover, RoboAlien had to be built out of LEGOS first. Naturally, no two aliens were alike. Mrs. Kemmish asked her students to write a program for it to dance. Both large and small movements were expected. It had to "stop" when light hit it and "go" when the light was turned off. Because the RCX has a speaker that produces six distinct tones and can carry a tune, the alien's program could even include dance music.

During the process of making, programming, and testing robots, students learn about the very process of exploring, planning and problem-solving. They become familiar with the principle of breaking down a problem into smaller parts, generating ideas, testing them, and taking advantage of unexpected results.

Children Helping Children

Over $5,000 donated to St. Jude Hospital

Four decades ago, St. Jude Children's Research Hospital was created to find cures for catastrophic childhood diseases and to care for afflicted children. Founded by the late entertainer Danny Thomas, the center now treats approximately 160 outpatients every day and maintains 56 inpatient beds. It is the largest childhood cancer research center in the world in terms of the number of patients enrolled in research study protocols and successfully treated. The hospital's daily operating costs, approximately $715,200, are primarily covered by public contributions.

Last year, math teacher **Greg Gunn** introduced students at TLS to the St. Jude Hospital Math-A-Thon. Now in its 25th year, Math-A-Thon is an educationally based fund-raising program in which students obtain sponsors for the number of math problems they complete in special workbooks geared to their grade level. The problems are in tangle tables, puzzles, cartoons, and contexts that form codes and messages to be decoded. Well-respected educational textbook publishing houses such as Addison-Wesley and Holt, Rinehart and Winston

gave the hospital permission to use copyrighted materials in these Funbooks.

Students who participate in the Math-A-Thon learn to do more than just math problems; they also learn the importance of helping children who are less fortunate than they are. St. Jude Children's Research Hospital fully credits its success in helping the children of today become the adults of tomorrow to the generous support of people around the world, including students at The Lexington School and the larger community which rallies around their causes.

We are very proud to report that this year's effort raised over $5,000. Seven students (four fourth graders and three second graders) raised over $200 each.



Photo by Frank Hardesty

Second graders (front row L-R) ***Haydon White, Robert Dence, Morgan Ashley*** *and fourth graders (back row L-R)* ***Will Huskisson, Alex Peat, Chase Deppen, and Charlie Grisby*** *have a great reason to smile. They helped raise almost $5,000 for St. Jude Children's Research Hospital. This is the second year that teacher* ***Greg Gunn*** *has sponsored the Math-A-Thon.*

Opportunities to "do good" at school are not reserved just for students. Faculty and staff find them too. Everyone in the front office decided they would contribute to putting a package together for Sergeant Art Dunahue. Art is Ryan (grade 1) and Blake's (KinderKlasse) father and he is serving with the U.S. troops overseas.

Mrs. Deller's class tied a yellow ribbon around a tree at school to show their support for Ryan's dad. They are his penpals too. Letters are exchanged regularly. But everyone knows what an extra special treat it is to get a package from home.



Mrs. Deller's *first graders put a yellow ribbon around a tree at school to let their classmate* ***Ryan Dunahue*** *(far right) know that his dad is in their thoughts.*

How about five packages? Art is stationed in Kuwait and over 100 pounds of goodies arrived for him one day, literally out of the blue (sky).

The staff had filled boxes with "junk food" (even nurse Kristen Beers approved in this case) and fun diversions Art and his buddies could enjoy when they had some down time. Those gifts included things like Frisbees, playing cards and CD's. Naturally, he also received TLS apparel and paraphernalia. Art is a heavy equipment transporter and a TLS sticker is now on the window of his vehicle.

Alumni Profile:
Jonathan Salomon, Class of 1990

Jonathan Salomon is an associate in the New York law firm of Cleary, Gottlieb, Steen & Hamilton. The road to get where he is today was paved with excellent educational opportunities, strong family values and support for his interests, a little bit of luck and a lot of self-starting.

After gradation from Henry Clay High School, Jon enrolled at Washington University in St. Louis for his undergraduate education and earned a BA in Social Thought and Analysis, *with Honors*, in 1997. He was accepted at NYU's School of Law and was awarded a JD, *cum laude*, in May 2001. Today, his law practice includes domestic and corporate securities litigation matters, as well as international arbitrations and representation of foreign sovereign governments. He has had significant experience is conducting internal investigations on behalf of major corporate clients and representations in connection with investigations by the Securities & Exchange Commission and the United States Attorneys Office. "On the side," Jon has also had significant experience in politics which, it would seem today, is truly his passion.

In the interview for this story, Jonathan was first asked to gather and share some thoughts about his education at The Lexington School and how he believes it influenced who he is today. He did so with candor, insight, obvious nostalgia and great appreciation for the people and the place.

Jon started at The Lexington School in Montessori when he was three-years-old. His teachers were



TLS Archives

(L to R) ***Jon Salomon, Benjamin Self, and John Tackett*** *debated for TLS in 1990.*



A reunion of friends from the Class of 1990 included ***Ben Hoffman, Jon Salomon and Marshall Foster.*** *They were attending* ***Curtis Montague's*** *wedding.*

Barbara Brogan and **Anne Eames**. Twelve years later (he was a "lifer"), Mrs. Eames was his teacher again, this time for ninth grade English. Jonathan smiled as he noted, *"She sort of 'bookended' my time at TLS – from taking my jacket every morning and showing me how to pour apple juice to exploring classic American literature."*

Jonathan believes he is very much a product of his teachers at TLS and of the experiences the school provided. In his own words, "*TLS was, in many ways, a second home when I was growing up. I still have overwhelmingly positive memories of my education there. I learned a lot beyond rote academics, and much of the classroom education –especially looking back – was truly remarkable. When I think about the challenging subject matter that* ***Miss Cowling*** *guided us through in history or the level of proficiency that* ***Señor Fox*** *demanded of us in ninth grade Spanish, (I never knew Spanish better than when I finished the ninth grade), I am amazed. When we were 14-years-old, Dr. Fox was teaching us the works of Jorge Luis Borges. We thought the material was impossible. I realize now that it takes a real personal investment and a big leap of faith on the part of a teacher to tackle themes like 'life is a labyrinth' with a group of junior high kids. My teachers routinely set expectations that*

seemed improbable and they achieved improbable results.

The arts were also a big part of my education. I always sensed that TLS valued our creative development almost equally with our analytical skills, and I think that's pretty unique for a grade school. Teachers like ***Don and Eunice Noderer*** *who cultivated my interest in music, and my art teacher,* ***Mrs. Kasperbauer****, were important influences at an early age. They encouraged all of us to explore our creativity both in and out of the classroom. I remember a group of us wanted to start our own band and we were not only encouraged to do it, we were given practice space. Some of my fondest memories are of orchestra and jazz band recitals, holiday concerts, fine arts week and, of course, the big fifth and sixth grade musical productions. They rival most of the off-Broadway shows I've seen in New York, at least in my memory. There are many reasons why TLS is so successful at producing outstanding students, but I think that its commitment to cultural and creative education is crucial to developing the capacity of its students to think multi-dimensionally.*

I was always led to believe that I was good at language arts and music, but I tended to shy away from math and science. ***Betty Cox*** *and* ***Frank Hardesty*** *were instrumental in changing that. Mrs. Cox gave me the only 'C' I've ever gotten in my life. At first, I was convinced that Mrs. Cox didn't like me very much and that I was never going to cut it in algebra. She spent a lot of time with me after class trying to change my mind. Ultimately, she did, and I've carried her lessons with me ever since. Mrs. Cox showed me that the only thing holding me back from excelling in math was me. Her counsel was not to get frustrated if I didn't understand some concept the first time I saw it. This was indispensable advice, especially later in law school. Mr. Hardesty showed me that I could do well in science too – at least in identifying rocks. His camping trip was a highlight of ninth grade and I still listen to Lynyrd Skynyrd."*

Thanks to the efforts of former faculty member **Carol Aldy**, Jon became involved in debate at TLS as a seventh grader. Mrs. Aldy remembers Jon for his "natural talent and instincts as a debater." She said that once he got the debate "fever," he was unstoppable. Jonathan credits his confidence in public speaking to those debate team experiences.

Hours spent sitting around the dinner table with his mother and grandmother, listening to them talk about the value of living in a democracy, is what initially sparked Jonathan's interest in politics. Public service is held in high esteem in his family. It is seen not only as a way to make a difference, but also as a way to give back for the rights and freedoms that come with being an American citizen. When he was a junior in high school, Jon took his first class in political science. He and some friends asked their teacher how they could get involved and it was suggested that they go to Frankfort and simply volunteer. They started out as "gophers," but this was the beginning of some truly extraordinary experiences.

"I'm not sure I will ever be as lucky again as I was to have the chance to work in the White House under President Clinton and later on Mrs. Clinton's Senate campaign. I had been involved in the Clinton/Gore campaigns in 1992 and 1996 and was invited while I was in my senior year of college to help organize President Clinton's second inauguration. After graduation, I returned to Washington to intern for Mike McCurry who was then the White House Press Secretary. I was 22 and every day felt like a scene from a Hollywood movie. I mostly remember feeling really undeserving and uncomfortable having a Marine guard open the door every day on the way to the West Wing.



Jon *was on the road with President Clinton in Mumbai.*

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I was later offered a role as a member of the White House advance staff, traveling in support of President and Mrs. Clinton. It was another dream position. I traveled most of the country and a lot of the world coordinating the President's trips with the White House staff, Secret Service, and national press corps. It was a regular ticket to witness history in the making. Having the opportunity to be part of important bill signing ceremonies on the White House lawn or to be received as part of the American delegation on state visits to China and at the World Trade Organization in Geneva seemed completely surreal. It was the starker moments like meeting with survivors of the genocide in Rwanda or witnessing abject poverty in India that served as a reality check and reminded all of us of the importance of the work to which we were committed.

I continued to help the White House staff after starting law school. One of my best memories is of President Clinton's trip to Eastern Kentucky in the summer of 1999. I'll always remember Air Force One landing at Bluegrass Field and some of my old White House colleagues (especially those from Arkansas) picking up where we left off with the Wildcats/ Razorbacks rivalry. We all boarded Marine helicopters and when we landed in Hazard, we were greeted by a presidential motorcade driven, in part, by my brother Seth and John Spires, both TLS alumni. That was a memorable day.

Later, I worked more closely with Mrs. Clinton on her campaign in New York for the U.S. Senate. I was a relative newcomer to New York at that time (some were saying the same about Mrs. Clinton) and the campaign was a wonderful opportunity to learn my way around New York City and the rest of the state. The Mrs. Clinton that I had met as First Lady seemed to transform during the course of the race into a relaxed, comfortable and very effective candidate. By the end of the campaign, she had fought hard to earn the opportunity to serve the people of New York.

Given that I spend most of my time practicing law, the political world now comprises a big part of my outside interests. I still travel with President Clinton whenever I have the opportunity. Last summer, I was with him in Greece for a very interesting symposium on foreign affairs, specifically focusing on ways to mend the current rift in international relations between the United States and some of our former allies in Europe.



Salomon Family Photo

*President Clinton thanked **Jonathan** for all his hard work as a member of the White House advance staff.*

I helped start a young professionals group for Senator Clinton earlier this year which has been doing very well and attracting the participation of a lot of people who have never been involved in politics.

Most recently, I worked with General Wesley Clark's presidential campaign. I staffed him on his frequent visits to New York and took some time off from work to travel with him when his campaign was in full swing. Having returned to my law firm for a very brief period at the conclusion of General Clark's campaign, it looks like I'll be hitting the campaign trail again. At the end of April, I received of a job offer from Senator John Kerry's headquarters to work with his staff from mid-May to the election in November."

At the end the interview, Jon was asked if he had any advice for today's students. He said, *"It would be to enjoy their time at TLS and to take advantage of all the resources it has to offer. The teachers are the greatest resource. Let them nudge you. They're also great sounding boards for ideas. There's a tendency not to appreciate school when you're going through it – especially middle school – but I know I would love to have the time now to do some reading in the TLS library or to sit in on a few of my old classes. I realize this advice will be about as well received by today's TLS students as it would have been by me at the same age, but I'll bet that in 10 years or so, some of them will feel the same way I do now."*

RATS!

The Fifth Grade Musical is now legendary. Just when you think it can't get much better, it does. We're talking about RATS, the story of the Pied Piper, revisited. Everyone knows that the fairy tale is set in the town of Hamelin – except for some teachers at The Lexington School who decided it might be neat to have the story take place in New Delhi, India. Why New Delhi? Because fifth graders study India in social studies, of course, and opportunities for interdisciplinary education are not to be missed.

The set for RATS was originally a medieval town square, but **Mrs. Hamilton's** students created a contemporary backdrop that included the New Delhi deli, a bank with postings in Hindi, and a ticket office at the Taj Mahal Theatre for the opening of the Broadway play, *Bombay Dreams*. Their set also included some authentic Indian temple accoutrements, an oil lamp and a gong. Most of the performers, except for the rat pack, were costumed in traditional Indian garb.



RATS rats were played by (L to R) ***John DeReamer, Sam Woomer, Philip Lillelund, Mallory Linton, and Kristen Adkins.***



Policeman ***Kevin Xiong*** *was quite upset at the ruckus created by the rat infestation in New Delhi.*

Mrs. Hamilton and **Dr. Cooper** said that RATS could not have been the performance that it was were it not for the "phenomenal support" they received from parents who helped with everything from set decorations and props, to wardrobe fitting, to refreshments. Fellow fine arts teachers, **Laura Blake** and **Kate Gaines**, lent helping hands as well. The other ingredient to the musical's success was the exuberance of each and every fifth grader. The children loved the music and the script (which Dr. Cooper updated with humorous literary license) and it showed on every face. Kudos to all involved.

Foreign Affairs

Foreign languages are introduced to TLS students in preschool. By first grade, their schedule includes one semester of French and one semester of Spanish. This curriculum continues through the fifth grade. Upon entering middle school, everyone must make a choice between the two languages and stick with it.

Foreign Language Week, held each year in early spring, is a time for students at every grade level to celebrate not only the language and culture they are studying, but also the umpteen languages spoken all around the world. To this end, lower school French and Spanish teachers made a bulletin board in the main hallway that displayed a greeting in all the languages spoken by families within our walls. We have 17 different languages here at school: Polish, Arabic, French, Hebrew, Russian, Italian, Chinese, Korean, Afrikaans, Gaelic, Urdu, German, Japanese, Danish, Spanish, Kannada and Pashto. It was quite a challenge for students to determine which greeting was in which tongue.

The walls of the lunchroom were decorated with colorful replicas of flags from around the globe made by sixth graders. Each flag included information about the origin of its design. Different countries' national anthems were played at lunchtime, as was music traditional to a specific culture. Lunch also included the challenge of trivia questions about various nations. Other middle school activities ran the gamut from making maracas and piñatas to sitting for a national exam. *Continued on page 10*

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Foods and festivities are a big part of the culture of a country. Fifth graders gathered in the library one afternoon to enjoy crepes and burritos and to discuss good reasons for choosing French vs. Spanish as their foreign language elective. Issues such as career opportunities, enjoyment of a country's art, music and literature, and travel dreams were evaluated in an open forum. Speaking of travel dreams, seventh graders studying French designed a brochure for a trip to Paris. Mrs. Arnold gave them different budgets with which to work. Brochures were created for poor college students, honeymooners, families with children and well-to-do older adults. Students had to research variables such as airfares, hotels, restaurants, daytime activities, and transportation around the city.

At the end of the week, ninth grade students combined forces to entertain preschoolers with a performance of *The Hungary Caterpillar* in both French and Spanish. They made props and donned costumes to delight the audience with their own adaptation of the popular children's storybook.



Photo by Frank Hardesty

Spanish students made piñatas during Foreign Language Week. Seventh grader ***Cory Cameron*** *is holding the duck-billed platypus.*

A Capital Capitol Trip

The ides of March was a much-anticipated date for TLS eighth graders. While schoolmates were hard at work in their classrooms, off they went, into the wild blue yonder (aboard a Southwest flight) bound for Baltimore. A motorcoach was at the airport waiting to take them to Washington, D.C. A remarkable trip had begun.



Reflections on the Vietnam War Memorial.

A class trip to the nation's capitol is a long-standing Lexington School tradition. It's an educational experience, for sure, and a very personal one. Different things impress different people each year. A random sample of comments from the travelers indicated consensus about one thing – some great memories were made. Whether it was the solemnity surrounding the Tomb of the Unknown Soldier, the thrill of touring The White House or stepping back in time at Ft. McHenry and Mount Vernon, there was something for everyone.

One might wonder just how much information students really absorb on a trip that is chock-full of activities from dawn to dusk. To test that question, the professional guide who had been with our group at every stop gave a "pop quiz" at the end of the tour. Every child earned a grade of 100%.

Plans for the Future

Spring is the time when prospective graduates and their families are thinking very seriously about life after TLS. "What's next?" Do I enroll at my local public high school; apply to a magnet program; continue in the independent school sector; or opt for a secondary school with religious affiliation? Or do I spread my wings at an out-of-state boarding school? Of course, there are no right or wrong answers. The challenge is for each student and his or her family to use good decision-making skills to determine what is best for them. Regardless of the decision, secondary school placement is a reflection of individual accomplishment and a source of institutional pride.

Traditionally, some Lexington School students choose the boarding school option. At the time this issue of *Pinpoints* went to press, the following students had accepted admission at the schools listed.

EIGHTH GRADE:

Audrey Akers – Baylor School

Caroline Boes – Groton School

Harrison Langley – Baylor School

Chris Lyons – The McCallie School

Nancy McKinstry – Phillips Exeter Academy

Clint Parker – The McCallie School

Russ Purdy – The McCallie School

Mary Van Meter – Lawrenceville

NINTH GRADE:

Ann Cowden – Episcopal High School

Dennis Van Den Broeck- The McCallie School

Lindsay West – Miss Porter's School

We are very proud to announce that the following students have been accepted into magnet programs in the Fayette County Public School System:

Paul Lawrence Dunbar High School
Math and Science Magnet

Aubrey Vaughan
Chase Urschel
Teddy Yan
Nick Maloney
Caroline Boes
David Parell
Erin Stokes
David Lock

SCAPA at Lafayette High School

Annie Grossman
Anton Escobar
Teddy Yan
Katharine Freeman

The Academy at Henry Clay High School

Brack Turner
Mary Van Meter
Elizabeth Fryman

Words of Wisdom *from Headquarters*

by Molly Strassner

"It's a pleasure to offer the TLS community this statement of the educational philosophy of a colleague of mine, Marsha Nelson, Head of the Cathedral School in New York. I was interim head there 16 years ago and have been on Cathedral's board since 1994. The school's climate is quite different from ours. The student body is very diverse, both ethnically and socio-economically. Its educational values, however, are similar to ours. I have highlighted several phrases in Marsha's statement that I think are particularly important for us to keep in mind as we move forward. They also emphasize some of the points I've made in past Head's letters."

Educational Philosophy

by Marsha Nelson

A school should strive to teach each child in its care to be a critical and avid reader, a clear and confident writer, a bold and creative thinker, and a responsible and compassionate citizen.

Children learn everywhere – at home, on the street, at the movie theater, and, of course, at school. At school, educators have the opportunity and responsibility to **construct learning opportunities that help each child relate to the world and prosper in it**. A school should lay the foundation of skills and experiences on which a child can build a lifetime of learning. Children should explore, create, and learn from their successes and mistakes in independent as well as collaborative activities. As girls and boys run and sing, read and write, calculate and debate, curiosity and wonder must remain a source of their learning. In this way, children will be inspired to share their strengths, pursue their passions, **and apply their talents with purpose and confidence**.



A school's curriculum should introduce children to a world far beyond their immediate environment. ***Chris Lyons*** *and* ***Aubrey Vaughan*** *are learning titration in their eighth grade chemistry class.*

To be successful, a school must be populated with a bright, caring, industrious team of professional educators who welcome the uniqueness of each child. While integrating a demanding and comprehensive educational program, **a school must balance appropriate challenges with plenty of support**. The curriculum should blend traditional approaches to literature, history, science, languages, and the arts with contemporary approaches that **introduce children** – literally and figuratively – **to a world far beyond their immediate environments**. As never before, a school should also incorporate the technological skills to prepare students for life in the twenty-first century. Without discarding the tools of the previous generation (books, paper, pens), a school must aim to integrate our new tools – computers, the Internet, and multi-media technology. While teaching the relevance and power of these new tools, a school must also emphasize the responsibilities that accompany their use. An open and cooperative relationship between

parents and the school will further understanding and support for each child. Working alongside parents, a school should help children develop healthy lifestyles and skills for making friends.

The school environment should be safe, attractive, and alive with the art and work of the students it represents. **Students should be proud of their school** and aware of its history, traditions, and values. They should be encouraged to participate fully in a school community that respects and values diversity – in personal attributes and talents, in culture and religion, and in socioeconomic status and lifestyle. Guided by teachers, administrators, and staff who embrace and model the values of the school, **students should learn that care for the environment begins with care for their school,** living cooperatively among a diverse population starts with respectful treatment of teachers and classmates, and that great personal accomplishments grow from risk-taking and perseverance. Through all of this, girls and boys must be entrusted with responsibilities that **teach reasonable and wise decision-making skills based on honesty, integrity, and concern for the welfare of others**.

"Children do learn everywhere, but sometimes I think we fail to emphasize the need for them to relate to and be comfortable in the world at large. Only then can they have the self-confidence to apply their talents to be contributing citizens.

TLS is an academically accelerated school that stretches students to acquire skills and knowledge of the international community. Our program is challenging and I think all of us – teachers and parents – must remember to provide the support they need to succeed.



*Our teachers provide the support a child needs to succeed. Here **Mrs. Bjork** is showing **Andrew Parlanti** the correct technique for sketching.*

Finally, students should learn to be proud of their school and to care for it. We're not as good at this as we might be. I expect that the new lower school building and refurbished old building will strengthen that pride and caring.

TLS is a remarkable school. With your interest and support, it will become an extraordinary school under Chuck Baldecchi's leadership."

Did You Know.....

Did you know that 86% of our seventh graders qualified for the Duke University Talent Identification Program (TIP)?

Did you know that one way the fourth grade decided to celebrate the 100th day of school was to initiate a food drive for God's Pantry? The children organized the canned food in 5 sets of 20, 4 sets of 25, 10 sets of 10, square root of 1000, etc. **Mrs. Haynes** envisioned each advisor group collecting about 100 cans. When the word got out about what the fourth grade was up to, the entire school decided to participate. This one-day-only blitz resulted in a donation of 1190 pounds of food!

Did you know that TLS has a Safety Team? School nurse **Kristen Beers** relates that 19 teachers from across divisions have taken Basic Cardiac Life Support (CPR) classes.

Alumni News

Todd Geddes '79 has accepted a position in the information technology department of Kentucky Farm Bureau Insurance in Louisville. His three boys attend Holy Spirit School.

Julie Geddes Johnson '80 has two little girls aged six and eight. Julie is a special assistant to the executive director at the American School Food Service Association in Alexandria, VA.

On April 1, Dr. and Mrs. **Bruce Belin** '82 became the proud parents of their second child, Benjamin. His older sister Sara is 2 1/2.

Keene Adams '83 was married to Sara Elizabeth Richardson on April 3, 2004 in Charleston, SC.

On May 30, **Ruth Belin** '85 will wed Mark Salzinger here in Lexington. Ruth is an endocrinologist at Johns Hopkins and Mark writes a financial newsletter for Louis Rukeyser. The couple will live in the Baltimore/Washington area.

Lynn and **Jeff Jefferson's** '85 daughter Lucy will enter kindergarten at TLS this fall.

Alex Neuman '86 and his wife Juli are the proud parents of a son, Alexander McGuire, born February 25, 2003. "McGuire" weighed in at 6 lbs. 2 oz. Juli is Vice President of Just4Kids and Family Marketing out of Atlanta and Alex works for Kirk Horse Insurance.

David Ades '86 was married to Laura Loventhal on January 18, 2004. David is a major with the Lexington Fire Department and Laura is a social worker at the University of Kentucky.

Meg Foster Sullivan '87 and her husband Davey are the proud parents of their third son. Thomas Foster Sullivan was born in Chicago on February 3.

Greg White '87 will marry Jenny Burke in Austin, Texas on October 23. Greg and Jenny both work for Dell in Austin.



Friends from the Class of 1987 (L to R) ***Scott Chamberlin, Bob Gee, Greg White and Joe Aldy*** *enjoyed a ski trip in Colorado in March.*

Aoife Lyons '88 earned a PhD in child psychology and has a private practice in Chicago. Her "night job" is playing the violin in a rock band called BurnRomeBurn.

Laurel Johnston '88 and **Peter Cassidy** '89 are engaged.



A host of TLS friends, faculty, and alumni celebrated with ***Hanley Ingram*** *'89 and his bride Heather Flattley at their wedding last September.*

Clay Neuman '89 is engaged to Elizabeth Ann Byrd. Their wedding will take place in Adairsville, GA on June 5.

Carey Mitchell '90 earned a master's degree in public health and is working as a consultant in Atlanta.

After living in California for a number of years, **Chris Young** '90 has returned to Lexington to work for Overbrook Farm.

Whitney Lagrew Walters '91 and her husband Andrew are moving to Richmond, VA in May. Andrew has accepted a job with Philip Morris.

Kash Stilz '91 married Christa Nemeth on April 10 in Cincinnati. Classmates **Conner Keller, Bruce Nicol,** and **Blake Miller** were groomsmen. **Ellen Stilz** '94 was a bridesmaid.

Andrew Moore '92 is an architect with Phelps –Moore Associates here in Lexington. Currently, the company is building and restoring log cabins and other historical properties.

Ellen Rice '93, a graduate of Wheaton College, is a Montessori teacher in Cambridge, MA.

Angus Burns '94 graduated from UK in December, majoring in Horticulture. He is now employed by the LFUCG Division of Fire and Emergency Services and also by Pemberton's Greenhouses.

After her graduation from Vanderbilt in 2001, **Lesley Elliott** '94 moved to Washington, D.C. where she worked for Senator Mitch McConnell for nearly two years. She was a legislative aide covering health, social security, Medicare and education issues. In March 2003, Lesley accepted a position with the secretary of the Senate. While in this role, she traveled to China with a staff delegation. As of this April, Lesley has been promoted to Deputy Chief of Staff with duties which include managing and maintaining the Continuity of Operations (COOP) program for the secretary and her 26 departments.



***Lesley Elliott** was part of a 22-member delegation on an official visit to China in 2003. The group visited an elementary school on their tour.*

Cecilia Moore '94 will marry Joe Hill on November 27. He is beginning his third year of medical school at UK and she is pursuing a career in health care as well.

Trip Sweeney '94 has just finished his first year of medical school at UK.

Cindy Kemp '95 is teaching middle school math in Louisville.

Shea Burns '96 graduated in December from the University of Arizona, majoring in Environmental Hydrology and Water Resources. Shea is currently employed by the US Dept of Agriculture - Agricultural Research Service in Tucson, AZ.

Laura Bundy '96 was in Lexington in April for a performance at the Downtown Arts Center to benefit Actor's Guild of Lexington and the Lexington Arts and Cultural Council. Laura has developed into a standout on Broadway, originating the role of Amber von Tussle in the Tony Award winning musical *Hairspray* and currently appearing in this year's early Tony Award favorite *Wicked.* Fans may also have seen her in films such as *Jumanji* with Robin Williams, or in her recurring role as Marah Lewis in the soap opera *The Guiding Light*, or in other TV shows such as *Home Improvement.* With her singing partner Amber Rhodes, Laura has launched a recording career. The two are on a regional tour to promote their new CD.

Lucy Hinkle '97 graduates with a BS from Washington and Lee this spring. She will begin medical school at UK in the fall.

Griff VanMeter '96 appears in the new IMAX film celebrating the Lewis and Clark expeditions. It's currently showing in Louisville.

In March, teammates **Miles Hopgood** '03 and Blake Henderson, students at Dunbar, won the state high school speech championship in duo improvisation.



TLS Archives

A trip to the nation's capitol is part and parcel of graduating from The Lexington School. For the class of 1986 it was the best of times.

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

The Lexington School

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