The Lexington School
Pinpoints

The Capstone

Staging A Transformative Education

THE CAPSTONE PRESENTATION, the students' crowning achievement of eighth grade English and of their tenure at The Lexington School, "encompasses and demonstrates all that we teach here at The Lexington School," says Mrs. Laura Bonzo, Capstone coordinator, with a fervor that is palpable. "It is centered around our Philosophy Statement, having the courage to throw yourself out there; to delve deeply into an idea; to really love the learning aspect; yes, to fail at times, but to feel the sweet rewards of success, both along the way and at the end." It is not entered into lightly.

Capstones evolved from the ninth grade talks that many alumni remember with a shudder, then with a smile. Each freshman chose his own subject, did copious amounts of research, and spoke his piece in the theater. It was a compelling exercise in gathering and organizing information, practicing public speaking skills, and making the presentation to one's audience of peers and teachers.

Students in Mrs. Bonzo's Double English class are randomly placed into single-gender groups of three to five members. Each group selects its own topic and determines its own presentation style. Tireless research, much public speaking and visual acting, great attention to aesthetic components, and a considerable amount of trial and error prepare students for two dress rehearsals before the final presentation itself.



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A Newsletter for Families, Alumni, & Friends of The Lexington School • Spring 2012

The Capstone is introduced at the beginning of the second term and both the Double English and the library classes during that time are devoted solely to the presentations, which are completed and performed by the end of second term.

Mrs. Bonzo points out that the eighth graders are experts of the Capstone before they are even assigned the task, though they might not recognize themselves as such. For two years prior to their delivery, most have been audience members in their own right, evaluating older students' performances, noticing particular details that are effective, seeing what techniques bring down the house.

Each student group selects a faculty mentor, which is a learning experience in itself. The mentor does not pamper or cajole the students into digging in, nor does he set deadlines. It is the responsibility of those in the group to determine how they can best be helped by their mentor. They learn the importance of thinking ahead, making appointments, working in coordination with other people's calendars and commitments as they plan for time with their mentor that is conducive to work. An impromptu conversation in the hall on the way to lunch doesn't cut it. It is their responsibility, as well, to schedule sought-after theater time for practice, on occasion experiencing tough love since the mentor leaves that planning duty to the student. In working together with their mentor, who does provide "a nurturing environment," students learn that "challenges lead to growth" as they reflect on how their presentation needs to be stronger and on what gaps they might have in their delivery.

The Capstone is the only program at The Lexington School that includes everyone, both student and adult, in Middle School.

The goal of the Capstone is to provide an eight- to ten-minute presentation far beyond a report or a speech. The Capstone must be interesting and entertaining as well as initiate curiosity about the topic. As Mrs. Bonzo says with her trademark enthusiasm, "We want the students to leave the theater talking about it. If they're talking about it at lunch, you know the Capstone reached its target audience. The goal is to make the audience respond, to make them ooh and aah, to make them gasp."

Choosing a topic, beginning at the beginning, can be most challenging. The subject must be original. Anything used within the last three years is off limits, and it must



ON THE COVER Trent Marshall.

RIGHT Eliza Jane Schaeffer and Zainab Kahloon.

MIDDLE Sophia Tannir, Emma Calhoun, Ellie Bernard, Skylar Winkley, and Allison Quammen.

BOTTOM Mark O'Brien, Trent Marshall, and Strohmann Breeding.





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.

be appropriate for the entire audience. The student quickly learns she cannot pick something only she is interested in. She must speak to and communicate with her audience. She must choose a topic that has something for everybody, a subject that will interest both boys and girls in grades six through eight, 11- to 14-year-olds.

It is not unusual for a group to change themes several times. Mrs. Bonzo approves each topic, often encouraging the students to live into their subjects. "What are the nuances of your topic that make the audience lean in?" she asks her students. She cautions them about making their peers feel "talked at." She encourages them to make their listeners feel they have truly experienced something.

There is a media component to each presentation as well. Jaime Lassman, director of technology integration and curriculum, offers strong support as students learn to edit video, fade music, and utilize new methods to enhance their multi-faceted delivery.

First and second dress rehearsals are a transformative part of the preparation. A panel of sixth, seventh, and eighth grade teachers watches and critiques the rehearsals, pointing out specific ways to improve. Tremendous strides are made between first and second dress rehearsals, as the teachers relay what has improved, what is now richer, and what can be tweaked in order to be presentation ready.





LEFT Stephanie Ramsey, Emma Stone, Carmen Maria von Unrug, Anna Farris, and Natalie Hagan. *BELOW* Clay Brewer and Madalyne Rice.

Throughout the month of February and two days of March, the 12 Capstones are presented one a day during middle school assembly, four days a week. Parents make a special effort to attend and the panel scores each presentation. Mrs. Bonzo advises students to have an introduction that captivates the audience. "The people you're talking to are thinking about the pasta bar or soda day. You've got to grab them and not let them go."

What begins with more than a fair amount of trepidation ends with a tremendous measure of satisfaction and accomplishment. The triumphant end doesn't come without the attendant supply of stress, however. The growing pains of learning life's lessons are worth more than any report card grade. As Laura Bonzo says, "The process is the most valuable part of it all. The kids want to do well and they give it their all."

Deep into the process, Mrs. Bonzo asked the eighth graders what they had learned about themselves during the long and unforgettable, sometimes tortuous but in the end triumphant journey of the Capstone. Survivors all, now, they look back with a newfound maturity, an enhanced sense of self-respect and a well-earned respect for their fellow classmates. Accustomed to Mrs. Bonzo's thought-provoking questions that call for thorough reflection and not just the cursory reply, one student replied, "I learned that I am a good leader. I didn't know that I could be a leader at all." Another said, "I realized I actually have good ideas." Zeroing in on a universal truth, one confessed, "I learned that deadlines make people almost pass out." His cohort declared, "I learned it may take a while before people realize that sitting doesn't get the work done." Still another offered, "I learned that you can't just judge someone because they don't do well in the ways that I do well."

> "I learned that I am a good leader. I didn't know that I could be a leader at all."

As with many collaborative projects, where there is hard work to be done, fear to be overcome, talent to be stretched, closeness grows, because trust grows. The closeness and mutual trust are evident among peers who may not have worked together before in a group, though they have been classmates for years. The closeness and mutual trust are evident, too, between student and teacher, the intergenerational bond that enriches both younger and older. Teacher-to-teacher relationships are strengthened, too, as sixth grade faculty rejoice with their eighth grade colleagues on a particularly strong presentation they both advised. The Capstone is the only program at The Lexington School that includes everyone, both student and adult, in Middle School. Every sixth, seventh, and eighth grade teacher has a role in the process. The students' final product is a powerful -- and unforgettable -- team effort.

The Capstone, the culmination of weeks of work in Middle School, is the very essence of the Philosophy Statement. *"Our success is defined when our students have the life skills to make wise choices and overcome obstacles."*

Personality: The Power Behind a Great Capstone

"Put your personality in your Capstone." That's Laura Bonzo's principal advice to eighth graders embarking on their epic collaboration.

Kyle Draper '12 and his Capstone-mates, **Christian Courtney '12**, **Ian Harrison '12**, and **Sloan Warner '12** took Mrs. Bonzo's words to heart when they determined their topic. At first it was difficult to come up with a subject that hadn't been done before or one that was not too general. They thought about focusing on trends in shoes, on the rampant popularity of UGG boots, but decided that wasn't right for them. The four fellows then asked themselves, "What do we all like?"

They put their personality in their Capstone when they agreed they all liked video games. They knew their audience well enough to know *they* all liked video games too. Together, they chose their theme and entitled it "Video Games: The Red Ring of Myths."

The classmates asked middle school math teacher Joe Griggs to be their mentor and then began an unscheduled but always-to-be-remembered life lesson in procrastination. Slow to start their research phase, which was much more difficult than anticipated, they made up time quickly, though, in writing their script and in developing their visual component. Kyle speaks for the group when he says, "The first rehearsal helped a whole lot with direction." In looking back over the entire process, Kyle continues, "It is a worthwhile and important endeavor. We had never done a group project this big before. It has definitely helped us to learn organization."

Natalie Hagan '12, and her Capstone-mates, **Anna Farris '12**, **Stephanie Ramsey '12**, **Emma Stone '12**, and **Carmen Maria von Unrug '12**, felt the topic of hoarding would interest their audience, since it is popular on several television shows and it is relevant to many people. They chose "Hoarders: I Spy with My Little Eye" for their title and asked Middle School Head Una MacCarthy to be their mentor. Natalie says they, too, "were behind for a while until we figured out the Capstone wasn't just a report like we had been used to doing. It's a whole lot more than that. Our script wasn't quite finished the night before the first rehearsal and it was pretty scary. The second rehearsal was not nearly so bad. The panel of judges said we were a lot better."



Stephanie Ramsey and Emma Stone.

Natalie points out that the random grouping of the Capstone teams has resulted in each student's growth. "It's good for us. Because it's not normally the group we're in, it has helped us to work with other people." They have learned invaluable interpersonal skills, the give and the take of working together on a shared responsibility. Both Natalie and Kyle agree that, "Some people have surprised you." They have a newfound respect for their fellow classmates as they see firsthand the importance and the beauty of diverse personalities. As Natalie says, "Going into it, you really don't know what to expect, but everybody brings their own ideas and abilities to the Capstone."

The Lexington School eighth graders have definitely put their personalities into every one of the Capstones.

CONTINUING HIS FAMILY'S PHILANTHROPY...

The gift of education is immeasurable. It is the opportunity of a lifetime. It is the gift of a life sometimes only dreamed about, only hoped for, only imagined.

Patrick Madden '79 grew up on storied Hamburg Place, just a few fields over the Kentucky countryside from the Bluegrass Boys' Ranch, initially a boarding school for socio-economically disadvantaged boys. Close as the crow flies, but an almost unreachable distance as reality would have it 50 years ago, the world of Hamburg Place and the world of the Boys' Ranch might seemingly never have intersected. The Madden family thought differently though.

Established in 1962, before Pat was even born, the Boys' Ranch has been dear to the hearts of his parents, Anita and Preston Madden, staunch supporters since its beginning. Through the years that Pat was a student at The Lexington School, he saw firsthand the help and encouragement, the daily interaction, and the continued involvement of his family for the benefit of the student residents of the Boys' Ranch. It has always been a part of his life. When talk turned to the Boys' Ranch, talked turned to the Madden family, and folks smiled when they said Anita didn't have just one son – she had at least a hundred.

With generous vision through the Anita Madden Bluegrass Boys Scholarship, the Madden family has now connected both of their beloved schools. Students at The Lexington School and students at the Boys' Ranch all benefit, each learning much more than math and English from the other. As Head of School Chuck Baldecchi explains, "Our Board and parents put diversity as a top priority, and this is part of that commitment."

The full tuition and fees scholarship will be awarded annually to one rising sixth grade boy from a socio-economically disadvantaged background who shows academic promise. The May 1 application deadline requires a report card and test scores. After five finalists are chosen, each will visit TLS for a full day before the scholarship is awarded. Though there will be but one Madden Scholarship winner, applicants may be eligible for financial aid. TLS awards $1.5 million in financial aid every year, and 20% of students receive some financial assistance.



Anita, Michael, and Preston enjoy Grandparents Day at TLS several years ago.

Thanks to the Madden family, dots have already been connected between TLS and the Boys' Ranch. In the spring of 2011, Pat and his mother introduced Boys' Ranch alumnus and current TLS middle school science teacher Jason Hurst to Chuck Baldecchi. Also a favorite former residential educator at the Boys' Ranch, Jason is especially interested in the Madden Scholarship. He feels, "It's a tremendous opportunity for any young man. The partnership between the Boys' Ranch and TLS is an evolution of the strong program. By combining the philosophies of both of the schools, it's even better."

Bringing things full circle, next year **Caroline '13**, Pat Madden's daughter, will have Mr. Hurst as her science teacher, and her brother, **Michael '17**, will be the next Madden to be taught by the Boys' Ranch alumnus.

Pat speaks for his parents as well as for himself when he says the scholarship will be beneficial for both the Boys' Ranch student who is chosen and for TLS as well. Pat continues, "It will broaden the scope and the perspective of people's views." In thinking of the boy who will be the first Anita Madden Bluegrass Boys Scholarship winner, Pat quietly and humbly says, "I hope that it will change somebody's life for the better."



Above Pat and Michael get ready to hop aboard for a helicopter tour of Las Vegas.
Left Caroline and Michael share some sister-brother time in Florida.

Head *Lines*

NOTES FROM THE HEAD OF SCHOOL

Do you love middle school students?

That is not a question everyone can answer yes to, but it is the most important question that Middle School Division Head Una MacCarthy asks during the interview process for a potential middle school teacher. If you want to teach at The Lexington School, you had better have an exceptional answer to this question.

It takes a special breed to teach Middle School. You have to appreciate those turbulent years of young people trying on different personalities every day, week, or month. Too often those teaching Middle School find this age too challenging and don't appreciate that difficult stage in life. Truth be told, one either gets middle school students or not, and parents don't always. "What happened to that loving child who thought I hung the moon?" they wonder. "I used to do no wrong as a parent; now I can do no right!"

One characteristic of The Lexington School that sets us apart from other schools is our love and appreciation for the middle school student. On a weekly basis, I receive unsolicited emails and phone calls from parents singing the praises of Una MacCarthy and her middle school faculty. Conversations are usually summed up in this way: "I don't know how to explain it, but Una just gets my child. My child feels Una and her faculty understand him." Let me give you some examples.

As many of you may or may not know, late Thursday night, March 22nd, into early Friday morning, there was a midnight showing of *The Hunger Games* at various theaters around Lexington. *The Hunger Games* is the most recent teen book series to capture the nation. Just like *Harry Potter* and the *Twilight Series* before it, *The Hunger Games* movie premier was all the rage. From what I was told, The Lexington School could have had a reunion Thursday night at the theater. Faculty, current middle school students, as well as recent alumni gathered together to take in the Lexington premier. Students and faculty even came dressed as their favorite characters. They had a blast. On Friday morning as faculty reported at 9:00 A.M. to a professional development training day for TLS, I ran into several teachers who had not made it to bed until 3:30 A.M. after staying up to see the movie with students. Those teachers had smiles on their faces and discussed the movie and their time with enthusiasm



Mr. B. and his children, ***Cade '21****,* ***Bella '17****, and* ***Alex '19****.*

– something you can't fake with less than five hours of sleep. Our faculty love what they do.

I also saw it in our eighth graders as all of their hard work preparing for their environmental debates paid off handsomely. I don't know if you watched any of the footage of the debates uploaded to the school's Facebook page, but our students were incredible. With poise usually seen in college students, TLS eighth graders vigorously defended their positions, aye or nay.

The same poise was present in our sixth graders preparing for their storytelling festival where each student told a story to a fickle crowd of lower school students. Too often adults underestimate what Middle Schoolers can accomplish; yet TLS sets high expectations for its students, and adults are typically "wowed" by all that they can achieve.

What a middle school student finds important may not always be what an adult finds significant, but we know it is crucial to take our students' enthusiasm and channel it into a learning opportunity. A recent example of this was placed on Una MacCarthy's desk. It was a formal request from The Lexington School Student Board pointing out the need to move our "warm weather dress code" date due to the "unusually hot weather Lexington is experiencing." Una and her faculty didn't change the rule willy-nilly. The students were required to make a formal request and supply the "administrative team" with legitimate reasons for this alteration. The Student Board rose to the occasion and produced a very convincing argument why the school needed to move its "warm weather dress" up a month. Because students took it seriously, it behooved the administration to respond in kind. Mission accomplished: the dress code was changed for this year.

I am coming to the realization that The Lexington School is serving an evolving need in the lives of its families. We are the neighborhood. The importance of our relationship with students and families outside the

classroom is becoming as important as the role of educating students inside the classroom. I see it happening in every division of The Lexington School. Developing that sense of community is essential to educating and raising successful young adults. For that trust to develop fully, it must be formed during the informal times in order for students to soak up critical lessons presented during the formal times.



This epiphany came to me on Spirit Day right before Winter Break. Our middle school faculty structured a "fun" day that included Student vs. Faculty basketball games as well as a faculty Karaoke contest modeled after the Grammy Awards. Our very own Joe Griggs, sporting a tux, and Annie Hogate, gracious in a formal gown, acted as host and hostess, while various faculty members sang. Students and faculty were obviously having fun; nonetheless, there was an important level of trust among the students with their faculty as well as a healthy distance and respect afforded the faculty from the students. One could see it in our students' eyes. "These teachers understand us; they know what motivates us; and they also will expect nothing but our very best." Those same eyes collectively said, "Because you love us, respect us, 'get us,' we will not let you down."

With gratitude for a job I love,

Charles D. Baldecchi

An Evening Under The Oaks
Celebration 2012
May 11
www.tlscelebration.org



Lots to CELEBRATE at An Evening Under The Oaks



CELEBRATION 2012 Chairs Amy and Darren Duzyk, parents of **Connor '14** and **Cooper '18**, and their enthusiastic committee members are putting together details to make this year's festivity another stellar event. Highlights of the evening include Live and Silent Auctions, dinner catered by Harriet Dupree, mother of **Thomas Bradley '15**, and exceptional entertainment by our own **Jordan English '02**. Showcasing Scarlet Gate, the elegant gathering will be held in a tent on the lawn of James Lane Allen's beloved home.



In keeping with the CELEBRATION theme of nature's glories, Cooper and Connor Duzyk enjoy the great outdoors.



Seventh graders all had a hand in decorating their surfboard.

Described as "Kentucky's first important novelist," the author and his boyhood home serve as daily inspiration and celebration for the greater Lexington School family.

Using trees and nature as the theme this year, Mrs. Duzyk points out that each of the class projects plays on this idea, from our youngest students' colorful handprints on wooden tree swings to lower school original art, incorporating leaves and trees and words of growth. Middle school students, along with art teacher Mrs. Staley, have created pieces that highlight Scarlet Gate and their class trips. With inspiration from Mr. Johnson's surfing expertise, showcased on their South Carolina Barrier Island trip, seventh graders have used a full length surfboard as their larger-than-life-sized palette for creative artwork. Eighth graders, with the Southwest trip still ahead of them, will transform their experiences of the western landscape into a tangible landscape of their own, suitable for framing.

Landscape designer Henkel Denmark will enhance the tent décor with five living oak trees, from 20 to 25 feet tall, to be auctioned during the evening. Reflecting the natural beauty of Scarlet Gate and the TLS acorn, Amy asks, "Where will we GROW from here?"



How to pack in French. Martine Head, instructor.

Emphasizing the nature of worldwide travel as well, Martine Head, mother of **Charles '12**, again offers her customized trip for four to Paris and its environs. Wildly popular at its inaugural offering, TLS's own Tour de France is the opportunity of a lifetime, says Jennifer Madden, mother of **Caroline '13** and **Michael '17**, one of last year's fortunate foursome. With almost unbounded enthusiasm, Jennifer relays that "Martine was a fabulous guide. She was tireless in having us explore the treasures of France that only a native Frenchwoman could uncover. My favorite part was going to Chantilly for a day of racing." As with last year's trip, Martine emphasizes that she will create an itinerary catering specifically to the bidders' interests.



The New York Fashion Week trip also garners great excitement with sought-after tickets to the Badgley Mischka Runway Show. The latest styles of Mark Badgley and James Mischka, who formerly had a house outside Lexington, are especially popular with women in the Bluegrass. Hair and make-up appointments at Fifth Avenue's John Barrett Salon give big city glamour while a personalized tour of midtown's Hearst Tower offers access to the home offices of *Cosmopolitan, Esquire, Marie Claire, Harper's Bazaar, Good*

Housekeeping and *Seventeen* magazines. The first "green" high rise office building completed in New York City, the state-of-the-art architectural and environmental features constitute a fascinating tour in themselves. Hotel accommodations are included as well.



Glassmaker Stephen Powell *(right)*, father of **Zach '13**, and painter Kelly Brewer, mother of **Carter '10**, **Clay '12**, and **Smith '17**, both noted local artists with international followings, have donated original works. Steve is the longtime professor of Art Glass at Centre College and is known for his bold-colored, one-of-a-kind, collector-item glass creations.



Kelly *(left)*, generous throughout the years to TLS with her artistic talents, is known especially for her impressionistic equine and sporting art and scenes capturing the natural beauty of the Bluegrass.

Please visit www.tlscelebration.com, for a complete list of auction items, details of the evening, and instructions to register for CELEBRATION 2012, which continues the strong tradition of celebrating The Lexington School.

Halle Cline, Nich Calhoun, and Ellie Phillips showcase the sixth grade's progress on their collaborative painting of Scarlet Gate.





NEW TEACHER

Welcome, Laura Eakle!

As the spring semester began, The Learning Center continued to expand, welcoming three new students and Mrs. Laura Eakle, their teacher. Having earned her bachelor's degree at the University of Kentucky in elementary education with a specialty in mathematics, Laura completed the five-year program in only four years. The determined, lifelong learner that she is, it was her choice to forego summer vacation after high school, and she began her college curriculum after only a weekend break.

With teaching experience in Fayette County public schools, Laura feels strongly that The Lexington School's small class size benefits the student at every turn. She is a vocal proponent of the structured curriculum of the Orton-Gillingham method of teaching, as she sees the "strong benefit of having everything visually, auditorily, and kinesthetically to make different pathways for retrieval of information for students."

Bringing creativity to one recent lesson, Laura used specific visual, auditory, and kinesthetic techniques as her three students put consonant sounds together to make initial blends for syllables. It seemed the perfect time for the class to blend milk and chocolate, so her enthusiastic and hungry learners would be sure to remember how each element represents its own quality, but blended together, they create something new.

An appetite for teaching and an appetite for learning combine to nourish all.

Plenty of Cooks in the Kitchen





COOKING 101

Lifelong chef Tom Parlanti, whose day job is athletic director at The Lexington School, makes sure his Middle Schoolers are well versed in the culinary arts. The popular elective, waitlisted in all three terms, is in its fourth year of turning out latter day Escoffiers and Childs.

Assisting in the kitchen is also Annie Hogate, middle school English teacher, another culinary lifer. Having grown up in New York City, Annie smiles when she describes her family's favorite pizza place, across the street from the Cathedral Church of St. John the Divine, "My dad says I was baptized in the marinara sauce there." As one might imagine, she was exposed to all types of foods from various cultures at a young age. She recounts those happy, early childhood memories in the kitchen, learning to cook with her mom. Because Annie always wanted to experiment with different ingredients, the mother-daughter team never cooked the same thing the same way twice.



Mrs. Hogate especially enjoys "interacting with the students outside the classroom and seeing them excel in different ways. English can be very abstract, so it's nice to teach a hands-on class." She recounted that TLS students participated in the recent Cooks for a Cause event at God's Pantry, where TLS chefs served soups and stew to a hungry crowd. Annie says the experience was "fantastic. The best part was seeing how maturely the students acted with people of all ages and backgrounds, how kind and how helpful they were. Each one of them made me proud. They are such good kids."

In thinking back to the beginning of Cooking 101 for sixth through eighth graders, Chef Parlanti says, "I always wanted to show these kids what I've done, what I like. This elective is an outgrowth of the fellowship dinners that I have made for the faculty and staff since the spring of 1986." Tom's mentor and longtime Spanish teacher John Fox got Chef involved in sharing his cooking talents through the community committee. Mr. Parlanti was also the stirring force behind the perennially popular



ABOVE TLS chefs at Cooks for a Cause. *Front Row* Hannah Williams, Isabel Bandoroff, Carmen Maria von Unrug, Eliza Jane Schaeffer, Ellie Bernard. *Back Row* Sloan Warner, Strohmann Breeding, Mr. Parlanti, Mrs. Hogate. *LEFT* Ashton Woody shows great wrist action at the stove, while Mr. P finishes his eggs. *BELOW* Jackson Leach perfects his over easy.

Celebration item: the five-course Italian dinner party for eight. Fellow faculty and staff, as well as many alumni and current families, turn to TLS's resident chef for his signature wedding and birthday cakes.

Tom begins with the cooking fundamentals, how to handle, work with, and sharpen knives. Learning the Chiffonade technique and Brunoise cut comes naturally, followed quickly by the petite dice and the rough chop. Baking basics and sautéing skills whet the appetite for more. Tossing eggs without breaking the yolk is a popular lesson on the way to perfecting the over-easy egg. "You have to be gentle. It's all in the wrist, all in the pan," Chef says. "Eggs are simple and they're cheap. The students learn to toss an omelet, dress it and plate it. Presentation is always important with food."



Taking inspiration from the television show *Top Chef*, Mr. Parlanti lets the Middle Schoolers have their own Quickfire Challenge, where each chef must prepare a dish using specific ingredients. The *mise en place* relay proves a dynamic way for students to test their growing command of the kitchen.



Blending science into the recipes, the sous-chefs learn about leavening and the chemistry of baking. They are comfortable making chicken stock and beef stock as they master the intricacies of butchering by breaking whole chickens down into the various parts.

A key ingredient of the class is kitchen etiquette, as Mr. Parlanti and Mrs. Hogate stress the importance of leaving the shared cooking area spic and span for those who will use it next. Joyce Baker and her crew set a high standard in the kitchen, and the chefs-in-training learn that spills are promptly cleaned and floors are thoroughly swept.

At the end of each class, it is a special treat for the students to take home the *plat du jour.* The interest in cooking goes home with the students too, as Chef Parlanti often hears, "My family loved the chicken recipe I made last night," or "I tried to make crepes all weekend, but they burned!"

A tip of the *toque blanche* to TLS chefs of all ages.

STIRRING UP SOME FUN

Director of Intramurals Meredith Carrithers sees to it that lower school students at The Lexington School have fun with cooking, and second through fifth graders eat it up with a spoon. Classes are offered after school from 3:30 until 5:00 several times a year, and they fill up instantly. Designated tables in the cafeteria are heaped high with cooks' supplies while everybody takes part in the delicious activity.



Cupcake design is a popular offering, with 30 young chefs mixing imagination with ingredient to create the perfect decoration. Panda bears, alligators, and aliens all make it to the top of the cupcake, with inspiration and assistance from resident cake maker Tom Parlanti. Monday through Thursday the class makes cupcakes, preparing for Friday's big cupcake competition. The budding culinary artists describe their decorating techniques, discuss special ingredients used, and give the story behind the design. Ms. Carrithers and Mr. Parlanti, the "expert judges," hold up numbers one through five to designate the final score. Both adults and others gathered nearby for the occasion enjoy hearing the students describe their creations. It's obvious the young bakers think of their cooking assignments at home and over the weekend, far from school, as oftentimes the cupcake is decorated with a bird's nest or a vibrant sunset. They take cupcake decorating to great heights.



ABOVE Josha Partin, Morgan Wilson, Claire Robbins, and Eliose McCullough are experts in the soft pretzel category. *LEFT* Jack Lassman shows the eagerness of a great future chef.

The menu expands to include banana muffins, parmesan knots, quesadillas, regular and fruit pizzas, and meatballs, an especially delicious favorite. Lower school chefs compile their own cookbooks as they share prized recipes, make their own chef's hats, and decorate their cooking aprons. A particular treat for all is the tradition of taking home a bag of the day's creations to share with family and friends. Ms. Carrithers says those bags headed home contain a tremendous sense of pride and accomplishment as well as delicious samples of the afternoon's cooking.

Ms. Carrithers also notes that Heather Espinoza will offer her sellout Little Bakers class again this summer at Camp Curiosity. Under Mrs. Espinoza's encouraging direction, Preschoolers and Lower Schoolers delight in rolling up their sleeves and baking soft pretzels, yeast rolls, muffins, and cookies.

Any way you cut it, there is always plenty cooking at The Lexington School.

Pin Prints



Wearing her 100th day crown, Kindergartner Audrey Mauer concentrates hard with her purple marker.



Buntaro Yoshida explains to his dad the intricacies of building a candy house, a longtime first grade holiday tradition.



Lilly Adams is ready for the Iditarod in Mrs. Sadler's second grade class.



Eighth grade Francophiles Mark O'Brien and Madeline Blake educate their audience on the rich culture of their adopted country.



Fifth grader Conor Harrison takes a shot, while Joey Neuzel, sixth grade, is at rapt attention on the team that finished the season 13 - 1, making it to the championships the last two years.



Giving new life to old lab coats, eighth graders learn firsthand the connection between tie dying and their unit on molecular bonding, as dyes bond to cotton fibers covalently.



In the Holiday concert, third grader Cata Shen adds her musical expertise on the chimes.



TLS cheerleaders give it their all as they add to school spirit on TLS-Sayre Day.

Caroline Beiting stands confidently at the microphone as the announcer for the prekindergarten circus.





Fourth grader MaKayla Brown sums up the spirit of Kentucky Heritage Day.



Kindergartner Cate Conklin focuses hard on her project with Rosie Halpin, her eighth grade buddy.



On the field trip to the LFUCG Recycling Center, fifth grader Trey Woody is decked out in his green vest, hard hat, and safety goggles.

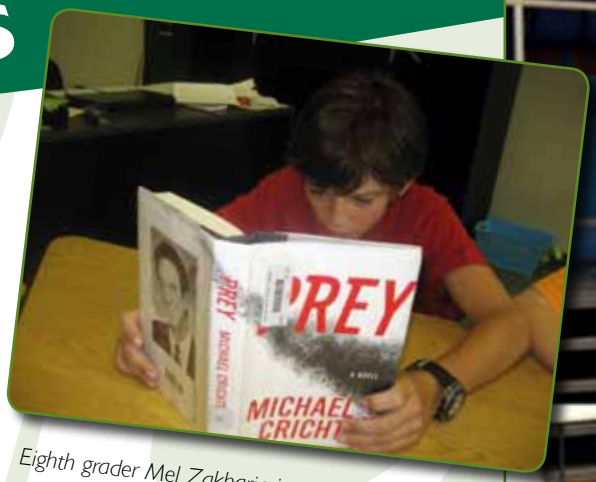


Each month, fifth grader Jake Falcone, lower school roving sports reporter, keeps his assembly audience up to date with sports news.

Pin Prints



In Kindergarten, Chas Boden proudly shows his collection of 100 crayons.



Eighth grader Mel Zakharia is absorbed by Michael Crichton's novel about nanotechnology, genetic engineering, and artificial intelligence.



Eighth grader Tyler Patton brings ballet to the basketball court.



Pizza with the Pops is a hit with seventh grader Aaron Ervin, KinderKlasser Caleb, and their pop.



Harper Monohan thoroughly enjoys his job as lion tamer at the prekindergarten circus.



During the Foreign Language Fair, eighth grader Jade Wright practices Yoga as part of her study of Thailand.



In sixth grade science class Tom Polites and Spencer Kriss enthusiastically dissect an earthworm to examine its digestive system.



The porthole into a science classroom shows fifth grade boys getting ready for pH chemistry lab testing of household chemicals and foods.



For Kentucky Heritage Day, fourth grader Gus Goodman dons his best coonskin cap.



Kindergartner Calvin Perez and eighth grader William Ramsey share a special moment on the playground.



Sporting TLS green and gray, Kindergartners Greer Webb and Natalie Absher flank first grader Ben Pund.



Kindergartner Peek Garlington makes friends with Santa during the Holiday concert.



Eighth grader Emily Cashman has her eyes on the goal, despite the distraction of her opponents' arms.

Pin *Notes*



Friends and admirers of **Jonny Fink (Forest) '92** were sad to receive news of his death on January 26, 2012, following a heroic battle with acute lymphoblastic leukemia.

Jonny lived in West Linn, Oregon, and had two children, nine-year-old Orion and Lucy, four. He was married to Dr. Lori Forest. He is also survived by his parents, Renie and Joe Fink, and his brother **Jake '90.**

From The Lexington School, Jonny matriculated to Henry Clay High School, The Evergreen State College, and the University of Washington's Information School. He was the lead library database administrator for the Clackamas County Public Library in Portland, Oregon. As his family has said, "He was a lover of knowledge and how to organize it to make it accessible and retrievable. As a tribute to Jon's life please visit your public library."

Julie Falk '91 attended his memorial service in Portland and said "Jonny's children, Lucy and Orion, are charming, articulate and funny. I know they would appreciate hearing from anyone with memories of their dad. I enjoyed sharing a story with them about Jonny's 1976 Chevrolet Caprice Classic and the 17 people he piled inside."

Jonny's former English teacher Ann Eames also attended his service, where she gave an eloquent and heartfelt tribute. Marijo Foster, Jonny's former math teacher and longtime Fink family friend, has written her memories as well. Click here to read their remembrances.

Ben Reynolds '93 has had a very busy year. In May, 2011, he graduated from New York University's Stern MBA program at the top of his class, earning both the school's prize for academic excellence in the field of finance and the dean's award for overall outstanding academic achievement. He had earlier been awarded status as Stern Scholar and the Henry J. Krooss scholarship, both for academic excellence. Ben also excelled at a number of extracurricular pursuits at Stern, including serving as the president of the school's student-run investment fund and co-president of the school's chapter of the Association of Investment Management and Research. He also put some of his TLS debate training to use by winning Stern's stock pitch competition and finishing second in the Fidelity stock pitch competition, hosted annually by Cornell University, which featured teams from 12 top MBA programs. Upon graduation, Ben started a new job as a stock analyst for Alger Capital Management, a New York-based mutual fund company. Ben lives in the West Village in New York City and frequently sees TLS classmates **Emmy Hartley '93** and **Jimmy Booth '93**.



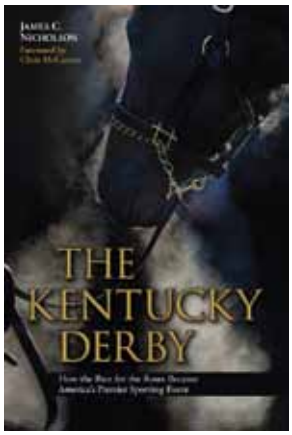
Anne Shropshire Shoemaker '93 and husband Josh are proud parents of Henry Blake Shoemaker, born February 24, 2011. Hank joins big sister Lucy, three. The Shoemakers live in Greensboro, North Carolina, where Anne works with the North Carolina Association of Realtors as their chief operating officer. Reflecting on her school days, Anne says, *I have such fond memories of my time at TLS. Teachers were always right at hand to provide encouragement and expertise. Coaches were just as focused on teaching character and courage as they were interested in developing our athletic skills. I am amazed by, and very grateful for, the depth and quality of friendships that I have with classmates and other alums that endure to this day. It is for all of these reasons and more that TLS continuously produces not only accomplished professionals but even more remarkable people. I hope to find a similar learning environment for my own children in North Carolina. TLS has set the bar high!*



Jamie Nicholson '94 has written a book, sure to be popular with racing fans not just in the Bluegrass, but throughout the thoroughbred world. *The Kentucky Derby: How the Run for the Roses Became America's Premier Sporting Event* will be published by the University Press of Kentucky in May.



In addition to attending numerous book signing events, Jamie is a law clerk for Judge Jennifer Coffman at the Federal Court in Lexington. Prior to start-



ing his 16-month clerkship, he worked with his father in equine insurance for two years.

Jamie took time recently to reflect on his Lexington School foundation, specifically the third grade classroom of Mrs. Pat Kline, who suggested he repeat third grade and helped him chart his path to today's successes.

When it came time for daily reading during my second third grade year, Mrs. Kline would send me to the library with research assignments so that I wouldn't have to read the same books as I had the previous year. I remember researching topics that included the Wright Brothers, Ronald Reagan, and Woodrow Wilson. I was probably only using encyclopedias, but it was a good introduction to the process at an early age.

I also appreciate sticklers like Ms. Stith and Mrs. Eames, who gave me a good foundation in the process of writing. I loved the stories Miss Cowling told in history class, which provided a positive first impression to the subject of history for me.

I play in a band with three fellow TLS alumni, ***Wilson Sebastian '94****,* ***Mark Hoffman '94****, and* ***Dan Carman '94****. Also, when Maegan and I were married last summer, in addition to Wilson, Mark, and Dan, other members of the wedding party included* ***Trip Sweeney '94****,* ***Walt Robertson '94****,* ***Zack Bray '94****,* ***Gatewood Bell '97****,* ***Liz Young '95****, my sister,* ***Kelsey '96****, and* ***Brad Tune '85****. You can see from all the '94s on that list why I am eternally grateful for Mrs. Kline's suggestion that I be held back.*

Just as Jamie has a deep and long connection with The Lexington School, so, too, does he have a strong affiliation with the University of Kentucky, from which he has graduated four times. He earned his BA in secondary education in 2001, his MA in history in 2004, his JD in 2008, and his PhD in history in 2010. In reviweing his time on the UK campus, Dr. Nicholson admits, "It certainly was a lot of school, but I've enjoyed learning since my early days at TLS." His interest in learning has led to an interest in teaching, as Jamie is currently an instructor of history at UK, where he teaches a night class in U.S. History. Excellence in teaching inspires excellence in teaching.

Words from the Willises

Dr. Mark Willis '93, his wife, Bree, and their three-year-old son, Parker, live in Salt Lake City, where Mark is chief resident in ENT at the University of Utah. He has recently accepted a position in Parker, Colorado, which begins in August. A graduate of Connecticut College, he and Bree met in medical school at the University of Colorado. She completed her residency in 2010 and is a family practice physician.





Katy Willis Rogers '96 and husband John are proud parents of daughter Iyla, born August 26, 2011. They live in Corvallis, Oregon, where Katy is an acupuncturist and owns Corvallis Acupuncture and Wellness Center, a Chinese medicine clinic.

In 2004, she received her undergraduate degree from Western Washington University. She concentrated on American cultural studies with an emphasis on immigration and a multicultural approach to health and illness. She earned a master's degree in acupuncture and Oriental medicine from the Oregon College of Oriental Medicine in 2010. After graduating, Katy continued her work at the college, educating students as a teacher's assistant in Tuina massage and qigong. Katy is a nationally certified diplomate of acupuncture and is licensed through the Oregon Medical Board.

Before attending Chinese medicine school, Katy traveled to over 20 countries and worked seasonally in Yosemite National Park, where she and John both had summer jobs and met ten years ago. Through her worldwide experiences, Katy has gained a deep respect for cultural diversity and human individuality. She has a boundless enthusiasm for adventure and the wonders of nature, which she enjoys by exploring the Pacific Northwest with her husband, daughter, and dog.

Parents Kim and Ben Willis have lived in Hawaii for 11 years and say "aloha" to all TLS friends. In Lahaina, Kim stays busy as a certified life coach and a licensed marriage and family therapist. As he did here in Lexington, Ben continues to sell real estate, now working for Island Sotheby's International. Kim is quick to say, "We both love our jobs and living the good life on Maui." Remembering the lovely backyard cookout they hosted for TLS alumni on Labor Day weekend in 1998, folks in the alumni office think their back yard in Lahaina would be the perfect venue for the next TLS reunion.

The Van Clief Vantage Point

Danny Van Clief '92 writes with news of his growing family — plus an update about his sister, **Helen Van Clief Heard '93**.





Thinking back to the hallways of TLS brought an immediate smile to my face. So, updates...where do I begin?

I am currently living in Charlottesville, Virginia, with my wife Anna and our three children, five-year-old Daniel; George, two; and Claudia, one. For most of our 11-year marriage, Anna and I have lived in Charlottesville, a place I have always loved. Dad (D.G.) grew up here, as did his father, Danny (the original), and my four years at UVa sealed the deal for me -- I knew I wanted to settle here. However, we did enjoy a two-year stint in Sydney, Australia, while I pursued an MBA from the Australian Graduate School of Management in 2007-2008. My choice to receive an MBA down under was driven primarily by the fact that Anna is Australian. We were, in fact, married in Sydney during my first stint in Australia, 1999-2001. As a general rule, Anna and I try to make it back to her family once a year. She grew up on a cattle farm and her dad and brother are both beef cattle farmers.

After completing my MBA I was recruited back to Charlottesville to help found a solar energy project development firm, HelioSage Energy. Our company develops rooftop solar projects with commercial, industrial, and governmental clients. It's invigorating to work on the front end of America's energy future and, despite the tough economy, renewable energy continues to be a bright spot.

Helen is presently living in Austin, Texas. She is married to one of my best friends from UVa, Chase Heard, and they have two children, three-year-old Ginny and one-year-old Charlie. They have been in Austin for seven years, ever since Chase and Helen completed architecture and law degrees from the University of Texas, respectively. They have launched a saltwater apparel/lifestyle clothing line called Howler Brothers, and it is doing very well! Fortunately, they visit the east coast often, as we are all quite close, new generation included!

Incredibly, Anna and I are now considering kindergarten options for our oldest, Daniel. We recently visited a particularly charming local school and invited my mom, Trish, to join. We all liked the tour, and afterwards, when Mom said, "You know, it really reminded me of The Lexington School," I knew it was my first choice.

My lifelong friend from TLS, Harrison Stuart, is now the director of admissions for Woodberry Forest School, and we get together often since he and his family are living so close. TLS stories usually feature in our conversations.

I have enjoyed recent updates from TLS, and it is obvious the school continues to thrive. I've met Chuck Baldecchi and am a big fan. TLS is a special place.

In Columbus, Ohio, **Caitlin Chamberlin '94** has joined Porter Wright Morris & Arthur LLP, the large, regional law firm that traces its origins to 1846 in Ohio. An associate in the firm's litigation department, Caitlin will concentrate her practice in the areas of complex commercial litigation, intellectual property, and white collar law. "Caitlin is a strong addition to our litigation team and brings significant experience as a federal law clerk for an Ohio U.S. District Court," says Jim Curphey, chair of Porter Wright's litigation department. Before joining the firm, Caitlin served for four years as a federal law clerk to the Honorable Michael H. Watson, United District Court for the Southern District of Ohio. While



in law school, she was a managing editor and member of the *Ohio State Journal on Dispute Resolution*. Additionally, she was the recipient of both the CALI Excellence for the Future Award and the Judge Joseph H. Harter Memorial Award for Excellence in Trial Advocacy. Caitlin currently serves as treasurer of the Women Lawyers of Franklin County. She received a BS from Miami University and a JD from the Ohio State University Moritz College of Law.

Sandy Stuart '97 reports that wife Alana and he are enjoying every moment of parenthood with William Baily Stuart. "Will has been full of laughs and smiles, is growing taller every day and staying healthy after beginning the nursery program at nearby Lexington Hearing & Speech Center." Sandy graduated *magna cum laude* from Hampden-Sydney College, where, as part of his curriculum, he was able to spend time in both Australia and Ireland working with horses. For the past seven years, he has been back in Kentucky working with his father, John Stuart, in the thoroughbred breeding business. Sandy manages the farms, works in the office, and oversees sales consignments. Stuart *pere et fils* reached a milestone in 2011 when one of their Bluegrass Thoroughbred Services sale graduates, Blue Bunting, won the May, 2011, Newmarket filly classic, the 1000 Guineas Stakes. It was especially exciting for Sandy and his dad to watch on TVG when Blue Bunting's owner, Sheikh Mohammed bin Rashid Al Maktoum of Dubai, and Her Royal Highness Princess Haya of Jordan celebrated with the victorious filly in the winners' enclosure.



Rachel Ball '01 and Justin Albright were married in Lexington on October 8, 2011.

Kelly Ball '08 served as her sister's maid of honor; **DR Ball '06** was a groomsman, and **Katie Hollins '01** a bridesmaid. Rachel is a 2008 graduate of Furman University, where she was a communication studies major. After graduation, she moved to Washington, DC, to serve in U.S. Senate Republican Leader Mitch McConnell's leadership office as his deputy press secretary. In the fall of 2010, she moved back to the south after being accepted into a master's program at Vanderbilt University, where she is studying leadership, policy, and organizations. In early 2011, Rachel accepted a job as a client consultant with The Ingram Group, a strategic consulting and government affairs firm in Nashville. Her client experience includes political and strategic relationship building, campaign management, and media relations. Rachel and Justin live in Nashville and enjoy running, traveling, and spending time with family and friends. In thinking about her Lexington School years, Rachel says, "TLS is such a wonderful place, and I will always be grateful for the solid foundation I received as a young student."





Middle School Success: *It's Undebatable!*

Building on lessons learned from triumphant completion of the Capstone, the eighth graders delve next into Environmental Debates. Continued opportunity for public speaking, working with others, developing research expertise, and honing time management skills, the Environmental Debates are a collaboration of the English and science departments. Middle school English teacher Laura Bonzo coordinates the debates, now in their fifth year, with middle school science teacher Jason Hurst.

The month-long process, involving two separate debates, is another intense period of study, not dissimilar to the time preceding the Capstone, where some weeks fly by and others seem interminable.

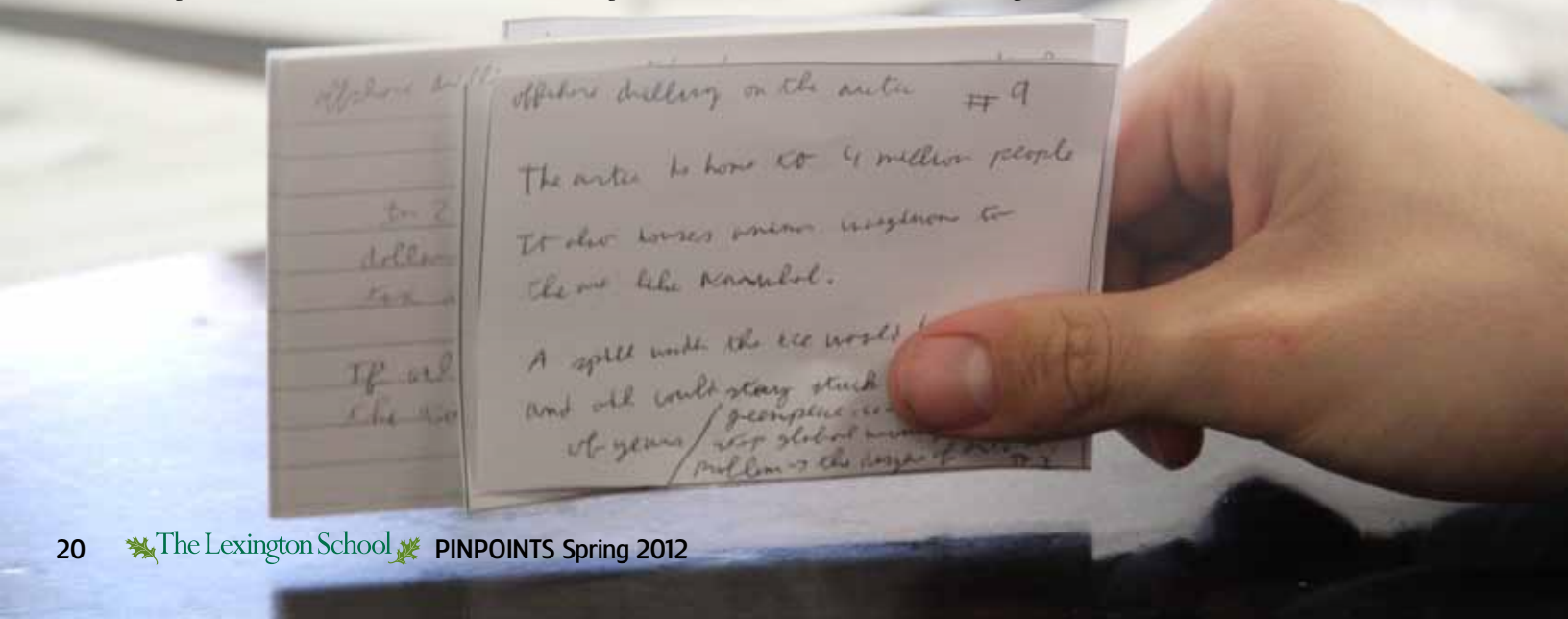
With inspiration from former student **Jennifer Stutland '05**, who saw *An Inconvenient Truth* and immediately penned her copious thoughts to the President, Mrs. Bonzo knew she wanted to incorporate environmental issues into her eighth grade curriculum. Her classroom had already been the venue for informal debate, as the idea of defending one's viewpoint has always been a compelling part of her teaching. A natural partnership with the English and science departments, the debates give new energy to both areas of study each year.

Mrs. Bonzo and Mr. Hurst assign both the topic and which side of the topic each team of students will defend. Part of the eighth grade lesson is to realize that a successful debater is aware of both sides of the story. Through their experience, TLS debaters learn to see all points of an issue, even if they do not agree with the position they must defend. They become aware of the strengths of the opposing opinions.

Teams consist of approximately five classmates and the first call to duty, a lesson in itself, is to choose a captain. As Mrs. Bonzo emphasizes, "Teammates look for one who is organized, who listens well, and who gives suggestions and criticism in a manner that provides growth rather than controversy." As with the Capstone, not always do the usual suspects lead the pack. Both projects allow personalities to emerge that might not find a voice in the traditional classroom.

Debates involve research into a topic where students have no previous experience. They must locate pertinent information on a subject they don't particularly understand. It is total immersion into their newfound material — and they emerge as experts. Often the students find they need to deconstruct their research in order to understand it, akin to working with many types of building blocks. They must figure out how to explain their research in a convincing manner – explain how or why it proves their point.

In a twist, team captains, not Mrs. Bonzo or Mr. Hurst, assign homework for each night, giving the debaters autonomy along the process. The teachers score the team as well as the individual, and Mrs. Bonzo notes that points are earned by bringing fellow team members into the fray. As with many things outside the classroom, it takes a resounding team effort to succeed.



Debates take place in Mr. Hurst's science room, with plenty of room for interested audience members to attend. Students wear businesslike, Friday dress and are expected to adhere to a high level of debate etiquette. As they call points of order strategically and effectively, Middle Schoolers learn lessons both in yielding to each other and in standing one's own ground. The feeling of mutual respect permeates the debate room as students know they must listen to each other. A convincing rebuttal answers statements that have just been declared, and it has solid research as its foundation.

Topics for the first set of debates are fairly general and accessible, building toward the second debates, where the subject matter is more intricate, more precise. Mr. Hurst

The feeling of mutual respect permeates the debate room as students know they must listen to each other.

believes the entire environmental debate process will "train a variety of valuable skills that will be useful across a number of disciplines. Students are exploring topics relevant to 21st century citizens such as finding research that holds water, formulating ideas and opinions based on that research, and constructing logical arguments empirically based on scientific facts."

With two weeks to prepare for each round, homework revolves around intense research, note cards, and mock debates. As with the Capstone dress rehearsals, the first debates provide an important learning ground which allows students to showcase skills previously acquired. Before the debate begins, a two- to three-minute discovery period gives time for two members of each team to speak. Using Capstone lessons as background, each debater presents his side from memory, using no notes but accompanied by slides or visual components.

There's no debating it, TLS Middle Schoolers speak with self-confidence and poise.









TLS's annual eighth grade intra-scholastic environmental debates include topics as varied as nuclear power, large scale organic farming, wind energy, genetically modified organisms, and the Endangered Species Act. *Clockwise from the top roll call* Carmen Maria von Unrug; Sophia Tannir, Allison Quammen, Catherine Donnelly, and Ian Harrison; Catherine Donnelly, Ian Harrison, Allison Quammen, Sophia Tannir, and Jade Wright; Jack Phillips; and Clay Brewer.

CAMP curiosity

CURIOUS ABOUT CAMP?

"One size fits all may be a great idea for socks, but not for summer camp!"

Ms. Meredith Carrithers, Summer Camp director, wears an array of hats – if not socks -- around campus, but the cap she grabs most enthusiastically is the one she sports during Camp Curiosity. A keen camper at heart, Meredith has the background, the creativity, and the eagerness to guarantee summer days here at The Lexington School are filled with fun and learning and friendship, just as they are throughout the school year.

Begun in 1983, more than a generation ago, by the energetic vision of adored longtime prekindergarten teacher Mary Beers, Camp Curiosity has grown up, but it still retains the joy and the happiness of a youngster on summer vacation.

Meredith and her intrepid colleague, Mrs. Geriann Blevins, known to most by her friendly welcome in the admission office, offer a six-week menu of camp choices, appealing to all comers. One size definitely does not fit all around here. With eight camps every week, from June 4 through July 20, children enjoy freedom to design what they want to do. Each age group can target specific points of interest.

Providing a need for a community-wide, fun, safe, and challenging summer opportunity, Camp Curiosity sees a strong number of non-TLS students enjoying our campus as well. For many, this is their first introduction to the warm and welcoming community of The Lexington School.

Carly Wolken '05 works full time for Camp, and **Griffin Miller '07** will join in this summer, while volunteers **Emma Beck '09** and **Jonathan George '09** build community service hours as they put in full days. Former and current TLS teachers join together to ensure things go smoothly each day, as 100 to 150 campers roll onto campus to explore, to learn new skills, to make new friends … to have fun.

Preschool choices, capped at 25 campers per class, fill early, and each offering is a favorite. Preschool Playground Professors sees little ones learning about science, delighted at billowing dry ice. Those with Lego-mania, perhaps future urban planners, create intricate Lego villages in the theater and are sustained by making edible Lego cookies from graham crackers topped with miniature marshmallows.



Sukriti Kapoor, Josha Partin, and Caroline McGregor enjoy camp time with Meredith Carrithers.





Lower school ECO Art is popular, as campers head out, equipped with magnifying glasses and journals, across the creek to absorb the natural beauty of Scarlet Gate. Cloud art, rock printing, and creative centers in a tent village on James Lane Allen's front yard all prove inspirational to young environmentalists.

Master Class: Theater is another quick-to-fill lower school opportunity for those interested in the stage. High drama at its best gives campers a thorough look at all aspects of the theater, culminating in an end-of-the-week production for the applauding audience of parents and friends.

Middle school campers, eager to learn the ways of the wilderness, can't sign up fast enough for Survivor Week. A fine antecedent to the outdoor field trips that are favorites of TLS's middle school curriculum, this camp provides instruction on first aid, fire-building skills, and how to get along in the woods. Learning to build one's own shelter at Scarlet Gate, spending the night there, and cooking meals at the campsite are treasured memories.



Eliza Platt, Emma Stone, and Stephanie Ramsey keep busy during camp days.

Middle Schoolers with a bent toward fashion design let their creativity flow as they become comfortable at the sewing machine and learn techniques of the high-powered fashion industry. Each participant creates a one-of-a-kind, ready-to-wear garment and takes part in the runway show, only a step away from Stella McCartney.

Every day, across all age groups, are plenty of athletic offerings. Indoors and outdoors, campers choose from a full menu of archery, badminton, basketball, cheerleading, dance, football, lacrosse, soccer, tennis, tumbling, and yoga.

Long after the socks are outgrown, Camp Curiosity fun still fits.

CELEBRATION 2011

Thanks to The Lexington School community for helping us to "Make a World of Difference" through your support of CELEBRATION! Thanks to you, we raised more than $220,000 for The Lexington School this year!

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The Archer's Skill



At 7:15 each Thursday morning, 50 enthusiastic lower and middle school toxophilites gather in the gym to learn and practice their skills in archery. This newest sports offering at The Lexington School has caught on like wildfire. The idea is a collaboration of athletic director Tom Parlanti and physical education teacher Darrin Wald, both certified archery instructors.

Mr. Parlanti gives much credit for the initial success to generous parental support, always a keystone of TLS programs. Dr. Fernando de Castro, whose children **Clara '12**, **Luke '15**, and **Noah '17** are part of the early rising bow and arrow group, says archery mornings are the easiest times for them to roll out of bed. Including all of the de Castro siblings, **Leo '10** gets in on the archery act at home and odds are that **Max '23**, though just in the Acorns program for two year olds, will soon absorb expertise from his brothers and sister. Dr. de Castro, who is "driven by my children's desire to do archery at school," is excited to help the nascent TLS archery team make its mark, as he enjoys seeing "the Colts participate in non-traditional athletics."

John Michael Montgomery, father of **Madison '11** and **Walker '13** and avid archer since 1993, is a vocal advocate for the many advantages of TLS's newest sport, saying, "I met another archer who talked me into trying it, and I was hooked immediately. We have been closest of friends ever since, which is just one of the wonderful benefits I have gotten from the sport, friendships that last forever." He explains that the sport "teaches you to have serious focus, which I describe as that one moment of nothing but peace and quiet, right before you let the arrow go at the target." That serious focus "is demanded in order to make a good shot. I believe it also relates to real-life experience when we all will have those moments in our lifetime where we need to make those important, last-second decisions." Mr. Montgomery points out that "one of the most important factors is how the children learn safety and always to be aware of others around them, which I believe will help them once they start driving a vehicle." He goes on to share an inestimable benefit of archery in the Montgomery household. "My son Walker and I really enjoy shooting our bows together. It is one of the things as a father and son we can do together that gets us out of the house and away from the TV and computer. I hope my daughter Madison will join us someday because it is a great experience and a sport for both genders." He concludes, "It goes without saying how excited I am that Tom and Darrin have taken very important time out of their already busy schedules to bring archery to TLS. They are excellent archers and

very competent. I believe the program will be very successful!"

On a recent morning, Matt Falcone, father of **Jake '15** and **Bella '17**, said with a bright smile, "It's 6:30 and Jake, Bella and I are on our way to archery practice. I must admit I am very excited about this program. When Coach P mentioned to me that he was going to start an archery program, I was pleasantly surprised. Although I did not get involved in archery until my mid-thirties, it has become one of my favorite sports hobbies. Archery is superb for conditioning and strengthening the upper body, and developing hand-eye coordination. It is a sport that can be enjoyed by all ages, and it's wonderful for parents and children to work out and develop together. I feel anyone can enjoy and develop from this vastly growing sport." He closes with succinct advice, "Get up early and join us."

Darrin Wald is equally as passionate about TLS's new sport, where everyone can participate. He says, "It's for the weak, strong, tall, short, visually or hearing impaired, those who are disabled or missing limbs. Archery can be enjoyed by everybody. We all use the same size bow and the arrows are all the same length. Our kids are embracing it."

One doesn't have to be born under the sign of Sagittarius to enjoy archery.







ABOVE (clockwise) Emily Cashman and Parker Curl concentrate on technique with Coach Wald; Isabel Brunker and Ashley Westerfield enjoy their new sport; and Michael Duzyk and Coach Parlanti discuss bow handling. *PREVIOUS PAGE* Luke Thomas learns from Coach Wald that archery is a discipline of concentration.



EVERYBODY HAS A STORY TO TELL

Storytelling is a fundamental part of human communication. Since mankind began to put words together, in any language, stories have been told and retold. Through the centuries, on every continent, in every country, they have been passed down from generation to generation. Stories help us know from whence we have come. They help us know who we are. They comfort us as children at bedtime, they entertain us, and sometimes they frighten us. Humans communicate through the stories they tell, and, just like the storytellers themselves, stories come in all shapes and sizes, from the tallest of tales to the smallest of fables.



At The Lexington School we take the art of storytelling both seriously and with a smile.

Dr. Laura Blake Bowling, speech and drama teacher, and librarian Lori Hancock have created the storytelling unit for sixth graders. Knowing well the capabilities and interests of 11- and 12-year-olds, the two women play to the strengths of students this age. Between being a child and being an adolescent, the girls and boys are ripe for performance and eager to share their personal stories.

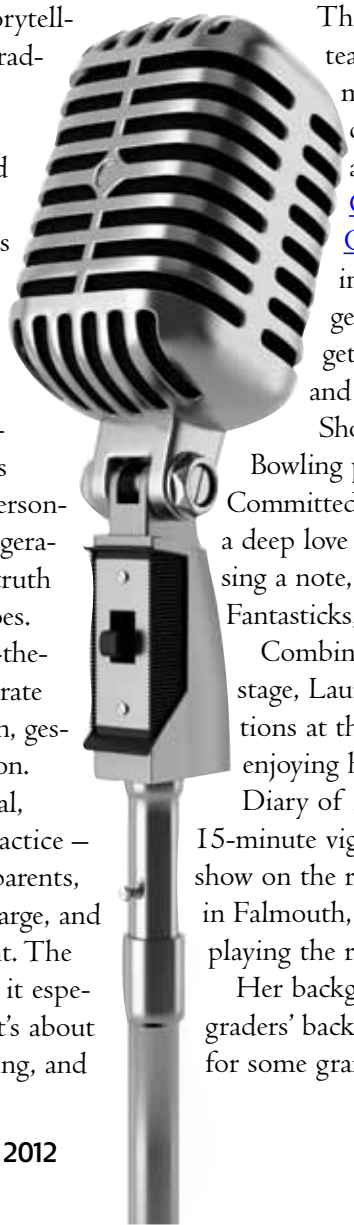
As soon as the classmates have completed their Shakespeare performances in the fall, attention is turned to individual storytelling. Students spend about a month writing stories based on personal experience … but with a healthy dose of exaggeration thrown in for good measure. Never let the truth get in the way of a good story, as the old saw goes.

After the pieces are written, the storytellers-in-the-making memorize their words and begin to integrate into their performance the elements of expression, gestures, character voices, eye contact, and articulation.

Storytelling Festival day, this year's sixth annual, on March 16, is the culmination of weeks of practice – weeks of performance polishing. Parents, grandparents, fellow students, and other friends compose the large, and sometimes raucous, audience for the all-day event. The fact that the performances are not judged makes it especially fun for the tellers. As Dr. Bowling says, "It's about the work you have done – the writing, memorizing, and rehearsing, culminating in your performance on stage. It's important to receive positive reinforcement for all your hard work." The casual environment lends itself to the telling and to the listening, and the warmth of encouragement, of enjoyment, and of camaraderie throughout Laura Bowling's room at the Storytelling Festival is something to behold.



ABOVE Worth Coons and Allington Bowling each take the mic to tell their tales.
LEFT Isabeau Camp basks before the audience as she weaves her story.



The students are fortunate to tap into their teacher's talents, as Laura Blake Bowling has made quite a name for herself within the central Kentucky world of community theater. She is a regular on stage at the Actors Guild of Lexington and the Thomas D. Clark Center for Kentucky History, where she acts in "one to two productions a year, so I don't get rusty on new techniques and so I don't forget what it really means to memorize, rehearse, and perform, just as I ask my students to do."

Showing her tremendous diversity in talent, Dr. Bowling played over 40 characters as Sam in "Fully Committed," a one-woman show at Actors Guild. With a deep love of musicals, but professing that she can't sing a note, she was perfectly cast as the mute in "The Fantasticks," another Actors Guild performance.

Combining her love of history with her skill on the stage, Laura has taken part in a number of productions at the Center for Kentucky History, especially enjoying her part in "Dear Friend: The Civil War Diary of Annie McCarroll Starling," complete with 15-minute vignettes of famous Kentuckians. Taking her show on the road as well, to the Kincaid Regional Theater in Falmouth, KY, Laura starred in "A Christmas Story," playing the role of Mother.

Her background on the stage combined with the sixth graders' background in her class provide perfect fodder for some grand stories to be told.

Our Yesterdays
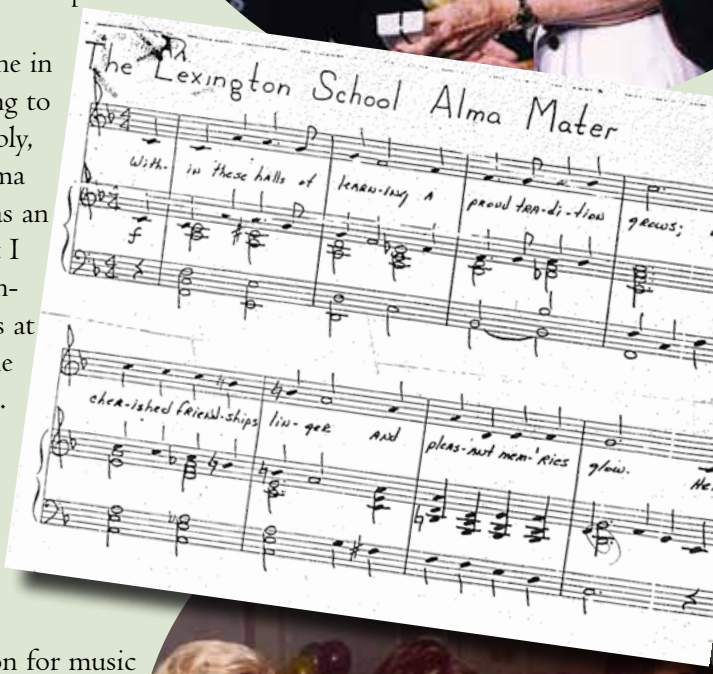
Looking Back with TLS



"WITHIN THESE HALLS OF LEARNING..."

From 1975 until 1979, dynamic upper school music teacher Mrs. Dot Smith, who died on November 11, 2011, filled these halls of learning with song. A woman of high expectations, she held her students to those same lofty standards. Under her baton, the music department shared the excellence of the strong academics upon which The Lexington School was founded.

One to know her mind and to speak her mind, but always with a tune in her heart, she felt the school needed both an alma mater and a pep song to add to the significance of the occasion, whether it was morning assembly, a concert, a basketball game, or graduation. "Every school needs an alma mater and a pep song," she said on May 7, 2010, the afternoon she was an honored guest at that night's CELEBRATION. "I shouldn't say it, but I really like the alma mater," she confessed with a bright smile and a twinkling eye. She went on to give background, saying, "I wrote both songs at about the same time, back in 1977 or so. I played the alma mater's tune on the piano first and I got it in my head; then I wrote the manuscript. Sometimes I get the words first, and sometimes the tune comes first. The pep song is a little more stately than other pep songs." In explaining how the alma mater came into being, Dot remembered, "I think I was lying on the sofa resting and the tune just kind of kept going through my head. I thought, 'That's The Lexington School's song.'"



Former student **Joseph Clay '80** gives much credit to Dottie Smith, as he fondly calls her. "She was an amazing lady who shared her passion for music with us as she brought the importance of music and pitch and rhythm to our attention. She taught us how wonderful music is and how it shapes our lives in so many, many ways. She had this great sense of rhythm, a kind of Fred Astaire way of moving about the room, and I am indebted to her. I am dyslexic and people's awareness of dyslexia back then was minimal. Dottie Smith gave me the lead role of Nathan Detroit in *Guys and Dolls* and she saw in me the ability to sing and act that I didn't see in myself. She was my mentor in music and I will never forget her."



TOP In commemoration of Dot's composing the Alma Mater, she receives a silver acorn from Marijo Foster. RIGHT Dot, ***Polly Marcum Marquette '76****, and* ***Sue Orme (H'82)*** *enjoy 40th anniversary festivities in the library in May 2000.*

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From *The Archives*

The 1988 Spring Dance

***Taylor Keller Fister '88**, mother of **McMillan '14** and **Sims '16**, pulled out her scrapbook to share the invitation and noted the formality of the RSVP as a "regrets only" in writing to TLS. Taylor remembered the Spring Dance was a highlight of the season. "One year it was boys ask girls, and the next it was Sadie Hawkins, then the next it was back to boys ask girls, etc. This was our ninth grade year, so instead of having dates, we just all went together as one big group." She went on to say, "Obviously it was a Tropical/Luau theme. The entire gym was decorated in palm trees and tiki torches, and we all received leis when we arrived. The photo was taken in the photo booth, which was a decorated corner of the gym where a professional photographer took pictures. We had a band and danced to all of that great '80s music."*



FRONT ROW: Lisa Scully, Anne Kenan, and Melanie Smith
BACK ROW: Catherine Cowden, Laurel Johnston, Taylor Keller, Cameron Philpott, and Susie Anderson



But It IS Easy Bein' Green!

Click here to read and share the ***web version*** of this edition of *Pinpoints*!

Pinpoints is a newsletter published by The Lexington School. Administrative Team: Charles Baldecchi, Jane Childers, Marijo Foster, Amanda Hale, Donna Hutton, Una MacCarthy, Beth Pride, Bob Thompson. Writer/Editor: Lucy J. McKinstry '66. Copy Editor: Ann Eames. Photography: Meredith Carrithers, Mick Jeffries, Abby Laub, Tom Novitsky, Bill Patterson '81, Caitlin Pike, school files. Graphic Design: *www.mickjeffries.com*. Please address comments to lmckinstry@thelexingtonschool.org. Visit TLS online.