The Lexington School
Pinpoints
FALL 2008
A Newsletter for Families, Alumni, & Friends of The Lexington School

Extra Special!

The Arts and Physical Education at TLS







IT'S NO WONDER the fine arts hallways abound with creativity and the gymnasiums resound with eager banter and running feet. Students at The Lexington School learn from teachers who live what they teach, teachers who are professionals in every sense of the word.

Art teachers make art to show and sell. Music teachers sing professionally, accompany choirs and congregations, and teach private lessons. The drama teacher is an associate artist for Actors Guild of Lexington. Physical education teachers personally relish the competition of indoor and outdoor soccer, run competitively, teach aerobics classes, and coach college softball teams. Each teacher brings a passionate commitment for the arts and PE to the classroom, and children respond.

Mrs. Ronna Love teaches art to preschool and early lower school students. She says, "I was born to teach." Even better, she finds inspiration in her students' energy and delights in the evolution of whatever the project is that she and her little artists create together. Mrs. Love's students also create backdrops for performances for Preschool and Lower School in the collaborative tradition that teachers in the fine arts have at The Lexington School.

Curriculum Coordinator for the Fine Arts and 33-year veteran teacher Mrs. Martha



Above Mrs. Love demonstrates drawing using geometric shapes. *Above inset:* Mrs. Sallye Staley's art class makes progress on the mural, inspired by artist-in-residence Alfredo Escobar, to be used as the backdrop for the Holiday Concert.

Anderson is also first on deck to teach the youngest students. Why is she still at it after all these years? She says it is because the school gives her the freedom to develop her curriculum and to "group think" with the entire department: visual arts, drama, and her co-musicians. Long ago she found that her students demanded more of her, and each day she reciprocates. She is now teaching her second generation of some families and delights when she sees her former students, now parents, remembering a few of the old standards and singing along at Boo Sing. Mrs. Anderson wants her students to enjoy music both as members of the audience and as performers. She wants them to feel comfortable singing, and to be familiar with multicultural literature and instruments.

The Julliard School of Music and Rhode Island School of Design team up with 4th and 5th graders in a dynamic fashion. Music teacher Dr. David Cooper and art teacher Mrs. Cissy Hamilton, graduates of these esteemed institutions respectively, pool their imaginative and inventive wits to create pumpkins that turn into coaches and time machines that move 5th graders from ancient Greece to ancient Egypt. In between times, one teaches the arts of seeing, drawing, sculpting, and painting while the other teaches the arts of listening, singing, reading music, and performing.



Above Fine arts teachers exhibit their own creativity. From bottom left: Mrs. Cissy Hamilton, Mrs. Kimberley Whitehead, Mrs. Ronna Love, Mrs. Martha Anderson, and Dr. David Cooper. Top row: Mrs. Sallye Staley and Ms. Laura Blake.

Departmental cooperation and support continue in Middle School. Art teacher Mrs. Sallye Staley and speech and drama teacher Ms. Laura Blake thrive on their collaboration on set design for middle school plays and on interdisciplinary projects such as last year's 8th grade Global Warming Immersion that incorporated work in English and chemistry.

New music teacher Mrs. Kimberley Whitehead appreciates the encouragement she experiences from the entire faculty and her arts peers in particular as she renews the instrumental program and introduces Applied Lessons to the school community. She offers a wide variety of music lessons to students throughout the day, including piano and violin, and is eagerly anticipating the confluence of talent she is sure will emerge to form future performance groups.



Mr. Alfredo Escobar, artist in residence, spent a week in the classroom with middle school students working on the art of mural painting.





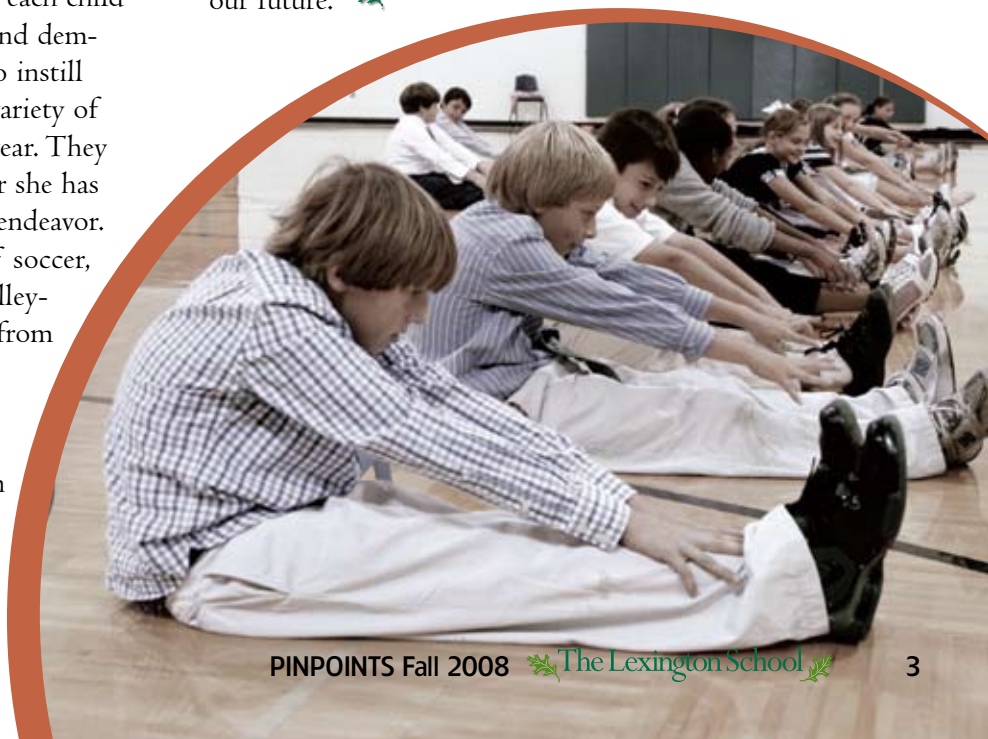
Above (from left) Darrin Wald, Tom Parlanti, Meredith Carrithers, Jonathan Herrington, and Anna Merritt bring their individual talents to the PE department.

MR. TOM PARLANTI doesn't let the weighty title of Health, Physical Education, and Athletic Department Coordinator slow him down in the classroom. He is committed to teaching healthy living centered on core strength and fitness. Using the Cooper Institute for Aerobic Fitness's (CIAF) model, PE classes run. By setting personal goals and running three times a cycle, TLS students score in the top 1% of the nation in average mile times per grade using the CIAF criteria.

Mr. Parlanti's PE teaching team includes veteran teachers Ms. Anna Merritt and Mr. Darrin Wald. Newcomers to the department, Jack-of-all-trades Ms. Meredith Carrithers and Spanish teacher Mr. Jonathan Herrington, benefit from the multifaceted experience of this group. The team teaches students from age three through 8th grade and thrives on the opportunity to watch each child develop gross motor skills, learn new sports, and demonstrate facility in an activity. Teachers work to instill confidence in their students, showing them a variety of ways to engage their muscles and brains each year. They never want a student to be afraid because he or she has not had the opportunity to try a new athletic endeavor. As a result, students learn the fundamentals of soccer, basketball, flag football, lacrosse, tumbling, volleyball, badminton, floor hockey, and movement from line dancing to folk.

Preschool students through 2nd grade learn to toss and roll the *pelotas* to one another. Students are also instructed to hold the *pelota* in their *mano* and to bend down using their *piernas*. In other words, they are to hold the ball in their hand and bend down using their legs. Yes, under the guidance of Spanish teacher Mr. Herrington, teachers and students alike have learned games, names of equipment, and instructions for PE activities in both Spanish and English. This program is in its third year, and teachers have just begun to experience the carryover this fall. Children who have been part of the program needed little review of old vocabulary this fall and were able to plunge into new terms within a few weeks of the start of school

Together, arts and PE teachers roll out an abundant array of creative possibilities for Lexington School students. Full brain and full body involvement help make fully able problem solvers and contributing citizens for our future.



Head *Lines*

NOTES FROM THE HEAD OF SCHOOL

Have you ever had 5,000 people watch you teach?

Early in my teaching career, I was humbled by this simple statement from one of my mentors at Episcopal High School, Mark Gowin. Although Mark was respected nationally for his record of wins on the football field, he was respected by the faculty at Episcopal for building character and leadership among his young players. As a fledgling English teacher, I was caught up in the exciting moments of discussing great literature and the world's unanswered questions in my little corner of the universe when I heard Mark make this comment before Episcopal's big game against longtime rival Woodberry Forest. Just the thought of having 5,000 students, parents, and alumni critique my every question or teachable moment made me cringe; I also humbly realized that I could not even attract a class of 12 seniors unless they were required to attend my class. This memory often surfaces when I see Martha Anderson walk before the crowd to conduct our students at the Holiday Concert or a standing-room-only performance for Boo Sing.

The arts and PE are critical elements of a Lexington School education, and they often involve performance. In my opinion the field, the court, the stage, and the gallery are important extensions of the classroom. There is something about the contrast between the hours of practice, rehearsal, and drafts drawn behind the scenes that directly impacts the judgment of the game, show time, or opening night. That magic in between builds character, values self-sacrifice, and demands creativity. The final product imparts lasting life lessons as well. The pressure of the deadline is a demanding teacher. One can only scrap a draft, rehearse a work, or practice a play so many times. Ultimately, one must perform. It is thrilling to experience the satisfaction of coming together as a team on the field or on the stage and achieving so much more together than as individuals. Likewise, there is great satisfaction in seeing the synthesis of all of one's mistakes balled up and creative risks sketched out to form a final work of art hanging on a wall for all to see.

I read two wonderful books this summer that spoke directly to the importance of physical education and fine arts. *Spark: The Revolutionary New Science of Exercise and the Brain* by John J. Ratey talked about the incredible effect exercise has on brain development for students. Ratey studies the brain development and test scores of students who exercise regularly and those who do not. The contrast is quite remarkable. TLS has made a significant investment not only in PE and athletics, but also in recess. This book underscores how wise an investment that time truly is for our students. The second book I read this summer was Daniel Pink's *A Whole New Mind: Why Right-Brainers Will Rule the Future*. Pink makes predictions about the skills of a 21st century worker, specifically these "six senses… design, story, symphony, empathy, play, and meaning." At the core of these six senses is the importance of creativity, not only in the fine arts classrooms, but in every classroom. Reading these two books, I was struck by the fact that public education has cut recess, PE, and fine arts significantly over the years while TLS has continued to allocate important resources, both of time and money, even when public opinion about these programs was waning. TLS values these programs for a simple reason: They help us fulfill our mission.



Chuck Baldecchi with music teacher Martha Anderson.

With gratitude for a job I love,

Charles D. Baldecchi
Head of School

Philosophy Statement

Because we are a nurturing environment,
children feel confident.
When children are confident,
they will take risks.
Because risk taking is inherent in learning,
the possibility of failure exists.
When a nurturing community exists,
challenges lead to growth.
Our success is defined when our students have the life skills to make wise choices and overcome obstacles.

A Cut Above:

CULINARY ARTS AT THE LEXINGTON SCHOOL

Students in Mr. Tom Parlanti's afternoon elective do not simply learn to cook. They learn to create. Good knife work comes before knowing how to boil water. Concocting a savory stock, selecting complementary herbs, adding the appropriate pasta, and serving their creation for a family meal are all part of the students' culinary process.

The class begins with a trek down to the Health Department to test for food handler's licenses. First term, everyone passed. Then comes protocol: hands washed, dishwasher on, sleeves rolled up (so nothing catches on fire), and knives honed. Yes, knives fly across the cutting board as students learn to dice, mince, and julienne. And yes, some blood seeps onto the counter top. But creating art often leads to blood, sweat, and tears, and this culinary arts class is no exception.

Preparing tasty food runs in Mr. Parlanti's family. Mother Mary Parlanti, an established Lexington chef, is a former co-owner of Amato's restaurant and several catering companies including The Kitchen at Chevy Chase. Father Vic Parlanti developed the first family Italian sausage combination. Tom has learned his family's secrets and added some of his own. He has expanded his sausage repertoire to include bratwurst, chorizo, and bierwurst. In addition he bakes elegant Italian wedding cakes and rich chocolate layer cakes embellished with creamy, buttery, basket weave frosting designs. He also cooks annual meals for TLS faculty gatherings with Irish, Italian, and Mexican themes. Whenever Tom cooks, crowds come because they know the eating will be good, good, good.

As a 25-year veteran PE teacher, coach, and athletic director, Mr. Parlanti appreciates the opportunities the school gives him to share his expertise in a variety of ways. The big winners, though, are the students who learn to make a béchamel, butcher a chicken, bake breads and cakes, develop menus, and learn the art of a chef from a chef.



Above Mr. Parlanti teaches Zea Wang pastry making. *Left* Tadhg Young perfects his omelet.

WELCOME NEW TEACHERS *by Mandy Helton*

Shelley Slabaugh

First grade teacher Shelley Slabaugh absolutely loved to play school as a child. "I was always the teacher, of course," she laughs. In her first classroom she had two retired school desks, some teacher manuals, and a cache of hoarded Halloween candy she distributed to her good "pupils," as a reward.

Even after playtime ended, her love for teaching never did, and Shelley joined the Future Teachers of America in high school before earning her Bachelor of Arts in Elementary Education from the University of Kentucky. She worked with her future 1st grade colleague Lisa Gumm-Gray as Lisa's student teacher at Deep Springs Elementary school. Then she was a reading specialist at Squires Elementary. After moving to Atlanta, Georgia, Shelley made the decision to teach in an independent school setting and spent five years as a 5th grade teacher at St. Martin's Episcopal School. Her stories from St. Martin's sounded quite familiar to her husband **Tommy Slabaugh '89**, who she says "remembers everything from TLS." Thus, it was no surprise that when they returned to Kentucky and enrolled their son Sammy, "TLS felt like home. Everyone is so perfectly in sync…the families, students, and faculty are so happy to be here and believe in the ideals of the school."



Mrs. Joni Calkins with her mentee 1st grade teacher Mrs. Shelley Slabaugh.

The 1st grade team of Sharon Deller, Carol Bertram, and Lisa Gumm-Gray have warmly welcomed Shelley into their close-knit, unified group, and the four attended the national "I Teach First" conference together in San Antonio this summer. Now that the school year is in full swing, Shelley is proud of their cohesive and collaborative approach as a team. "We meet at least once each day," she says, "to make sure we are consistent in our classrooms." In her own classroom Shelley is excited to watch her 1st graders grow this year. "Progress is so apparent throughout the course of the 1st grade year," she marvels. "My class wants to please, and it's a smart, sweet group. I can't wait to see what they'll be doing by the end of the year!"

Becky Johnson



Seventh grade English teacher Mrs. Becky Johnson with her mentor Mrs. Sara Hinds.

Becky Johnson's mother, a teacher herself, predicted that her daughter would one day follow in her footsteps, but this new 7th grade English teacher, like many young people, resisted parental advice at first and pursued another path. Following graduation from Sewanee: The University of the South, Becky moved to Lexington and worked along with her husband **Chris Johnson '89** at his family's flower business, until one day she realized her destiny. "I was driving the shop's van around Lexington," she recalls, "and the thought that I should be a teacher suddenly slammed me in the head." She went back to the University of Kentucky for her certification, completed her student teaching at East Jessamine High School, and ultimately proved that some adages have truth at the core, specifically those about mothers knowing best. "Mom was right!" Becky laughs.

During her eight years at Bryan Station High School, Becky's teaching career flourished. She taught Advanced Placement classes and became a National Board Certified Teacher in 2007. Teaching became the new Johnson family business as Chris also took up the pursuit and returned to his alma mater two years ago as the 7th grade science teacher. Now that Becky is bringing her gifts as an educator to TLS, she finally gets the opportunity to join Chris and their daughter Maren, a Montessori student, for the car-ride to TLS each morning. Becky is a self-described bookworm and passionate about all aspects of English. She loves listening to her 7th graders' opinions about literature and watching them grow in their writing skills.

As the wife of an alumnus, Becky was already very familiar with The Lexington School. But her appreciation for the school has expanded even further since becoming a member of the faculty. "I'm in heaven," she enthuses. "There's so much to appreciate." She praises the welcoming, invested parents, and gushes about the benefits of being part of a smaller, tight-knit community where teachers know each and every student. Becky's personal philosophy of education stresses the importance of differentiation for distinctive learning styles, and our smaller class sizes and personal connection with students as advisees allow her to meet a variety of needs in the classroom. "Really," she asks, "what more could I ask?"

Adele Robertson

Our new 7th and 8th grade Spanish teacher Adele Robertson comes to the Lexington School after many years of experience teaching at the collegiate level, but she has no trouble remembering what she was like at her students' age, for that was when she heard Spanish and Portuguese spoken in her multi-cultural community. During her first-ever Spanish class in the 7th Grade, Adele liked the language's emphatic visual appeal—the tilde (~), the accent marks, and the upside down exclamation point and question mark. Though she did not have the opportunity to study Spanish again until college, her middle school Spanish classes left an indelible impression and determined her career path. She resumed her Spanish studies at Belmont University and received her Bachelor of Arts in both English and Spanish. She later completed her Master of Arts in Spanish at the University of Cleveland. In the course of her academic study, she also pursued immersion experiences in Mexico, Nicaragua, and Honduras in addition to picking up South America's other language – Portuguese.

At The Lexington School, students are fortunate to begin learning Spanish in the lower grades. This has allowed Adele to inherit students with a solid foundation. As a result she is able to create an immersion experience in her classroom and encourage development of the spoken language. "Everyone gets the opportunity to speak in my classroom," Adele says, "but of course, there are those who are 'language shy.'" To make language study as enticing as possible, Adele's curriculum includes an emphasis on the different cultures where Spanish is spoken. Their exploration of Latin countries will cover everything from the Mayan ruins and Argentine tango to bullfighting in Spain, and no doubt inspire students to have more confidence in their speaking abilities. "The most rewarding thing is to see students progress from not being able to express themselves," Adele muses, "and then they begin wanting to speak even more."



Señora Adele Robertson with her mentor Ms. Laura Blake.

Kimberley Whitehead

Today Leah Hale is doing something different during her scheduled "Specials" time in Montessori – thanks to the new Applied Lessons program; she is having her first piano lesson. Although Leah is only three years old, after 20 years of teaching music to children of all ages, Kimberley Whitehead knows exactly how to make her pupil's eyes light up. "Mozart Mouse is sleeping," she whispers, and Leah's eyes widen with excitement. "Let's go wake him up!"



Ms. Anna Merritt with her mentee Applied Lessons teacher Mrs. Kimberley Whitehead.

Mrs. Whitehead has come to The Lexington School to develop the burgeoning Applied Lessons program, which offers private instruction in various instruments during the academic day and after-school hours. The program is designed both to introduce students to new instruments and to develop young musicians' talents in their chosen instruments. Kimberley believes that playing in a group can bring a musician great joy, so the Applied Lessons program offers students the opportunity to play in group lessons for guitar, the Little Mozarts piano class, the Shining Star Players band, and the School of Rock elective for Middle Schoolers, who wowed the audience with their debut performance this fall. In the spring Kimberly hopes to bring even more TLS musicians together for a String Ensemble.

A pianist since age four, Mrs. Whitehead began offering piano lessons at the young age of 13. A fortuitous experience with a "wild, crazy band teacher" in the 7th grade exposed her to even more musical opportunities, and she became proficient in band and string instruments. She earned a degree in Piano Performance at the Royal Conservatory of Music in Toronto, Canada, and minored in clarinet while completing her Bachelor of Arts degree in Musical Education at the University of Toronto. A native of Toronto, Kimberley moved to her husband's home state of Kentucky and completed her graduate work at the University of Kentucky. She has taught locally for Fayette County Public Schools and Sayre School. She views teaching music as planting a seed and says she most enjoys "watching the germination…students are able to enjoy the music they are producing." She sees the full flower at the end.

Pin Prints



Mrs. Marijo Foster greets 1st grader Hanae Yoshida on the opening morning of school.



Teachers Mrs. Carrie Puckett and Mrs. Lanna Bell welcome in the school year at the all-school picnic.



Hawkins Schnabel, Walker Owens, and Jon Willcutt wear their 1st grade party attire to celebrate The Lexington School's 49th birthday.



Elizabeth Herbert-Jones and Meredith Gilbert enjoy a 1st grade moment on the playground.



Will Stark and Mrs. Emily Stout are looking forward to Kindergarten.



Prekindergarten student Sadie Barlow concentrates on her work.



Sixth grader Nick Whan tries eating off the land at Green River Preserve.



Even after a busy day, these 6th graders don't look too tired. From left: Jacquelyn Engel, Kayela Caton, Ashley Atwood, Sara Suhl, Caroline Boone, and Davis Bratton.



Jate Bernard, on the left, and Bobby Kessinger practice the capricious art of fire starting at Green River.

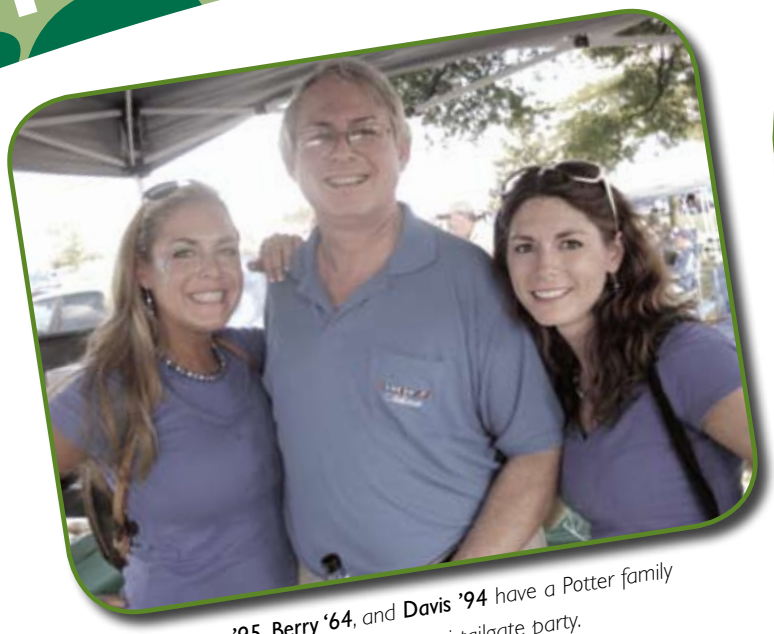


Gabrielle Price is climbing to the heights.

Pin Prints



Kate Bradley Harris savors her prekindergarten art class.



Gwen '95, Berry '64, and **Davis '94** have a Potter family reunion at this fall's TLS alumni tailgate party.



First graders Hampton Jefferson and Davant Latham seem to have relished their slices of TLS birthday cake.



Third graders Samantha Perez and Ellie Webb enjoy being classmates.



Eighth graders watch the Halloween caldron boil and bubble at their fall dance.



Third graders Matthew Trawick and Kedrick Cobo may be imagining their lunchtime dessert.



Seventh grader Michael Kamer signs the Honor Code Scroll that will reside in Middle School as a reminder to all of the importance of academic integrity.



Lisle Broadbent, Camryn Morin, and Daisy Farish enjoy the autumn color in the fine arts hallway.



Mr. Herrington teaches rhythm, movement, and Spanish to Preschoolers.



Former TLS science teacher Mrs. Jawanna Herd continues to teach 4th graders about the extensive, varied flora of The Lexington School property.

Pin *Notes*

NEWS OF ALUMNI

Bindy Fleishman '88 met current faculty member **Laura Bonzo-Sims** in October 2007. Laura was visiting alumni and colleges in the Boston area for her role as College Placement Advisor. Laura and **J. P. Stilz '04** were browsing at Curious George Books and Toys, where Bindy is the general manager, when Bindy noticed J.P.'s Kentucky shirt and introduced herself. The three quickly discovered their TLS connection! Bindy says she has fond memories of the school and of many of there and passes on a *hello!*

Christi Scheib '03 was selected to the Dean's Honor Society of the Gallatin School of Individualized Study at New York University. She is also is a performer in the NYU Hammerkatz sketch comedy troupe.

David Bazner '04 received the Anne Alcorn Library Award as a senior at Sayre School.

Katie Gardner '04 was the co-salutatorian at Sayre's commencement in May. Katie also recevied the Math and Science Award as a senior, and was included on Fox 56 TV's "Best of Class" list.

Tavis Goodnight '04 received the William Lipscomb Science Award as a senior at Sayre School.

Allison Hollins '04 was awarded Academic All-State honors by the Kentucky High School Athletic Association.

Kate MacNeil '04 received the Director's Award as a senior at Sayre School.

Liz Fryman '04 was recognized with the Daughters of the American Revolution Good Citizen Award as a senior at Henry Clay High School.

Alex Pearson '04, a recent graduate of Henry Clay High School, received the National Society of Arts and Letters Certificate of Merit in Art. Alex also earned the Drexel University Dean's Scholarship.



Kav Milward '95 married Cathy Schmidt on May 24th at their college alma mater, Sewanee: The University of the South. The wedding party included Kav's sister **Emily Milward '97**, cousin **Webb Milward '96**, and friends **Lincoln Brown '95** and **Ann Mary Belek '95**. Kav's cousins **Jeff and Will Milward '99** were ushers. Kav and Cathy will live in Lexington, where Cathy owns and manages a digital printing store called Photo Therapy. Kav is an insurance agent for Powell-Walton-Milward.



Sarah Ford '91 and her husband Damien Thompson are the proud parents of Sekai Rose Thompson. The name "Sekai" means *laughter* in Swahili, and grandmother Jawanna Herd, former TLS science teacher, will be called "Ya-ya" – which means *older one* in Swahili.





Scott Foster '89 and his wife Courtney Foster welcomed a daughter to the world on November 15, 2007. Jane Scott joins brothers Van, four, and Jack, six, who attend St. Francis Goshen School in Louisville. Speaking as a grandmother, Lower School head Marijo Foster reports: "After five boys, the Foster family is delighted to have a touch of pink in their lives now! She is adored by all."

Margaret (Blaydes) Vitrano '84 and her husband Andrew celebrated the birth of their son Emery in 2007. Margaret is a research analyst covering the technology sector with asset manager, Clearbridge Advisors, a wholly owned subsidiary of Legg Mason. Andrew is the managing partner of the law firm of Vitrano & Moschetta, LLP. The Vitranos live in New York City.



Alumnae **Melanie Smith Leach '88** and **Whitney Martin Collins '88** celebrate at the alumni tailgate party with their future alums. *From left:* Jackson Leach, Corinne Leach, Caroline Leach, and George Collins.



Rebekah Gray, Rachel Carney, Elizabeth Gambet, and **Wells Bullard** (all **'96**) join the tailgate party to cheer on UK and reminisce about their TLS days.



Jennifer Stutland '05 broke a 21-year-old record in the Young Women's high jump at the 2008 Bluegrass State games. With her 5'7" jump, Jennifer qualified as 1st Team National High School Elite ranking. The Amature Athletic Union (AAU) has now named her to the 2008 High School All American First Team after her performance in three national championship meets this summer: the USA Track and Field Youth Nationals (9th place); the USA Track and Field Junior Olympics (20th place); and the AAU National Junior Olympics (5th place). Jennifer is a senior at Paul Lawrence Dunbar High School.



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2008-09
Annual Fund





Eric and Lesley Parker with Tyler Black (son of Hal Black '89) and Cinders.

Lesley Black Parker

She was a lifer

Because of her big brother

At the school from the time she was in Pampers until 9th grade graduation

With brown hair swinging and even browner eyes twinkling, sparkling, flashing, and gleaming

Full of life, she was, dramatic, vocal, enthusiastic,

Rocking out over photosynthesis

Acting out a role from a novel

Offering advice to her friends and teachers

Off to high school, college, marriage, graduate school,

Working on her PhD

Lesley Shay Black Parker

In love with life

Loved in return

Stopped in her tracks – too soon.





JANUARY 3, 1984 – AUGUST 16, 2008

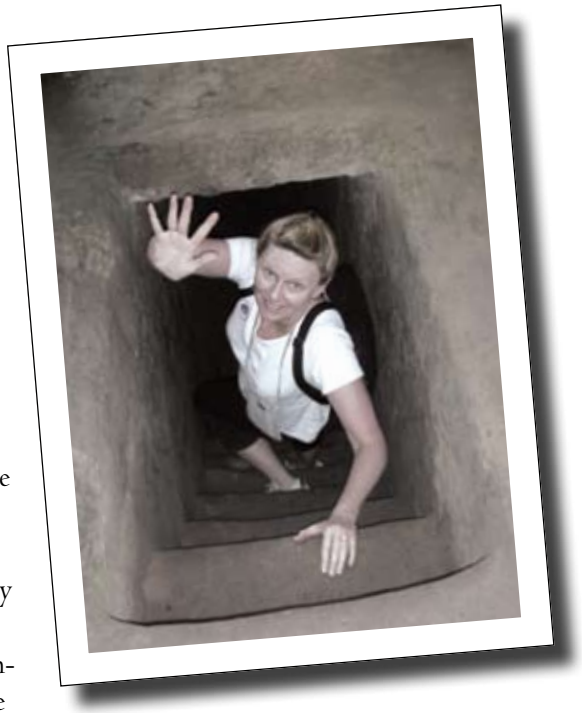
Lesley Black Parker '99 died in an automobile accident in August. Lesley was completing an internship for her PhD in Child Psychology at the time of her death. The family has requested that gifts in Lesley's memory be sent to The Lexington School. *Poem by Ann Eames*

Our Vietnamese Education

What we did this summer

by Donna Hutton and Joni Calkins

This summer Preschool Head Donna Hutton and 3rd grade teacher Mrs. Joni Calkins traveled to Vietnam. They were the second summer sabbatical group to travel abroad (see Fall Pinpoints 2007) under The Lexington School's global awareness program for faculty. They relate their goals and gratitude for the trip:



As a result of our 12, jam-packed days in Vietnam, we plan to use our summer sabbatical to connect that country to The Lexington School in as many ways as possible. We took more than 1,000 pictures, which we pared down and divided into 15 categories for the teachers to access on the school's public documents drive. We gave a power point presentation to the faculty on September 3rd where our goal was to whet their appetites to investigate these folders further.

We showed the faculty photos of Joni getting her foot measured for custom-made sandals, which will relate to the KinderKlasse shoe project and non-standard measurement in Everyday Math. The Hanoi Hilton and the difference between the Vietnamese account and our account of how American prisoners were treated are topics history classes can investigate. Photos of the caves at Halong Bay offer an excellent contrast to the 5th graders' trip to Carter Caves, as well. We have 13 bags of items we brought back from Vietnam available for checkout in the library. One of these bags includes money from Vietnam. We hope teachers will use the money to ask their students to figure out the worth of each coin or bill. Stamps from Vietnam can provide a great contrast for the post office unit in 1st grade, and musical instruments can be enjoyed by all grades.

We felt very fortunate to visit what we think is one of the best schools in the world, the United Nations International School of Hanoi (UNIS). We kept think-







ing of our summer reading *A Whole New Mind* as we toured this inquiry-based school. We created a bulletin board featuring all the schools we visited in Vietnam (a total of eight). In particular, we replicated the idea of using Vietnamese hats to portray the goals of a UNIS learner from the classrooms where the same hats are

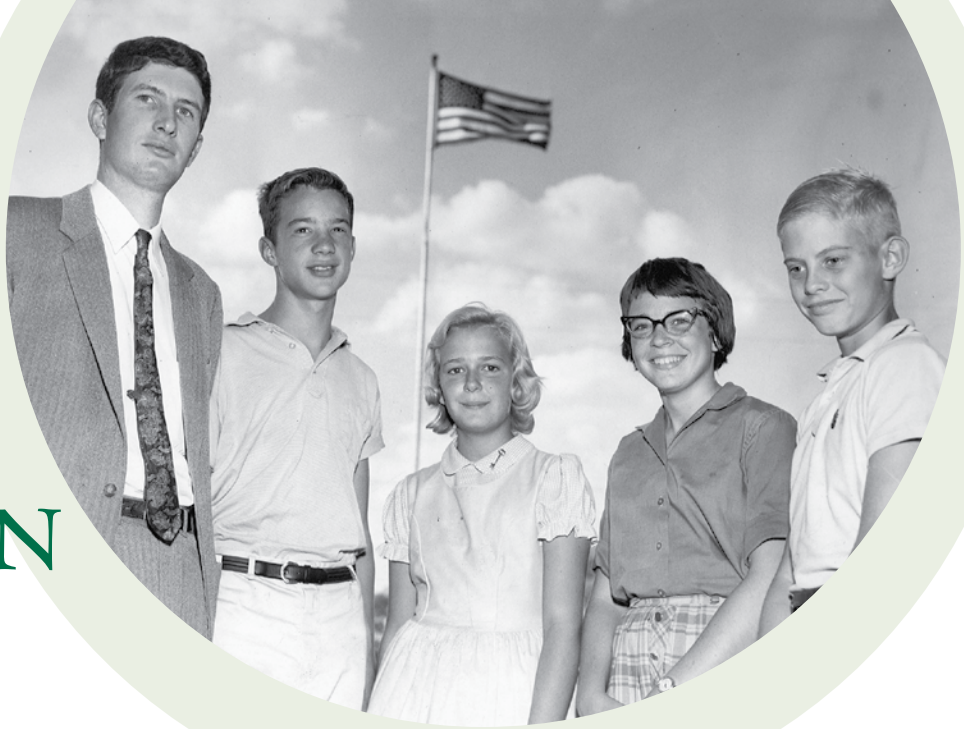
> We were proud to see that we had much in common ... and brought back some pertinent ideas to share with teachers from our visit....

displayed. One of the goals of a UNIS learner is to be a risk-taker. Of course, our minds went immediately to The Lexington School's philosophy statement. We were proud to see that we had much in common with this global school and brought back some pertinent ideas to share with teachers from our visit there.

We both had a wonderful time together because everywhere we went we couldn't stop the flow of ideas of ways The Lexington School might benefit from our trip of a lifetime.



PHOTOS: *(Clockwise from the top)* Mrs. Calkins climbs out of one of the CuChi tunnels; Workers in the rice field, one of the everyday sights; Ms. Hutton enjoys her time with school children; Ms. Hutton and Mrs. Calkins found many ways to get around in Vietnam; Ms. Hutton paddles her way across the river.



Mr. Rudisill with his students **Mike Bell '63, Jessica Bell Nicholson '64, Marian Bean '63,** and **John Eiseman '64.**

The Lexington School

Our First Fifty Years

by Margaret Cowling '64

an excerpt

CHAPTER 1 - HILLYER RUDISILL III

During the second and final year of Mr. Luddy's tenure, one of the most formidable, flamboyant, and memorable of our school's teachers arrived. This Charleston, South Carolina, native was a young man in his 20s named Hillyer Rudisill III. He taught history, English, and Latin and arrived at the school in a 1932 Super 8 Packard that barely made it over the Blue Ridge Mountains. Even recess duties resonated with his distinctive flair. Coolly smoking a cigar, he stationed himself on the playground, attired in a white suit, broad-brimmed Panama hat, and an immutable aura of authority. Behind the lenses of his pince-nez, his piercing eyes missed nothing. He also knew every variation of every verb tense both in English and in Latin as well as every detail one could possibly want to know about history. This knowledge undoubtedly came from his vast reading. In fact, when he came to The Lexington School, Mr. Luddy offered to have the school pay for Mr. Rudisill's books to be shipped to Lexington. Little did anyone know that Mr. Rudisill had 28 boxes of books.

Reading the homework was not enough in Mr. Rudisill's class; recitation of facts was only the beginning. Students were expected to analyze the material and to have formed an opinion about what they had read. Mr. Rudisill expected students to be able to articulate this opinion with precise details. It didn't matter if their opinion was different from his; in fact, he seemed to prefer it that way. It was a great lesson that everyone's opinions mattered and were respected; interpretation was open to everyone. The key was that students had to be able and willing to back up opinions with facts. If anyone's attention drifted from the task at hand, Mr. Rudisill could be an unerring marksman with an eraser. He was also never too busy to help any student whether in class or out of class. When student **Donnie Robinson '63** found a Model A Ford that he wanted to buy, Mr. Rudisill drove over to inspect the car with him, carefully explaining along the way that, contrary to Donnie's understanding, the phrase "Pay in Cash" did not mean that the advertised cost of $100 had to be in coins. The car still remains in Donnie Robinson's barn. Alumni were - and still are - in awe of the inspiring Mr. Hillyer Rudisill III.

Ms. Cowling has worked for the past two years to capture The Lexington School's history in pictures and prose. Her book will be released as a part of the school's 50th Anniversary celebration. Be sure to save the dates October 16 & 17, 2009, to wish The Lexington School a happy birthday.

The World of Higher Education for the Class of '04

Audrey Akers	Southern Methodist University
David Bazner	George Washington University
Caroline Boes	Wellesley College
Catie Boone	Suffolk University
Welles Bradley	University of Kentucky
Caitlin Chin	University of Pennsylvania
Elliott Farmer	High Point University
Cam Ferguson	Transylvania University
David Fogg	Birmingham Southern College
Hampton Frazier	College of Charleston
Elizabeth Fryman	Harvard University
Katie Gardner	George Washington University
Tim Gilbert	Vanderbilt University
Tavis Goodnight	University of Miami
Annie Grossman	College of Charleston
Davin Hammond	University of Kentucky
Chris Hisle	Rice University
Allison Hollins	Southern Methodist University
Baker Humes	University of Kentucky
Christopher Kline	University of Kentucky
Leslie Ladd	University of Georgia
Harrison Langley	College of Charleston
Patrick Leatherwood	Gap Year
Brendan Lin	University of Kentucky
David Lock	University of Kentucky
Perry Logan	University of Kentucky
Chris Lyons	University of Kentucky
Kate MacNeil	University of Mississippi
Neil Makhija	Wake Forest University
Nick Maloney	University of Kentucky
Reeve McGaughey	University of Kentucky
Nancy McKinstry	Duke University
Davie Parell	Massachusetts Institute of Technology
Clint Parker	Gap Year in Argentina, Colorado College
Erik Patchell	Ohio State University
Alex Pearson	Drexel University
Mallory Pfiester	Furman University
Russ Purdy	University of South Carolina
Stuart Ross	Kentucky Community and Technical College System
Adam Sanders	University of Kentucky
Alexis Shaffer	Furman University
Tess Simon	Centre College
John Stewart	University of Mississippi
Erin Stokes	Pennsylvania State University
Adam Trontz	College of Wooster
Braxton Turner	Centre College
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Dennis Van Den Broeck	North Carolina State University
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Save the Date!

October 16-17, 2009
The Lexington School
50th Anniversary

The Lexington School

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From *The Archives*



The fine arts and PE have been integral parts of the curriculum for generations of TLS students.