The Lexington School
Pinpoints
SPRING 2005
A Newsletter for Families, Alumni, & Friends of The Lexington School

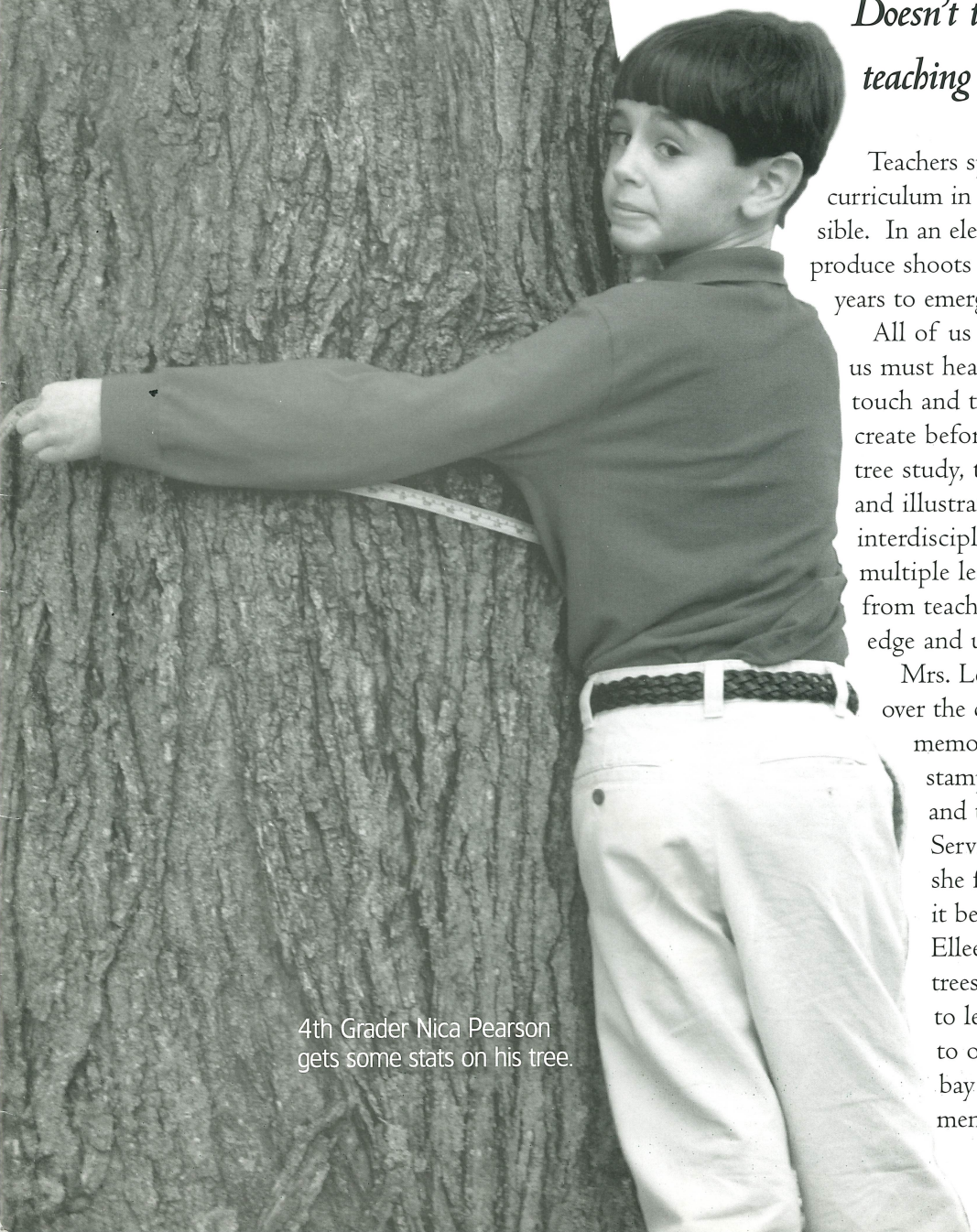
These Halls of Learning

An old Welsh Proverb says, "A seed hidden in the heart of an apple is an orchard invisible." Doesn't this metaphor apply to teaching and learning, too?

Teachers spend their careers creating and refining curriculum in order to plant as many seeds as possible. In an elementary school, teachers watch seeds produce shoots and sprouts while the fruits may take years to emerge.

All of us learn in a variety of ways. Some of us must hear; others must see; at times, we must touch and taste. Sometimes we must build and create before we understand. The 4th grade tree study, the preschool examination of color and illustration, and the 7th grade mid east interdisciplinary unit incorporate all five senses, multiple learning styles, and hours of dedication from teachers who are planting seeds of knowledge and understanding.

Mrs. Leanne Zimmerman's 4th graders have, over the course of three months, adopted, memorized, sung about, observed, drawn, stamped, smelled, extracted dyes from, and tasted trees. Although Lizzie Walsh's Serviceberry was a three-foot tall baby, she found her tree "so calm." She liked it because it was not "too overwhelming." Ellee English recalled that singing about trees was "like science, but it was easier to learn." Yesmina Zakharia was thrilled to observe a praying mantis on her sweet bay magnolia, whose leaves, Joey Cole mentioned, were used to make perfume.



4th Grader Nica Pearson gets some stats on his tree.



Vanessa Fu will always remember observing the arms of her flowering crab apple tree that were wiggly and curvy, reminding her of a roller coaster. She remembered that photosynthesis is a tree's job, and helps provide oxygen for us all. Although one young man said he didn't remember much because he had already taken the test, he did state, "One thing I know for sure. Without trees, we couldn't survive."

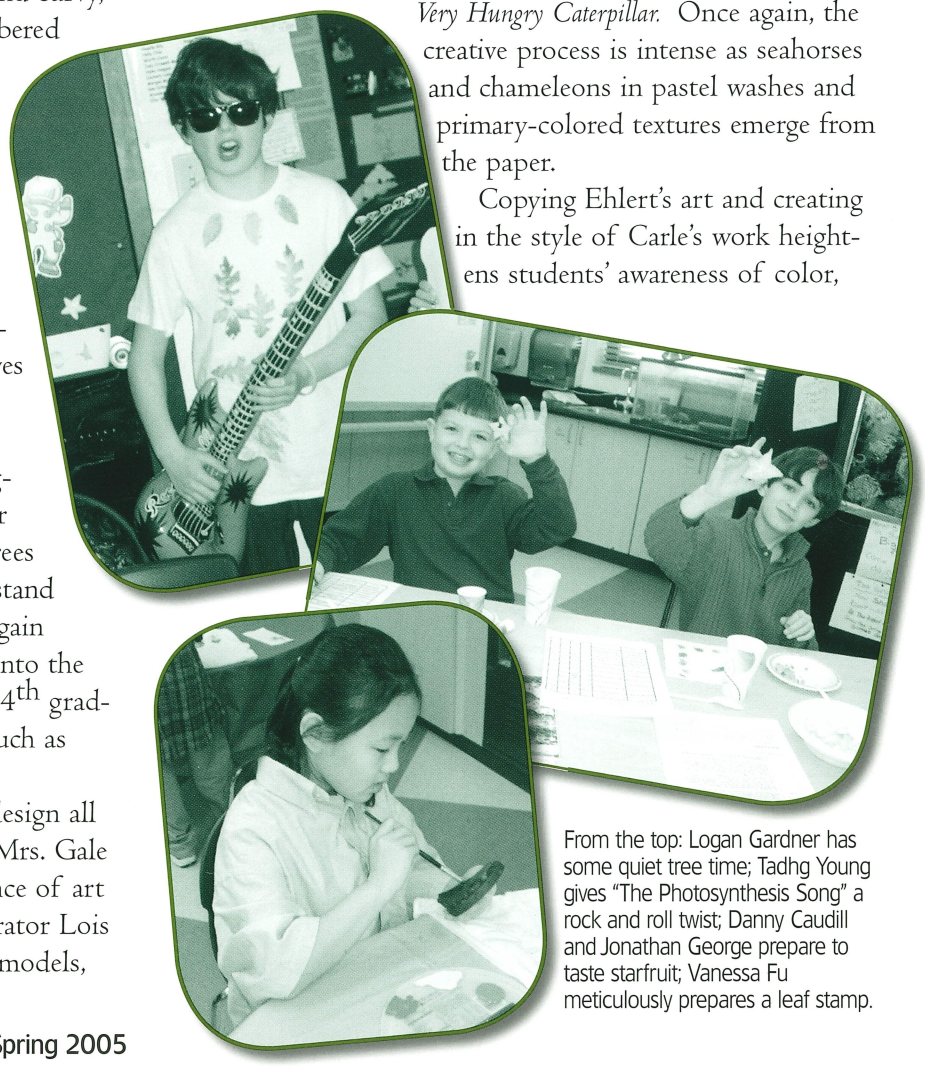
Science teachers know that to understand complex subjects—like the chemistry of photosynthesis—songs, skits, and descriptive narratives are natural ways to break multifaceted subjects into bites of learning students can manage and retain. Mrs. Zimmerman chose trees for a long-term science project because students have prior knowledge of trees, and when they learn that trees and forests give us oxygen, they begin to understand the importance of this biome. Each begins to gain a broader understanding of how he or she fits into the world. The study of trees and forests prepares 4th graders for their future study of other ecosystems such as oceans, fresh water, and deserts.

Science, language arts, geometry, and artful design all blossom in living color in Mrs. Jaci Sloan and Mrs. Gale Weissinger's kindergarten class with the assistance of art teacher Mrs. Ronna Love. Using author/illustrator Lois Ehlert and Eric Carle's colorful illustrations as models, students mix, blend, cut, paste, and describe as they create their own works in the style of these artists. First, students "study" Lois Ehlert by reading her books, *Eating the Alphabet, Painting the Rainbow,* and *Color Zoo.* Comparing one to the other, all the time enjoying her choice of subjects and use of words, the children begin to make connections that will help them with their artistic designs. Ehlert is an expert in color, and both she and Eric Carle use collage as their medium. The first task is to fashion collages copying Ms. Ehlert's style. Kindergartners begin by creating their own papers. They paint wet on wet and wet on dry. Colors run, blend, and explode on the paper in unexpected ways causing young artists to squeal with joy. The satisfying mess of splattering and spraying color onto paper, watching it dry, and cutting it into various shapes yields a sense of pride in how their creations match the master's.

Zoo animals appear in sharp contrast on the flat, black background paper. Blueberries, lemons, and bananas are cut from papers students created. The hallways glow with these collages.

The next task is to create an original work in the style of Eric Carle, author of *The Very Busy Spider, The Mixed up Chameleon, Mister Seahorse,* and, a favorite of many, *The Very Hungry Caterpillar.* Once again, the creative process is intense as seahorses and chameleons in pastel washes and primary-colored textures emerge from the paper.

Copying Ehlert's art and creating in the style of Carle's work heightens students' awareness of color,



From the top: Logan Gardner has some quiet tree time; Tadhg Young gives "The Photosynthesis Song" a rock and roll twist; Danny Caudill and Jonathan George prepare to taste starfruit; Vanessa Fu meticulously prepares a leaf stamp.

shape, composition, and forces them to observe with an artist's eye. It also prepares them for their next unit, analyzing the works of another famous author/illustrator, Leo Leoni.

Seventh grade teachers Debbie Wilson, Carolyn Floyd, Lanna Bell, and Anne Bjork sow the seeds of international understanding by teaming up to teach an interdisciplinary unit on the Middle East.

The teachers' goals are for students to appreciate another culture, overcome ill-formed stereotypes, and gain a broader understanding of another part of the world.

Once again, students engage all senses as they uncover the complex and intriguing layers of a culture new to most. Map studies, in-depth research, class lectures, math equations, tile painting, country journals, guest speakers, and individual reports are all vital components to this study. And, of course, tasting provides a sensory experience that is both adventuresome and welcomed.

Students often begin with little prior knowledge of Islam and are surprised to discover similar roots in Islam, Judaism, and Christianity. Many have not realized that all Muslims are not in the Middle East, and all middle easterners are not Muslim.

An extensive journal covering one day in the life of a child their age from a country of the student's choice allows seventh graders to put themselves in another's shoes. Students must demonstrate an understanding of family structure, food, moral values, customs, and traditions. Note taking, documenting sources, vocabulary, map work, and compiling a complete document with graphics and convincing narrative provide the parameters for a challenging project.

Symmetry and geometric patterns form the basis of Islamic art. Students create Islamic tiles by constructing a regular hexagon and exploring the relationships between triangles, quadrilaterals, and pentagons. They find other polygons formed by diagonals of their original hexagon and apply their geometric design on bisque tiles in art. This project puts each student in the role of artist, social historian, and practicing mathematician.

From preschool to middle school, curriculum is thoughtfully prepared to spiral and connect. Teachers work with one another and their students to make learning meaningful. The tree of wisdom is nourished by our curriculum.



Clockwise from the top: Jackson Moore sprays color on paper that will be used for his collage; Annie Fryman and Sarah Atkins proudly display their 7th grade mid east journals; 7th graders sample delicious Middle Eastern fare from P J's Mediterranean Grill; MacKenzie Rogers makes prints that will help her imitate the style of illustrator Lois Ehlert; Sidney Sharp gives his all to prepare paper for the kindergarten illustration project.

Head *Lines*

NOTES FROM THE HEADMASTER

Looking at The Lexington School with fresh eyes has been a wonderful, growing experience for me. As I have spent most of the year visiting classes, learning students' and faculty's names, understanding the culture of the community, and discovering the essence of The Lexington School, I've learned that the essence of a school is quite simply "what and how does it teach?"

The curriculum of The Lexington School is a broad but important topic. It not only encompasses what the third grade class is going to cover in English or the seventh grade in science or the first grade in math but also expectations and behavior. I have learned one very important point about successful schools: They are *intentional* about what they teach and do. Education can certainly happen by accident, but great schools *intentionally* set up their curriculum for those "accidents" to happen, and more importantly, when they happen, take full advantage of those teachable moments.

The Lexington School has thought long and hard about its curriculum. The process the school has established to develop curriculum creates an environment in which even the best practices are put up for review and improved. It is a dynamic course of action that mirrors the desires of our master teachers in the classroom: make learning fun, use your imagination, make connections, and master the basic skills on which to build a foundation. The process of curricular review at TLS is in a constant three-year cycle: 1) research; 2) review; and 3) implementation. Research is carried out by each core subject area. During that year, teachers call various benchmark schools across the country and investigate what they are doing in their classrooms. After compiling examples from peer schools, TLS teachers spend the second year reviewing our current curriculum and comparing it with other schools. Finally, after thoughtful review the teachers implement any changes made to our existing curriculum. The result is, once more, a very intentional program of study. We understand what we want our students to learn, how we want them to learn the material, and why.

Although developing the mind is a very critical part of The Lexington School's mission, as a school community we cannot neglect the other parts of our students: their bodies and souls. Coaches are deliberate about teaching their players team work, self sacrifice, and sportsmanship as well as skill. Administrators, teachers, advisors, and coaches are calculated about teaching humility, character, honesty, charity, hard work, determination, and friendship. What better time to learn these healthy habits and life lessons than from the start?

> "Education can certainly happen by accident, but great schools *intentionally* set up their curriculum for those 'accidents' to happen...."

What a wonderful place to work! The Lexington School has lived up to all I expected. Each day I strive to live up to your expectations. For my wife Erin, our children Bella (2) and Alex (7 mo.), and me, Lexington has truly become home. We feel very connected to this school community and to the greater Lexington community.

Warm regards,



Charles D. Baldecchi

MATHCOUNTS

For the first time since the '80s, The Lexington School fielded a MATHCOUNTS team in a middle school area competition. Eight students, including some who had to return from Winter Break early, competed on February 19th. The team took 4th place, and 8th grader Alec Gilbert placed among the top twelve individuals who represented the Bluegrass Chapter in the state competition on March 25th. Coach Greg Gunn says, "All of our 'mathletes' [who range from 6th to 8th grade] did a tremendous job and represented both themselves and the school excellently. We are extremely proud of each of them. Planning and practicing for next year has already begun."

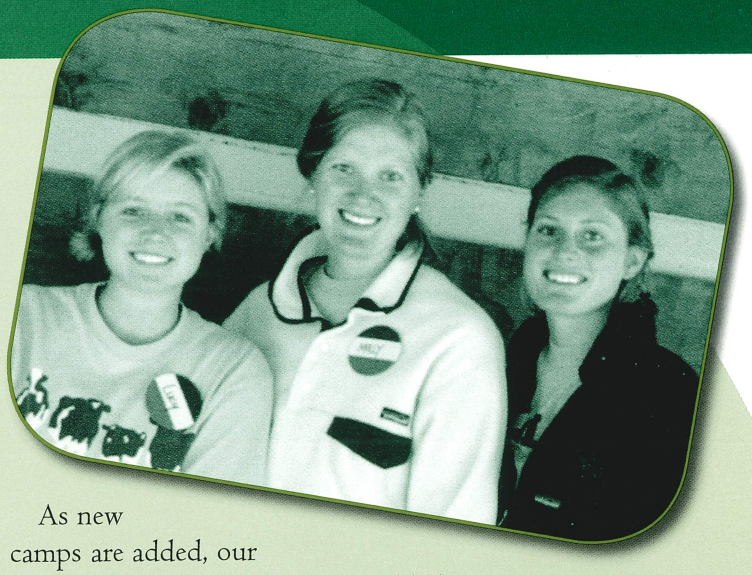


From left: Ravi Shukla, Ryder Finney, Adam Suhl, Alec Gilbert, Crawford Ifland, Sam Beach, Cameron Lindsey, Yohanna Hanna. Coach Gunn is behind Adam Suhl.

SCHOOL FOR LIFE

By Sara Meekins

For some people, school is never over – even after retirement or graduation. A number of former students, parents, and faculty members have discovered the joy of helping struggling readers build their skills and self confidence at Reading Camp. An outreach of the Episcopal Diocese of Lexington, Reading Camp was established four years ago to give intense remediation and a camp experience to rising 4th and 5th graders who have been identified by their teachers as at least a year behind in their reading skills. For the first two years, approximately forty-five children went to the Cathedral Domain near Beattyville for a week of mornings rotating through reading centers and afternoons full of hiking, swimming, nature, and crafts. Last summer three more camps were added – two day camps at Danville and Hazard, and another week-long camp at the Pine Mountain Settlement School near Harlan. This summer one new camp will be added in downtown Lexington at the Mission House *(conveniently located across the street from the Living Arts and Science Center)*.



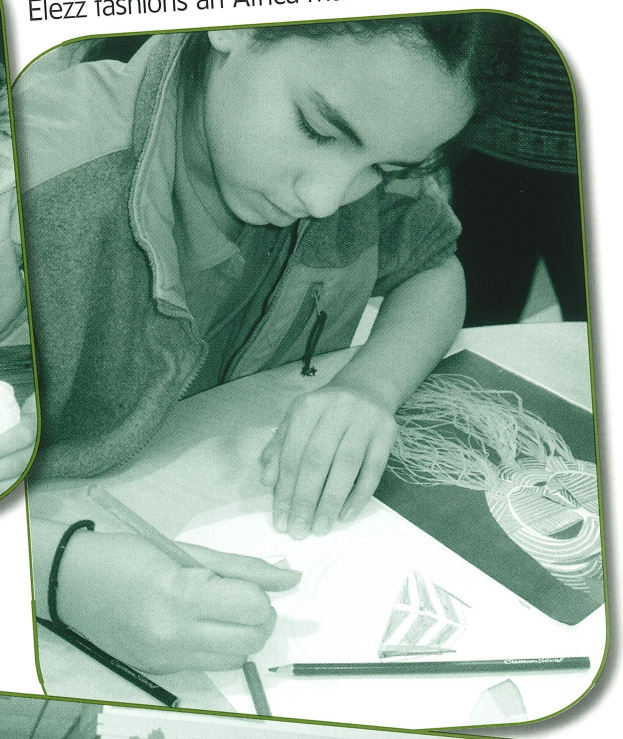
As new camps are added, our need for teachers, counselors, and helpers grows. This past summer saw Barbara Groves, Donna Barr, and Emily Barr Richards '87 at the Cathedral Domain along with Ann Geddes Gay, Mary Bruce Gray '99, and our artist supreme Joy Hinkle. Joy also joined us at the Pine Mountain Settlement School along with her daughter Lucy, Molly Nicol, and Emily Milward—all of the class of '97. The Triplets, as we called them, did an amazing job of teaching writing and comprehension.

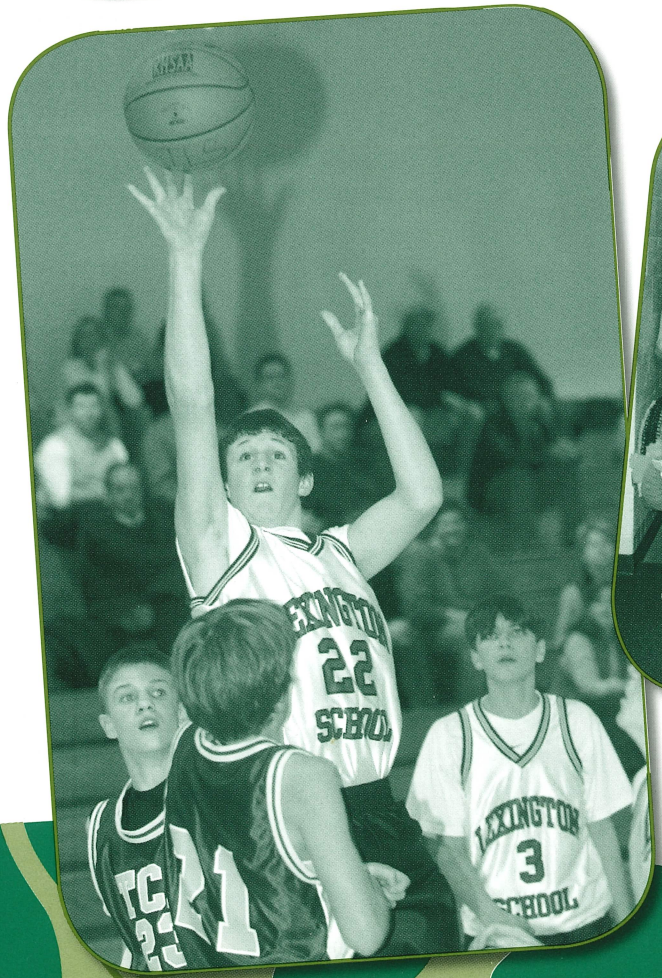
We are always looking for new helpers. Call me at (859) 873-3991 if you are interested in more information or in joining us for an incredible experience.

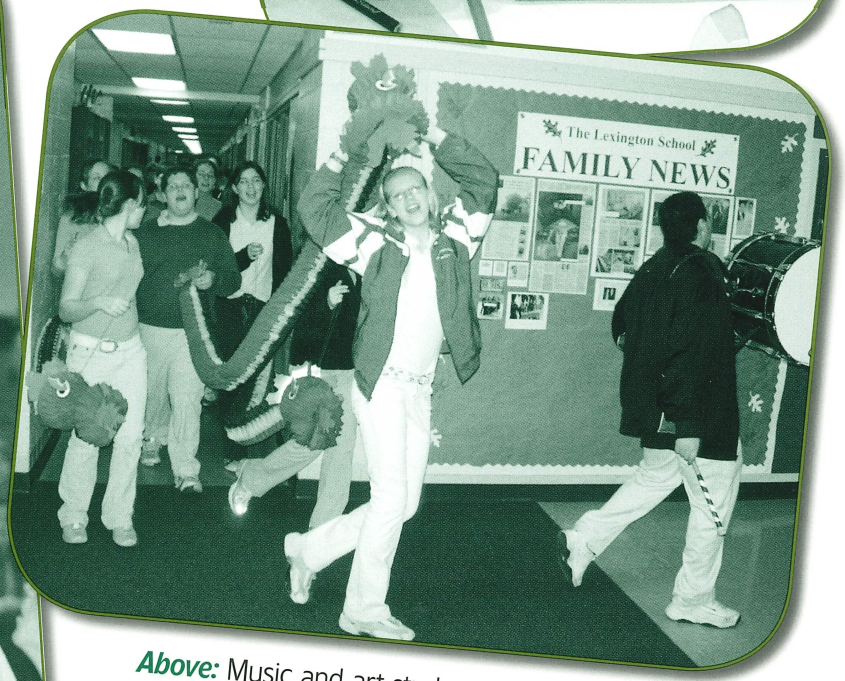
Pin Prints

Left: Austin Akers, Connor Ferguson, and Anne MacNeil concentrate on their 7th grade art project. ***Below:*** 5th grader Nadia Elezz fashions an Africa mask.







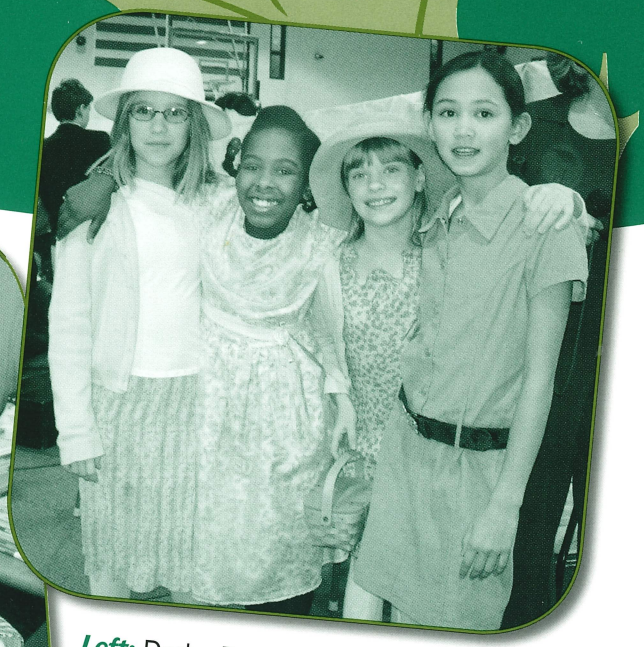


Above: Music and art students parade throughout the school for Chinese New Year. ***Left:*** 8th grader Alex Elswick goes over the top for a shot.



8th grader Mimi Purdy reaches long to own the ball.





Left: Darby Rose Jones joins her 1st grade classmates in our 100th Day celebration; ***Above:*** Julia Fryman, Syandene Evans, Jamie Love, and Lee Kiefer celebrate the success of the 5th grade musical presentation to acknowledge Martin Luther King, Jr. Day.



Morgan Garrett examines her tree.



Lizzie Walsh and Mrs. Zimmerman ponder leaf prints.

Pin Notes

NEWS OF ALUMNI

Lucy Blackburn '92 lives in New York City and currently works for Lion Television producing "History Detective" for PBS and "To Catch a Thief" for Discovery Channel. She freelances on documentaries.

Rebecca Gray '96 lives in Washington, D.C. and works for Xenophon Strategies. One of her main clients is the Salvation Army.

Chad Miller '96 is working for the family business, Lock Net. He heads up both Customer Service and Information Technology Departments.

Ashley Bromagen '97 graduated from Tulane University with a double major in political science and Spanish. She is currently teaching English at the Language Institute in Madrid, Spain.

Justin Kearns '97 graduated last May from Johns Hopkins University with a degree in electrical engineering. He is currently a graduate student at Stanford University majoring in engineering. His focus is on computer robotics.

Katie Miller '98 graduates in May from The University of Richmond. She is interviewing for jobs in business and marketing.

Matt Craig '98 is a senior at Washington and Lee University with a major in pre-med and history. He was recently inducted into Omicron Delta Kappa, a leadership honorary, and Alpha Epsilon Delta, the pre-med honorary. He has been certified to work as a volunteer with the Lexington, Virginia EMS. Matt has been accepted at the University of Kentucky College of Medicine.

Bo Bromagen '98 is a junior at Trinity University in San Antonio, Texas majoring in business and communications.

Cameron Lord '98 graduates this spring from Washington and Lee University. He has accepted a position with Wachovia Securities in Charlotte, North Carolina as an investment analyst in mergers and acquisitions.

Callie Clifton '99 is attending fashion design school in Los Angeles. She works for Stella McCartney, famous clothing designer and daughter of Paul McCartney.

Megan Craig '99 is a junior at Lake Forest College majoring in history and art history. She was on the honor roll with a 3.5 average. This spring Megan is studying Italian and art history in Florence, Italy through the University of Richmond.

Katie Taylor '99 is a junior at Vanderbilt University in Nashville. Her major is English. Katie recently returned from a semester abroad in Belfast, Northern Ireland. She studied literature and poetry at Queens University. While in Europe, Katie was also able to travel to Barcelona and Prague. Katie plans to attend law school after graduation.



Photo by Mark Cornelison – Lexington Herald-Leader

Rock star Scott Hoffman '92 is lighting up the music world with Scissor Sisters.



Lexington School friends celebrate the Halloween wedding of Laurel Johnston '88 and Peter Cassidy '89.

1st row: Shannon Bishop, Katie Jackson Morrison, Caroline Powell, Whitney Martin Collins, Catherine Cowden Bryan, Lisa Scully Stein, Anne Cassidy, Maggie Cassidy.

2nd row: Allison Eastland, Joseph Marwill, Melanie Smith Leach, Peter Cassidy, Laurel Cassidy, Taylor Keller Fister, Anne Kenan, Kipp Walker, Kathleen Eastland Sisler, Katie Cassidy Sutherland, Crews Johnston.

3rd row: Teddy Gay, Will Arvin, Andy Barr, Lee Brown, Marc Elliott, Andrew May, Hanly Ingram, Headley Butler, Prentiss Douglass, John Irvin.

Marta de Movellan '00 is a sophomore majoring in art history at Southern Methodist University in Dallas, Texas. She has been accepted to a Semester at Sea through the University of Pittsburgh. She will be taking classes while traveling around the world.

Tyler Bromagen '02 graduates this spring from Taft and has been accepted to Tulane University in the fall.

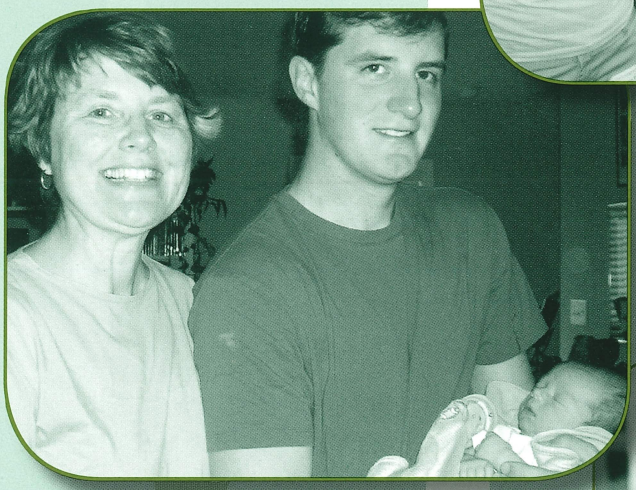
Kartik Anjur, Alvin Lin, Brendan Lin, and **David Parell '04** won individual swimming titles in the 2005 Fayette County Public High School Championships.

To honor the memory of former Latin teacher **Alexander MacGregor Gilchrist** *(see page 11)*, donations may be made in his name to **The Annual Fund**, which supports faculty and academic programs. In an effort to encourage alumni giving, an anonymous former student has agreed to match all new alumni gifts to **The 2004-2005 Annual Fund** dollar for dollar.

Pin *Notes*



Proud Grandma Barbara Groves beams over son Matt '90 and his new baby Gray Robert. Matt and his wife Jennifer recently moved back to Lexington.



Courtney Damm, Fielding Trapp, Laura Owen, and Sarah Brown '03, fondly remember their TLS basketball days by having their own Lexington Catholic High School intramural team named the Throwbacks. They plan on winning the intramural championship this year in honor of Coach Scarr and Coach Noble.



Sarah Fishback '03 celebrates with her sister Leslie '92 on Leslie's wedding day, August 7, 2004, when she married Cecil Vaughan Cutchins, Jr.



From the left: Tyler Bromagen, John Brooks, Leah Martin, Logan Burgess, Lucy McKinstry, and Carl Gray had a mini '02 reunion over lunch last Thanksgiving break.

Former Head of School Bud Pritchett remembers Sandy Gilchrist—*Persona grata:*

It has been my experience that people do not enter the field of education to reap financial benefits but rather to bring the joy of enlightenment into the lives of others. Certainly Alexander MacGregor Gilchrist was such a person. I well remember Sandy's days at The Lexington School. He joined our faculty in 1962 after graduating from the University of South Carolina with a degree in Classical Studies. He was our teacher of Latin and history in the Upper School, and he quickly endeared himself to all who came into contact with him.

In the early years of his time at TLS, he became a regular visitor in the Pritchett home. He became involved in the construction of a garage in our back yard to lend a hand to our efforts. He had a thorough understanding of the *right way* to get the job done, and he insisted that if the job was to be done, it had to be done correctly. We spent many summer evenings on the project, and when it was done, all of us took pride in our achievement.

Our next project together was the construction of a small sail boat which was built from plans out of *Popular Mechanics*. Sandy insisted that any boat, which might encounter salt water, must have "first rate" materials. This meant marine plywood, solid mahogany trim, only bronze screws, and hardware and sail cloth from a source in New England with which he had done business before. When our boat was finished, we proudly sailed it on the Chesapeake Bay for several summers. It was Sandy's demand for quality that made this boat such a lovely creation.

As a classroom teacher, Sandy was always interested in seeing that his students received a broad exposure under his tutelage. He was well known for his inclusion of the language of the Gullahs in his discussions. It was an absolute delight to hear Sandy read Uncle Remus tales in the Gullah dialect. He had many stories to tell of people in the coastal districts of South Carolina and their speech patterns, which were unique to the area. An ardent lover of literature, Sandy was always looking for another good book to peruse. He could recite many lines from noted authors in Latin, Gullah and English.

There was a side of this gentle and truly good man that many at TLS may not know.

Sandy loved children, and although he did not have any of his own, he unselfishly took in a teenager who became his foster son.

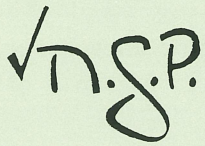
In time, the young man married and had a daughter, Elizabeth. Elizabeth was the love of Sandy's life, and when she was four, he became her legal guardian, giving happily and thankfully of himself every day to her benefit. He cheered loudly at the soccer field as she became a star soccer player in Columbia, just as he applauded her great successes as a key member of the softball team. Sandy even took up long distance bicycle riding, at a time in his life when many of his peers wouldn't have considered such a thing, so that he and Elizabeth could enjoy many hours and many miles of warm companionship and friendship together. It's hard to say who enjoyed it the more; he was her strength and support, just as she was his.



Mr. Gilchrist with the 8th grade class – 1964-65
Front row from left: Gilchrist; Beatrice Clay; Nancy Nagle. *Row 2:* Amelia Robinson; Helen Winternitz; Lucy Johnston. *Row 3:* Mary Whitt; Caroline Thompson; Martha Buster. *Row 4:* John Krogdahl; Frank Campigotto; John Menguy. *Row 5:* Dick Arnspiger; Henry West; John Bell.

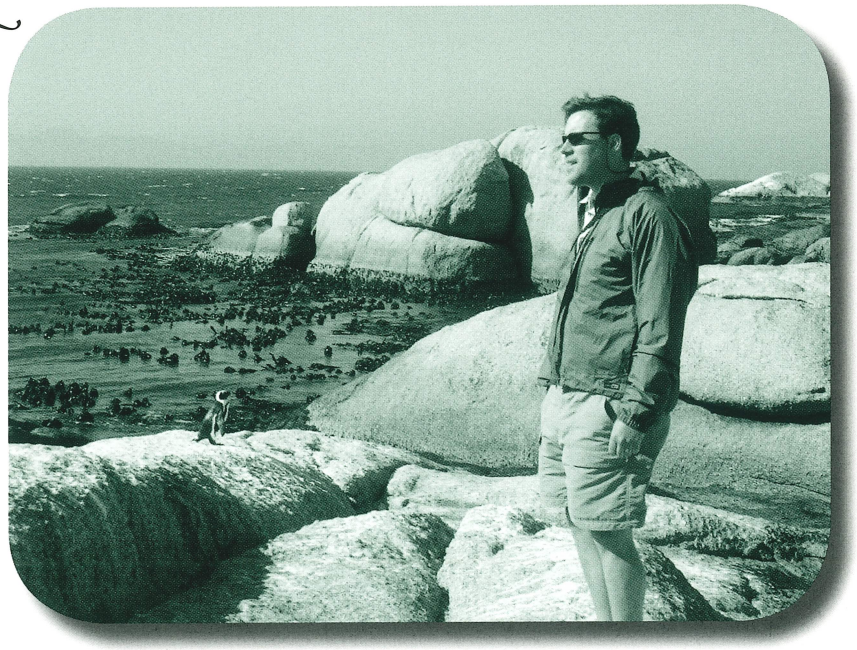
Elizabeth is now fifteen years old and lives with Jack and Sharon Gilchrist, Sandy's nephew and wife, who have two children of their own and who have opened their hearts and home to her. They consider Elizabeth their daughter. Through Sandy's faithfulness, this blessing surely warmed his heart.

It is my hope that these words will enable others to share in the wonderful memories I will always have of Alexander Macgregor Gilchrist, a special friend of ours and a true example of the good in the world.



Alumni Profile

Rodgers Palmer



Rodgers enjoys a South African shoreline on one of his many business trips.

As a young student at The Lexington School, curiosity, questions, careful observation, and a good-natured wallow in minutia characterized Rodgers Palmer. He remembers first grade in Miss Barbara Bale's room. The programmed readers at first appeared to be insurmountable hurdles, but they soon enticed Rodgers to learn to read. By the time he tackled books 23 and 24 with their focus on the Greeks, he was hooked, and his love of Greek mythology began. Former teachers recall that Rodgers excelled in everything he attempted because he had an inquisitive mind, a tireless work ethic, and a passion for learning.

Grades 5-8 introduced math competitions. Math Bowl and MATHCOUNTS provided opportunities to use learning in productive, fun ways. Former coach and math teacher Betty Cox remembers Rodgers as "one of the brightest, most inquisitive students [she has] had the privilege of teaching." Part of the class of '85, Rodgers worked side-by-side with classmates who pushed one another to achieve to their fullest. For Rodgers this has meant high school at Phillips Exeter, college at Princeton, and graduate school at Yale where he received his Ph.D. in molecular biophysics and biochemistry.

Science and math captured Rodgers at an early age, and he always thought he would be a physician. As his journey unfolded, doctoring gave way to scientific research. The isolation of research led him to McKinsey and Company, a world-wide management consulting firm. At McKinsey for the past six years, Rodgers has worked "as a practice expert in the organization." With his knowledge of how organizations work, he helps large companies figure out ways to make change. Rodgers helps banks, large pharmaceutical companies, oil companies, telecom companies, and chemical companies look at their businesses through fresh eyes. Rodgers has great satisfaction seeing "how our ideas can help shape the direction a company takes."

One might wonder how degrees in molecular biophysics prepare someone for organizational consulting. Rodgers says, "McKinsey offers me an opportunity to think critically about problems, meet interesting people, and learn a lot of new things.... [I]t's been a fantastic opportunity for me to learn and work with people."

> "I've always believed that TLS provided me with the foundation to continue to learn and expand my horizons."

Rodgers has strong opinions about the value of his Lexington School years. He states, "I have always maintained that if you assume that each phase of your education costs roughly the same amount (it doesn't, but for the sake of argument, let's say that it does), and you could only choose either 1.) TLS, 2.) Exeter, 3.) Princeton, or 4.) Yale, then I would spend my money at TLS. It's not that the other places weren't valuable and didn't contribute enormously to my learning and where I am today, rather that I've always believed that TLS provided me with the foundation to continue to learn and expand my horizons. And while the content of what I learned at TLS is not really important, the manner in which I learned and

the curiosity of the environment that I learned in was so valuable to any future endeavor (from high school, to graduate school, to work). I really think that ...TLS helped unlock the potential of every subsequent experience."

Rodgers currently lives in Washington, D.C. with his wife Selene Sumin Ko, whom he met on a blind date. Rodgers claims, "While I would like to say it was love at first sight for both of us, it was more for me...then I had to convince her!" Selene, a graduate of Harvard College and Harvard Law School, works for the United States Department of State. Both travel extensively with their work. Within one year, both she and Rodgers were on six of the seven continents.



Rodgers and Selene in Hawaii

Although he travels around the world with his work, Rodgers feels that "the balance between everything that you do is what's important." He believes that balance is also the greatest challenge each of us faces. He credits Ron Heifetz, co-founder of the Center for Public Leadership and lecturer in public policy at Harvard College, for helping him formulate his philosophy. Heifetz asserts, "...[L]ife is a series of choices that everyone makes around two seemingly polar opposites. And the challenge is not picking one or the other; rather it is finding a way to achieve both at the same time." So Rodgers works to find balance in "big picture aspirations and the day-to-day activities, making a difference to the people around [him] and making a difference more globally."

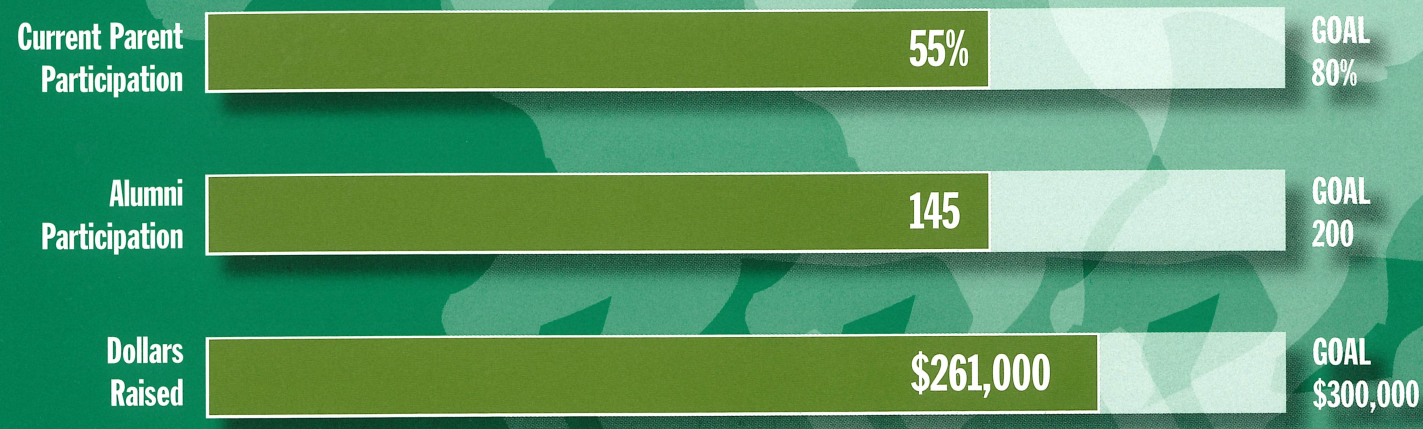
We are thankful that all of our alumni create the historical memory that contributes to the core of The Lexington School today. "Within these halls of learning, a proud tradition grows" because alumni like Rodgers Palmer work to make the world a better place and still take time to remember their roots.

Pinpoints is a newsletter published by The Lexington School. Administrative Team: Charles Baldecchi, Mary Beers, Ann Eames *(Editor)*, Marijo Foster, Amanda Hale, Una MacCarthy, Beth Pride, Bob Thompson. Photography: Ann Eames, family files. Contributors: Gretchen Young, Lucy McKinstry. Graphic Design: *www.mickjeffries.com*. Please address comments to *aeames@thelexingtonschool.org* Visit our website: *www.thelexingtonschool.org*

The Lexington School Annual Fund: *A Proud Tradition*

A Race to the Finish—May 31, 2005!

Send your Annual Fund donation now and help us finish strong!



Alumni Basketball Fun!

By Lucy McKinstry '66

March Madness gave a full court press here at The Lexington School gymnasium with alumni from each of our decades in happy attendance for the first annual Alumni Basketball Game and Chili Dinner on Sunday afternoon, February 27. With superb organization by Alumni Council and Board of Trustees member Elizabeth Gay Freeman '79 and a warm welcome from Alumni Council president Kathleen Eastland Sisler '87, action was well on the way for the first of three 20-minute games. Sign-ups had gone so briskly beforehand that there were five alumni teams, as well as a team composed of our current eighth graders, who took to the court in the finest of fashion. Before an enthusiastic crowd of well over 100 fans in the stands, the athletes ran hard and scored hard, with everyone enjoying being back in the swing of things at 1050 Lane Allen Road. Several alumni commented on the newly installed parquet floor and the green and white wall banners which add to the impressiveness of the gymnasium, while many former students took this opportunity to have a tour of our new building. Everybody's favorite cafeteria head, Joyce Baker, had made chili for the entire group to ensure that no one would go home hungry. Former Director of Physical Education Roberta Owen (H '00) put it well when she said "the afternoon had a real family feel about it. That's the best of The Lexington School."







Game 1: *1st row:* Jesse McInturf '02; Evan Lounsbury '04; Clay Mason '03. *2nd row:* Anthony de Movellan '85; Jeffrey Truitt '85; Richard Johnson '80; Jeff Jefferson '85; Rob Brewer '85; Jim Hacker '81; Sean Stokes '03; Patterson DeCamp '70; Adam Grasch '03.

Game 2: *1st row:* from left: Byers Watt '90; Peter Barr '96; Chris Johnson '89; David Miller '03; Francisco DeCamargo '03. *2nd row:* Stuart Owen '79; Daniel Waldman '05; Sean Paul Ryan '03; Chris Young '90; Price Headley '82; Gerald Ward '79; Silas Mason '71.

Game 3: *1st row:* David Dowden '05; Kartik Anjur '04; Chase Minnifield '04; Neil Makhija '04. *2nd row:* Vic English '74; Marshall English '05; Jordan English '02; David Fogg '04; Kegan Burgess '05; Ryder Finney '05; Alex Elswick '05; Lane Pumphrey '05; Zach Linton '05; Cam Schaeffer '77 (Sorry about that, Cam).

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From *The Archives*



1984: MATHCOUNTS Team: From Left—Rodgers Palmer, Andrew Diamond, Akshay Desai, Ruth Belin—all '85—and Coach Betty Cox.