The Lexington School

Pinpoints



Speak Your Piece!

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A Newsletter for Families, Alumni, & Friends of The Lexington School • Spring 2017

Speak Your Piece.

LEXINGTON SCHOOL ALUMNI, fortunate to sit in the sixth grade world history class of **Margaret Cowling '64**, still know the story of Demosthenes, ancient Greece's greatest orator. Some feel a connection with the eminent Athenian and take inspiration from him as they recall Miss Cowling's conversational and instructional teachings, captivating orations of their own. According to Plutarch and Miss Cowling, both, Demosthenes successfully worked to overcome his speech impediment and his fear of speaking in public by practicing enunciation with his mouth filled with pebbles from the Aegean Sea and shouting above the roar of the ocean waves.

The Lexington School has its own cast of impressive orators, far from the Aegean Sea and far younger than Demosthenes. At The Lexington School, speaking to a group begins – incredibly, impressively, but not surprisingly – with two-year-olds.

Each morning, the Acorns class chooses someone to be Snuggle Puppy. The designated person sits in front of the class while the others sing the "Snuggle Puppy" song to her. Following that, it is the leader's responsibility to look out the window and report the weather to the group, using a voice that's audible and understandable to everybody. She might say, "I think its cold outside. Flash needs a coat." She then dresses Flash, the figure on the board, with mittens and a scarf.

This is public speaking from a two-year-old's experience. It is a natural and friendly occurrence each day. It's part of their routine. Children know what to expect. Though these little ones are just learning to put words to their experiences, they are gaining the confidence and the poise to speak to a group.

Adults, however, sometimes tell a different tale. Through the millennia and around the globe, folks confess to being afraid to stand in front of a group and speak. No matter the century, no matter the country, no matter the language, that heart-racing, trembling-to-your-toes fear is prevalent, often paralyzing. Many say they fear speaking at the podium more than they fear death. An estimated 75% of people the world over have glossophobia, the fear of public speaking. From Greek ***glossa*** (tongue) and ***phobos*** (fear), glossophobia, sadly, can be a destroyer of opportunity, of growth, of improvement, of advancement, of self-confidence. To be able to speak comfortably and confidently in front of an audience can propel one to unimagined opportunity, give one turning points of choice and power, opening doors wide which previously were closed and locked.

One can proclaim it powerfully from the microphone at center stage though, Lexington School students, both former and current, have a public speaking background that helps them immeasurably in every walk of life.

With a nod toward Miss Cowling's stories of Demosthenes in Athens, The Lexington School's orators say their public speaking foundations began in Lexington, known since 1824 as the Athens of the West.

In the Beginning

Long ago, Dr. Maria Montessori said, "Language lies at the root of that transformation of the environment we call civilization." From the daily, morning carline handshake to the annual Holiday Concert, an event with full school participation and an audience of over a thousand, students at The Lexington School learn the essentials of effective communication. In classrooms across the curriculum from language arts to physical education to Spanish to music to science, they practice it on a daily basis. By the end of their TLS experience, they take these skills into the broader community and into their futures.



KINDERKLASSE

Each month throughout the year, KinderKlasse students of Janet Roden and **Emily Ryan '99** proudly go "on tour" with puppet masterpieces they have designed – apples, jack-o-lanterns, turkeys, penguins – reflecting what they have learned in the classroom. Whether they are traveling from room to room, visiting second grade buddies, or stopping in to see Mr. B, these children happily accept any opportunity to sing, rhyme, and speak in front of various age groups. As Mrs. Roden explains, "Often times, the quiet kids surprise us by being the loudest and most enthusiastic." After receiving friendly encouragement around every corner, KK students are more than ready for their next speaking engagement. To them, it's as simple as teaching fun facts to others and making people happy.





MONTESSORI

In the Montessori classroom, each child's day begins with a warm greeting from one of the teachers who is positioned by the doorway. The child hears, "Good morning, Catherine. It's good to see you today (or some such genuine welcome)," and handshakes are exchanged. Public speaking begins as a kiddo enters the room.

These three- to six-year-olds also enjoy a favorite of generations from the past: Show and Tell.

Mrs. Neese points out, "Show and Tell is an important part of our day. The children feel comfortable in their circle during group time, and this is an excellent way to encourage a child's initial experience in speaking before a group." Mrs. Thompson chimes in, "The children articulate what they have brought to school, and they look out at their audience, their peers, not at us teachers." Because the activity is so popular, the calendar rotates students' names. Each day, one child has the opportunity to bring in an item of interest and tell the class about it. Sometimes it's a threadbare, well-loved stuffed animal that's been in the family for generations or a collection of fascinating, different shaped and colored magnets, an intricate and hand-drawn picture – even a baby brother. It is an occasion, too, for students to learn to raise hands, to keep on topic, to contribute pertinent info to the group, to pay attention to and show respect for the speaker.

PRE-K

TLS Prekindergartners know their Circus ABCs – the Announcer, Big Top, and Clowns all have important roles in their impressive production on stage in the theater. As prekindergarten teacher Heather Espinoza says, "Our Circus is the epitome of encouraging public speaking. Our four- and five-year-olds take a risk out there on that big stage, exactly in line with TLS's Philosophy Statement, that says, in part, 'Because we are a nurturing environment, children feel confident. When children are confident, they will take risks.'"

Audience members – the entire Preschool, prekindergarten buddies, and proud families – often sit on the floor when all seats are taken. Mrs. Espinoza continues, "Our kiddos speak into the microphone on stage to welcome everyone and to announce each act; there are usually about eight announcers. To prepare, we practice with a plastic microphone in class. We also walk to the theater before show time so they can familiarize themselves with their surroundings and practice on stage with the live microphone. Everybody participates. Those who don't enjoy the spotlight as much are ticket sellers, ticket takers, and popcorn sellers. They still have speaking roles: 'Thank you for coming to our Circus. We hope you enjoy the show.'" Clowns, animal tamers, lions and tigers, and tight-rope walkers all add to the three-ring atmosphere.





KINDERGARTEN

Twelve five- and six-year-olds, pencils in hand, decide their own topic for journal writing and express their thoughts on paper. It takes a while. They work hard at it. Understandably, at the beginning of the year, it's just a picture or a few letters, but, gradually and with encouragement from Michelle Harrison, their kindergarten teacher, it might expand to a sentence or two.

Students know they have the opportunity to share those important words with the class. They place their journal entries on the Author's Chair, one on top of the other, and, on most days, the pile of papers gets quite high. Practically everybody wants to take part. Before recess and also after lunch, students take turns sitting in the chair, facing the class gathered before them, and read their compositions to their audience. As Ivy Wilkes explains, "I am making a sentence, and we get to read to our friends what we write. It's fun to do that." When it's Cori Carter's turn to speak to the class, she reads her sentences about Mexico and shows and describes an accompanying picture she has drawn. Blake Kelly, not to be outdone by Mexico, keeps his audience at rapt attention, declaring he went to the moon last weekend, where he saw aliens and did not have air. More down to earth, Harrison Riordan draws laughs with his description of seeing the Harlem Globetrotters the previous weekend.

It takes courage, at any age, to come before an audience, to look each person in the eye, and to speak. It takes a lot of courage. As Mrs. Harrison explains, "Like everything we do here at The Lexington School, we approach public speaking at a developmental level, beginning with a friendly, safe audience. In Kindergarten, that might mean reading one five-word sentence. The foundation is built in Preschool."

A Standing Ovation

for TLS's speech coaches and drama teachers!

BECKY YAUN
1965–1968, DRAMA

BEKKI SCHNEIDER
1969–1972, DRAMA

PHYLLIS SLONE
1971–1974, DRAMA

CONNIE JONES
1974–1975, DRAMA

MARGARET COWLING '64
1975–1981, DRAMA

DON NODERER
1981–1989, SPEECH & DRAMA

JUDY APPLE
1986, DRAMA

CAROL ALDY
1986–1990, SPEECH

LINDA YOUNG
1990–1991, DRAMA

GRETCHEN YOUNG
1991–2003, SPEECH & DRAMA

SARA HINDS MERIDETH
2002–2011, SPEECH

LAURA BLAKE BOWLING
2003–PRESENT, SPEECH & DRAMA

The Next Layer



1ST GRADE

For the second year in a row, TLS first grade students are in charge of the Veterans Day assembly. To begin the celebration, the four classes march into the theater and down the steps, singing "This Is America." They take their places on stage in front of the entire Lower School, first-through-fifth-graders – over 250 students, not to mention their teachers. Each of the 49 first graders has a multi-sentence, solo speaking part. They successfully control their butterflies and demonstrate voice clarity and projection. They look their audience in the eye. During the 30-minute program, they describe what a veteran is, explain the "Pledge of Allegiance," tell why the flag is important to Americans, and detail how the flag has changed throughout history from having 13 stars in 1776 to our present 50. They cap the program by singing "Our Heroes," and relish in the well-earned, enthusiastic applause. Thinking back to being on stage and standing in front of everybody, Lochlan Reeder says, "I liked to see everybody smiling and that we made them happy during our performance."

In saluting America's veterans, TLS's young public speakers are becoming veterans themselves of speaking in front of an audience.

2ND GRADE

Like virtually all other grades at The Lexington School, second graders have the chance to begin public speaking on the first day of school. Sharon Deller's students express thoughts and ideas to the group each day during Morning Meeting, a time of togetherness when having the confidence to speak to those gathered is warmly encouraged. Mrs. Deller says, "My students also enjoy Kids Chat, where a child is given a question – maybe 'If you could have any animal as a pet, what would it be and why?' Each speaker passes along a stuffed Superman to the following speaker. Holding Superman indicates one has the floor."

As the audience broadens, second graders, still remaining in the "safe space" of support and encouragement, read books aloud to their buddies in KinderKlasse and Pre-K. It's hard to imagine a more adoring listener than a younger student hanging on practically every word spoken by the older second grader. This oral reading exercise flows easily back to the second grade classrooms of Mrs. Deller, Mrs. Medley, and Mrs. Russo, where students take part in Author's Chair. In front of their peers again, now the children use a teacher's microphone to share their written work, stories they have composed, with classmates. A question-and-answer period follows, providing exercise, without their realizing it, in extemporaneous speaking. They're good at it. Some, actually, seem born for it.





They're becoming accustomed to the feel of a mic around their necks; they're learning voice control, speech rate and volume, and good diction. It's a natural part of their day.

Now, with a strong background in speaking before a group, second graders embrace their roles as Spring Sing announcers and narrators in the full-house theater. Usually four to six children take part – one at a time or, occasionally, in pairs – and stride to the microphone. They know to look at their audience and smile, enunciate clearly, and speak their lines loudly enough so those on the last row can hear them.

3RD GRADE

In the rooms of Mona Azeem, Joni Calkins, and Tracy Young, third graders are known throughout the school and throughout the school community for their annual Colonial Life Museum, with public speaking roles as prevalent as Pilgrim hats. For many TLS family calendars, November equals practice for that major lower school performance.

Another popular project is January's unit on money. Using their reading program book, *Smart about Money: A Rich History*, budding numismatists and financiers have their day as they speak to their classmates on the history of bartering, the invention of precious-metal coins, the process of minting coins, the method of printing dollar bills, and the use of credit cards. Students make various types of paper and coined money (keeping in mind anti-counterfeiting techniques they've just learned) as they create exceptionally detailed posters to illustrate their points. PowerPoints, too, fill the bill, offering additional experience in speaking, as do important Q&A sessions afterwards. Mrs. Young points out, "I especially enjoy students learning on their own extra facts not included in the book – that dollar bills formerly printed in green and overprinted in black ink are more colorful now, for instance, and that enhancements have been made to the watermarks."

April brings Earth Day with presentations on One Way I Can Save the Earth as a Third Grader. Poised at the front of the class, students declare: "I wrote a letter to the newspaper editor about the importance of Earth Day," "I helped my dad make a bird feeder that hangs in our back yard," and "I turn the water off when I don't need it while I brush my teeth."

4TH GRADE

A rite of passage, a huge milestone, and a gigantic feather in the cap, Fourth Grade Author Labs are not taken lightly, either by student or teacher. Groundwork for the highly anticipated public speaking opportunity is laid months before actual presentation day arrives. For the first half of the year, teachers John Platt and Allison Downing lead Writing Labs, collaborating to ensure their students have firm footing before they walk to the head of the commons area to address their 55-plus peers, four teachers, and various other guests who drop by for some fine entertainment.

The second half of the year is devoted to Author Labs, and with thorough preparation, class members are well equipped to stand up and deliver their essays. That doesn't mean it's easy – far from it. Heart rates are elevated, nerves a bit jangled, folks wish it were Saturday afternoon instead of Wednesday morning. That's normal, but it doesn't last long. Confidence and poise and focus and presence in front of an audience come from having done this before, some since the Acorns class with teachers Flora Platt, Mr. Platt's wife, and Emily Stout, encouraging them all the way.

Mrs. Downing says, "During each lab, one student from each of the four advisor groups shares her 'About Me' piece and one other quality piece of her choice. Because we have two authors in the morning and two in the afternoon, the audience only listens to about 40 minutes each time. Following each piece, each author receives feedback from 10 to 15 peers, all of it positive, and, more importantly, all of it thoughtful and specific. No, 'good story,' comments allowed. Teachers model thoughtful commentary and respond to each author as well. So, authors display the courage required to read original works in front of a large group and all four teachers, and audience members display the care and sensitivity close listening requires as they develop their abilities to express ideas and respond to pieces orally. All of them learn to stand and deliver, and they learn a great deal from listening to each other do the same."

4TH + 5TH; LEARNING CENTER

The Learning Center's fourth and fifth graders feel they've practically been to rural Appalachia after their extensive study on that culture-rich Kentucky region. Robin Crawford, instructional specialist, explains the social studies inquiry lesson is "project-based, rather than test-based, with the teacher suggesting an idea or a question and students taking an active role in investigating, researching, and, together, coming up with a project to show the rest of the class. In groups of three or four, students present ideas and materials to their peers, having hands-on involvement in their learning." Their detailed posters and brochures are excellent focal points for the culmination of the project.



Classmates describe specific selections of music, emphasizing particular lyrics, and discuss the folk art of handmade quilts, baskets, and dulcimers.

Close to MLK Day, fourth and fifth graders take to the head of the class again, speaking on the importance of showing respect to others, pointing out how members of The Lexington School community respect those with various backgrounds and cultures. Their presentations also illustrate the importance of good manners, as students tally how many times they say "please" and "thank you" throughout the day.

These discussions of people of different cultures and ancestries are strong preparation for fourth grade's Kentucky Heritage Festival, where "speaking in front of the class" is taken to an entirely different level, before the full-house theater.





5TH GRADE

Being in the fifth grade definitely has its highpoints. Most fifth graders have been around the TLS hallways a while; they know the ropes. They're at the top of the totem pole. Younger students look up to them and yearn for the day they, too, will be in fifth grade, heading toward Middle School.

Miya Yoshida is excited that "there are lots of public speaking opportunities" throughout Lower School and especially in fifth grade. Before she gets to her current year, though, she fairly sparkles in saying how much she enjoyed her role in last year's impressive production of Kentucky Heritage Festival, emphasizing, "There was excitement all day long." Reaching farther back through her preschool and lower school years, she smiles at the memories of being comfortable from a very early age in Spring Sing in the theater and "on the big stage" in TLS's famed Boo Sing and Holiday Concert, with audiences of well over a thousand.

Miya explains that fifth graders lead lower school assemblies on the first Wednesday of each month. She notes, "The audience is the entire Lower School [250-plus] and our teachers, and it's 30 minutes long. We stand behind the podium and speak into the microphone. You have to speak loudly enough so even those at the back of the room can hear." Continuing, she says, "Five or six



classmates come in early from recess the previous Tuesday to prepare. I had the hard job of announcing birthdays, and pronouncing everybody's name correctly. I had to practice a lot so I didn't make a mistake. Each person has a script, and it's different at every assembly. We announce special things the Lower School's doing and tell people about intermurals. Sometimes we do funny recycling skits." Miya speaks for many classmates when she says she enjoys being an assembly leader, at home at the microphone, in front of the audience.



the project they are most proud. Skylar emphasizes, "This plastic wrap encases my collapsible fruit bowl and acts as the cell membrane. The candles [microtubules] inside needed to be arched, so I melted them a little in the microwave. I used ribbon for the chromatin, and, to make the endoplasmic reticulum, I used Sour Belts [candy]. I had to fold them, and I was proud I didn't eat any while I was working on it."

The immune system provides additional public speaking opportunity. Ms. Lounsbury says, "The sixth grade creates videos on how we keep invaders from entering our bodies. In groups of four or five, they write the script and tape it and explain it to the entire class. They each play a character – bacteria, skin, or hair – and introduce their characters. They make a plot and scene and describe all of that to the audience. We set the bar high here in science, and they exceed my expectations with how hard they work. I'm proud of the way these students present themselves."

The Finale

6TH GRADE SCIENCE

Despite the warm atmosphere and presence of Ms. Lounsbury's classroom dog, Gixxie, make no mistake that hard work is the order of business in sixth grade anatomy and physiology. Energy levels are high. Fascination is de rigueur, too, for colorful and intricate cell models, "made from anything around home," says sixth grader Skylar Eads. Having commandeered everything but the kitchen sink, from pipe cleaners to Styrofoam to lumps of cheese to construct their models, scientists, one at a time, stand tall before their peers and announce the cell type they have made, be it fat, red blood, or bone. With voices strong enough to carry to the back of the room, they specify various parts of their model – endoplasmic reticulum (smooth or rough or both), chromatin, or microtubules, for instance. They go on to describe which two parts of





7TH GRADE SOCIAL STUDIES

Seventh graders are captivated by social studies teacher Sara Merideth's idea – soon to become *their idea* – of creating nations. Foundations of Sovereignty United Nations – FOSUN – inspires their creativity, and the world changes from there. In groups of three or four, students design and develop fictional societies, incorporating information they've learned throughout the year about what constitutes a nation and what makes that culture unique. At the Mock UN General Assembly in the theater, standing alone at the microphone in front of the entire grade, members of delegations present and represent their country. For two to four minutes, with no notes, no references, all from memory, students vividly describe the language, opinions, natural resources, food selections, flag, national anthem, and significant points of their civilization. Sometimes called Imagination Nation, it takes courage as well as imagination to get through those long minutes alone facing their peers.

Just as Rome wasn't built in a day, seventh graders' nations don't develop overnight. Mrs. Merideth explains, "We build up to that moment by doing smaller presentations in class, beginning on day one. Students create a nameplate and design it with pictures so I get to know them." They stand – wearing a microphone – and explain the nameplate to their peers in the classroom, usually about 15 to 17 people. This is a smaller group, of course, than the entire seventh grade of the FOSUN presentation, and here, each person speaks for only about one minute.

In turn, that one minute leads to two minutes of presentation of their culture bag. Mrs. Merideth continues, "This project details elements of their culture that make them who they are – their language, religion, parents' occupations, and pets, for instance. This, too, occurs in the classroom, in front of 15 to 17 people. I take notes on their presentation, giving feedback on body language, eye contact, whether they bounce from side-to-side. I even count their 'ums' and 'ahs' and every time they say 'and so.' They don't get by with much."





7TH GRADE LANGUAGE ARTS

With the goal of cross-curricular collaboration, **Fielden Willmott '00** needs no persuasion to wax eloquent about teaming up with Laura Bowling, speech and drama teacher, for persuasive speeches. Seventh graders compile a list of current-event-based topics. Individually, students select their own subject matter and determine a position. Ms. Willmott explains, "This allows for vibrant class engagement; they pick something they're interested in and extend it. It's fun to hear them in the hallway discussing the wide variety of issues they're considering." Students have previously used the internet for research, of course, but they continue to refine and adjust their search terms, broadening or narrowing their scope.

Speech writing takes place in class, where students, deep into thought in thorough preparation, find the right words and phrases to deliver key points. Working with their teacher, they become familiar with nuances of persuasive language (though many might think that comes naturally to an adolescent accomplished in cajoling his mom into taking him to the mall on Saturday). They consider multiple viewpoints, supporting and defending their positions with reliably sourced information. Following the speech writing, they practice in front of the group in Dr. Bowling's drama class and persuasively deliver speeches to their eighth grade audience. Stage presence and appropriate use of posture, gesture, eye contact, and voice modulation all come prominently into play.

Understandably, the background, knowledge, and confidence resulting from this powerful assignment pave the way for eighth grade debates and Capstones, continued opportunities for public speaking, developing research prowess, working with others, and honing time management competence, important life skills all.

8TH GRADE CAPSTONE

"After my Capstone group saw the video we shot of our dress rehearsal, I knew immediately what I wanted to do to improve the performance – start over completely."

Such is the sentiment that can arise in the midst of study, preparation, and performance of the Capstone, culmination of the TLS school experience, bringing together all lessons learned, from Acorns through eighth grade, both in and out of class. As Laura Bonzo-Sims, middle school English teacher and Capstone director, says, "This is exemplary public speaking and even so much more. This was Mission Skills Assessment-directed before we were aware of MSA." Indeed, each of the MSA skills are on stage, along with healthy doses of courage and confidence.

Weeks – sometimes months – before the actual performance, students begin to consider what to say on the sometimes forbidding theater stage. Though most know that wooden platform well from countless times speaking, singing, and acting before audiences, the Capstone embodies its own sense of gravitas. It is not to be entered into lightly.

Eighth graders choose their topics. That freedom sounds thrilling at the start, but as many soon learn, freedom can also become paralyzing. There is a world of choice. What to select? Unsurprisingly, students are inclined to pursue something they're interested in, something that affects their lives. Among the varied themes included this year are social media, emotions, stress, the importance of sleep, and how to achieve happiness.





Thank you to Melanie Mauer Photography for cover story images.

The process is significant. Many times it goes through major transformation. Speaking with tremendous pride from whence her students have come, pride because she has witnessed and supported their journey, Dr. Bonzo-Sims says, "Honestly, the first dress rehearsal can be pretty rough." But that's not about to stop any TLS eighth grader. Dr. Bonzo-Sims continues, "The Capstone is a lesson in self-awareness. As they video their dress rehearsal, they see what's effective and what's not. The goal is to educate and entertain their audience, a great responsibility. They have to take risks, step out of what feels safe." Eighth graders don't take it lightly.

Students are assigned randomly into groups of four or five, and performances are seven to ten minutes long. There are approximately three performances a day for five days – Capstone Week. The audience – the entire Middle School plus beaming and sometimes anxious parents – fills the theater.

Eighth graders take justifiable pride in their Capstone presentations. They have earned the robust applause that resounds throughout the theater.

At TLS, opportunities abound each day to incorporate effective oral communication strategies, to practice the mastery of oratory. From the first day of school until graduation on the lawn at Scarlet Gate, students learn daily – sometimes without even realizing it – to speak in front of a group.

Today's Lexington School students continue the distinguished oratorical legacy of those who have gone before, those who have enjoyed both the mighty gifts and the formidable challenges of public speaking and the dramatic arts.

Head *Lines*

NOTES FROM THE HEAD OF SCHOOL

We teach courage!

The Preschooler bounds out of the car with his "Share Bag" in hand, ready to have his moment in the limelight. Today, he will be in front of his classmates answering question after question in order for them to guess what object hides inside the bag. On a different day, she is proudly wearing her Razzle Dazzle crown, an outward sign of the important leadership role she will hold today in Kindergarten. Either way, using Share Bag or crown, We Teach Courage at The Lexington School through public speaking. The courage to share, present, and defend in an articulate and poised way is something that becomes easier with practice. In this *Pinpoints*, through a collection of 18 stories, you will learn some of the innumerable ways TLS students become proficient public speakers beginning the moment they enter the door and continuing to the day they leave it.

Beyond public speaking, you will read memories of TLS's beloved Headmaster Bud Pritchett. As Headmaster for 20 years, Mr. Pritchett is the gentleman many of our alumni associate with their TLS experience. Read those memories here as well as other stories about our summer program, Camp Curiosity; TLS's second Alumni Networking Event; and alumni updates from across the generations.

Spring has sprung in Kentucky and that means TLS students are enjoying the warm weather. I hope this edition brings back fond memories of your childhood and the smell of fresh cut bluegrass.

With gratitude for a job I love,

Charles D. Baldecchi
Head of School



Orators for ages have proclaimed that some things never change. Whether it's Pizza with the Pops on Friday, February 24, 2012, or Donuts with Dads on Friday, February 24, 2017, Mr. B can't smile enough when he gets hugs from **Bella '17**, **Alex '19**, and **Cade '21**.

As parents know, times like these fly by in an instant. In the first picture, which was the Head Lines photo for Spring 2012 *Pinpoints*, Bella was in third grade, Alex in first, and Cade in Montessori. Now, Bella will graduate in June; Alex is a sixth grader; and Cade is in fourth grade. Cherish the moment.



From the Alumni Podium

Recollections from Two TLSers on the Power of Public Speaking

That Moment Did Away with Any Fear I Had of Getting up to Speak in Front of an Audience

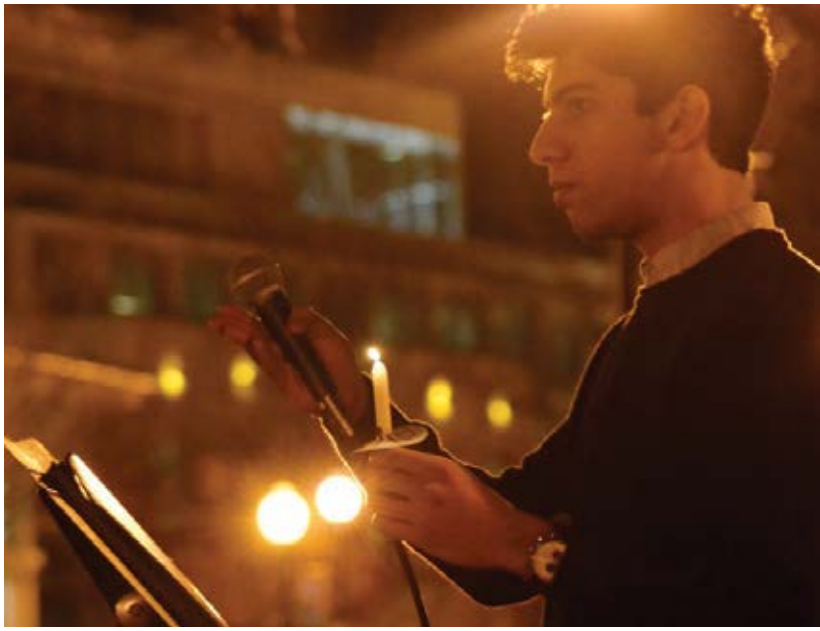
Francisco deCamargo '03 recalls the ways The Lexington School affected his public speaking: *"Above all, TLS gave me the freedom and confidence to express myself. Moments when I was banging on a snare drum in middle school band under the guidance of Mrs. Munson or even painting and sculpting in Mrs. Bjork's art class laid the foundation of creative expression necessary for public speaking. Throughout high school and college, then later in my job at an investment bank, I have needed to give presentations to communicate specific ideas. The creativity of expression I learned at TLS helped me later be able to choose the best words, the best forms of communication, whether it be by means of an aesthetically organized PowerPoint or a succinct email to get my points across. (Thank you, Dr. Bonzo, for teaching the effectiveness of an efficient paragraph.)*

"Foreign language class was also a great place to get over the fear of speaking in public. A setting where everyone is speaking a foreign language and bound to make mistakes created an environment where students were less nervous to commit errors. I vividly recall performing a play Going to Oaxaca *in Señor Aragon's sixth grade Spanish class.*

"However, the memory that most strongly marked me in public speaking was in Mrs. Young's sixth grade drama class. We were learning about improvisational acting, and since ***Colin Ferguson '03*** *and I were on the speech team, Mrs. Young knew we would be great examples for the class. She gave us the prompt of 'two salmon swimming upstream to get home' and the next thing I knew, we were flopping around on the ground in front of the whole class. I think that moment did away with any fear I had of getting up to speak in front of an audience."*

The Artillery of Rhetoric

From Atlanta, where he is a pre-law junior at Emory University, **Harris Qazi '10** says, *"I think my time at The Lexington School would most appropriately be remembered as a period of extreme growth. As one of three people of color in Middle School, I often found myself in the position of an ambassador for my culture. As such, I felt it was my duty to educate my peers on truths behind my culture, religion, and, more specifically, myself. My first encounter with public speaking came at TLS when my family did an all-school assembly on the truth behind Islam, and attempted to mitigate any associations with terrorism, violence, or hatred. I remember practicing my speech in the mirror relentlessly the night before, and all my friends congratulating me the next day. I would say the teachers who helped me with my public speaking capabilities the most were Mrs. Meredith and Dr. Bonzo. Dr. Bonzo gave me the artillery of rhetoric I needed to defend my opinions masterfully. Mrs. Meredith provided me with knowledge and confidence on positions of politics, current events, and pop-culture to uphold my beliefs accurately and effectively, without fail. I carry the many lessons taught to me by both teachers very close to my heart. After leaving The Lexington School, I immediately enrolled in the speech and debate team at Henry Clay, and, upon my junior year, I became captain of a team that was ranked the best in the state. Advice I would give current students on public speaking is to make everything your own. The only way you can confidently and virtuously speak on something is by internalizing the narrative you wish to put forth, and speaking with passion. Apprehension makes for a horrible speech."*





From the Student Podium

Public Speaking Advice from a Student Council Member

Begin Boldly. Continue Boldly. End Boldly.

Seventh grader Ahmad Iqbal gives solid advice on public speaking, which he clearly has come to enjoy. He's good at it, too.

Impressed with his delivery from the podium, Becky Johnson, middle school English teacher, remembers, "His speech for student council election was awesome last year. He also performed in front of the whole class with his Rubik's Cube and stole the show."

Ahmad, a current student council member, begins at the beginning, going back to an afternoon at the end of fifth grade. It was in the fifth grade commons that he gave his first student council speech, earning a position for sixth grade student council. Turn the calendar forward a year and step into Ms. Lounsbury's sixth grade anatomy and physiology room – Ahmad was successful again, headed for seventh grade student council. It's no surprise, really, because he'd worked hard, preparing thoroughly. He recalls, "It took a lot of planning. I got advice from my family, **Hina '11**, **Maha '15**, and even **Hamza**, a second grader. Hina, who is in her second year at UK, was especially helpful. I also was inspired by writings and quotations and videos."

For beginning speakers, Ahmad shares some age-old tips: "I always say my name at first. I ask my audience please to vote for me, and I try to prove to them why I will be a good leader. I look people in the eye, and it's important not to read your speech. Memorizing the words makes you feel like you're talking to them."

Ahmad gives three pointers, saying, "First, I like to speak boldly at the beginning of my speech to capture the audience's attention. It's important to continue speaking boldly throughout the entire time so they remain interested. I speak like I mean what I say, that I will do what I say. And don't forget to end boldly so they will remember your message."

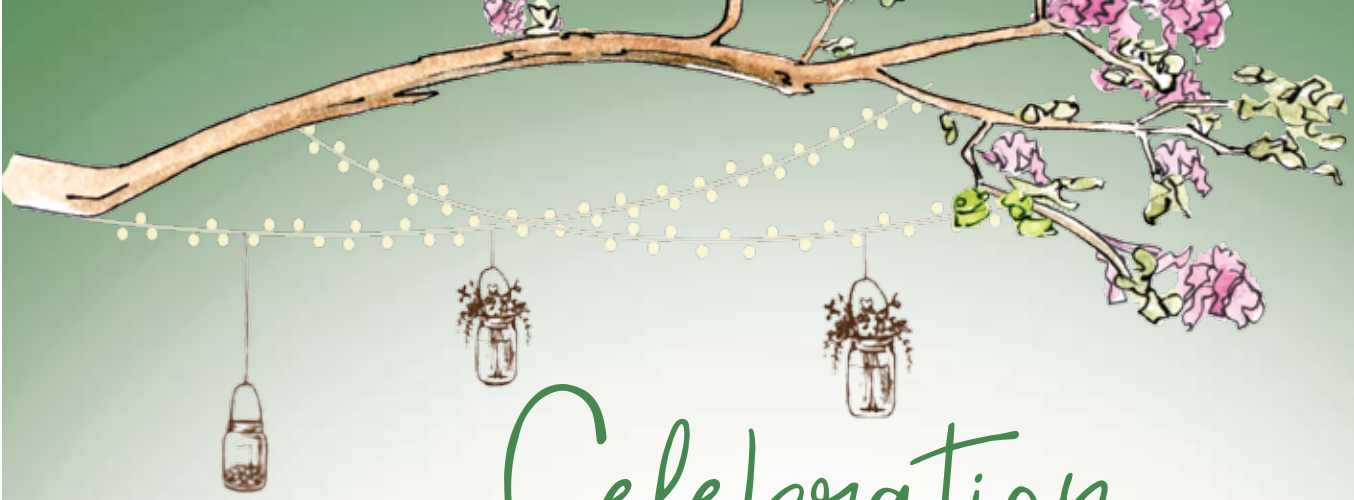
For his second suggestion, he recommends, "I always like to use a quote from a successful person; it's a point of proof that what I'm saying is actually real. Someone who has accomplished a lot is an inspiration to each of us, and I always keep a list of quotations that motivate me."

And third, Ahmad knows the significance of using humor from the podium, saying, "I always like to tell a joke; that makes both the audience and me more at ease." He got a lot of laughs – and a lot of votes – when he announced, "Four score and seven years ago, even though none of us were born, I still wanted to run for student council." With his trademark sense of humor always at hand, he confesses with a smile, "The night before I made my speech, I was up until midnight though, which I do NOT recommend!"

Anybody who knows Ahmad knows he is quick to smile and that his smile is authentic. Members of his audience sense his honesty in speaking and they feel comfortable with him at the microphone, as he, too, feels comfortable standing before them. He reminisces, "My first speech set a good foundation for the next year's speech. It had a domino effect. I am proud of myself, proud of my accomplishments."

With great humility, he emphasizes, "I'm not trying to brag, but only stating my point. I don't care about popularity; I just try my best to make a good speech." And, remembering the importance of humor, he shares a sentence from his fifth grade speech that secured hearty laughter as well as the needed votes: "I'm good at fighting problems – that's why I study martial arts."

Taking his own advice, Ahmad ends boldly by advising. "Use your knowledge. Use your resources. Use your words."



Celebration

Friday, May 12th, 2017
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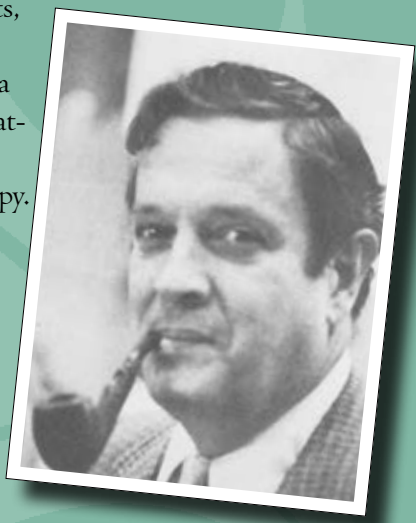
Norton G. Pritchett Jr. (H'81)

August 11, 1928 - November 18, 2016
Headmaster of The Lexington School, 1961-1981

He was "MR. PRITCHETT" to his students and a good many of their parents. He was "Bud," to most of his faculty, staff, and other parents, and even, as the years progressed, to older alumni. Our dear Headmaster has left a school full of extended family among his survivors. Within The Lexington School community, on a daily basis at 1050 Lane Allen Road, and also for those who haven't returned for decades, his enduring influence continues to touch us and shape us.

After graduating from the University of Virginia, Mr. Pritchett taught in the Norfolk, Virginia, school system before becoming the founding headmaster of Charlottesville's Belfield School. It was The Lexington School's good fortune in 1960 when he and his wife, **Carolyn (H'99)**, and their children, **Chip '69**, **Larry '72**, and **Jenny '74**, moved to town. A generation of fifth-through-ninth-graders remembers his math and science classes, especially the ten-step oral arithmetic problems he gave in rapid-fire sequence. Succeeding **Frederick L. Luddy (H'99)**, the school's first director, Mr. Pritchett became the first headmaster of The Lexington School in 1961, continuing for two decades.

Margaret Cowling '64, whom Mr. Pritchett hired in 1975, says in her book, *The Lexington School: Our First 50 Years*, "One former faculty member and administrator, **Don Bortz (H'82)**, put it best when he said that Mr. Pritchett was 'a Southern Christian Gentleman,' and indeed he was. We could smell his pipe tobacco long before we saw him, and he had a phenomenal recollection of names. He knew the first, middle, and last name of each child in the school; he knew their parents, and he knew their grandparents, aunts, and uncles. He also knew their cars. This was a time when carline was located entirely at the front of the school under the canopy. Students stood silently as Mr. Pritchett, recognizing each approaching car, announced the family and carpool members."



Mr. Bortz, who served the school as assistant headmaster, among a number of other positions, during the Pritchett years, reminisces about "his"





Moments in the TLS times of Bud Pritchett: Reviewing the compass course with **Ben Nelson '72** and **Lucie Deedes Alexander '72** on the inaugural Cumberland Gap trip in 1971; a 1966 meeting with **Susan Griffin '68**, **Chris Green '69**, **John Irvin '67**, and **Henry West '66**; and discussing basketball in 1967 with **Chris Green '69**, **Tobey Stilz '69**, **Jeff Marks '67**, and **Elizabeth Campbell '67**.

Headmaster: "Cumberland Gap. I don't know that I ever saw Bud more relaxed or happier than when he was with his eighth and ninth grade students hiking in the woods. It always seemed to rain or snow on those field trips, and there Bud would be with his pipe, walking stick, and pith helmet, teaching the kids how to lay out a compass course and then follow a course another group had laid out. Or hiking up to Hensley Settlement – where it ALWAYS snowed! Those days with **Sue Orme (H'82)**, **Roberta Owen (H'00)**, Brenda Hughes, Tom Brown, Tom Billups, and others, were very special to him. That group of faculty made a great team. I never saw him upset with any of us, always the patient – and in some cases long-suffering – gentleman. He often spoke of those times as some of his happiest, and always looked forward to those annual trips." Don closes, with a lump in his throat, "I miss him. He was so very special – my friend, mentor, colleague, and Headmaster."

Another holder of multiple TLS titles over two TLS decades, Dr. John Fox offers his collection of memories: "The candy wreath at Christmas. Bud would invite every student to stop by to receive a candy from him; he often had his almost-ever-present pipe in hand…. Bud's many, many words of wisdom (often at faculty meetings). For example, 'Always sign your name in ink on formal documents, such as report cards' and 'Please refrain from using red ink to grade, as it looks like the page has been cut.'… Bud's gentlemanly demeanor toward everyone, always. His genuine smile reflecting his true affection for all – students, faculty, and parents…. Bud's snoring! At Pine Mountain for the yearly trip with Upper Schoolers, I was assigned to bunk with Bud and did not sleep a wink until I figured out I had to move somewhere else or not get any sleep for a week. I ended up in a hallway on the floor, which was infinitely better than being in the room! ... Faculty Christmas parties. I will never forget the graciousness with which Bud and Carolyn treated faculty. … Bud's sincerity, thoughtfulness, and his attention to detail. … Bud's deep love for his family and for TLS, as well as his commitment to making the world a better place in all he said or did."

Penny Lastinger laughs out loud at the host of happy "Bud" memories: "I began at The Lexington School in 1972, teaching second and third grades, and when **Lorine Trosper (H'79)** retired in 1979, I became head of Lower School. I worked closely with Bud until he retired in 1981, and I enjoyed every bit of it. We all worked hard together, and we shared a lot of wonderful times. I really did love him."



From the students' perspective and from an especially busy TLS childhood home, **Daniel Kotchen '86**, speaks for his siblings, **Sarah Kotchen Rack '81**, **Robert Kotchen '82**, **David Kotchen '83**, and **Peter Kotchen '84**: "I want to share a memory of Mr. Pritchett, which I think about quite often. During a 1980 TLS Thanksgiving assembly, when I was in fourth grade, a Salvation Army representative came to speak and to thank the school for food donations. In discussing the spirit of Thanksgiving, the representative shared a story about a young, underprivileged boy who had attended a recent Salvation Army Halloween event where candy was handed out in paper





bags. At the end of the event, the boy asked if he could have two more bags of candy for two siblings who were unable to attend the event. When the boy was told no, he asked for two empty paper bags, which he was given. The boy then went out front and divided his candy into the three paper bags.

"Mr. Pritchett had introduced the Salvation Army speaker and was sitting on stage while the speaker spoke. When he heard the story about the underprivileged boy, Mr. Pritchett started crying, which affected the entire assembly. Mr. Pritchett's empathy made an impression on me and, I'm sure, others.

"I am grateful to have had a chance to experience his leadership at the school."

Todd Trimble Graddy '64, too, speaks of Mr. Pritchett's kindness and empathy: "He was the most gentle soul. You were never afraid of him, even when you were in 'trouble.' You always got to hear his gentle laugh across the room. You never felt undermined when he called upon you in his classroom. Yes, he taught us math and science besides being our Headmaster. Once he got mad at me for something and tried to punish me, so he asked me kindly to go outside and walk around the hockey field! I think I was giggling in his class. He also came to see me at boarding school outside Boston. He made a special trip when he was in the area to visit me. It was so considerate and it made me feel honored.

"At the 50th TLS celebration, he handed me a drawing that my deceased brother [**Hart Trimble '67**] had done. He had brought it all the way from North Carolina with him to hand-deliver it to me. And I will never forget that."

From the reminiscences of **Tina Krogdahl '70**: "A couple of memories: The first is a three-part test he told us to use before saying something: Is it true? Is it kind? Is it necessary? The second memory was a morning assembly when he explained that a girl could be both an athlete and a lady."

ABOVE FROM LEFT December 16-17, 1999: Carolyn and Bud are honored TLS guests at a faculty meeting where all made a candy wreath; leaving the Alumni Association's reception; and flanked by **Rod Bussey (H'03)** and **Don Bortz (H'82)** after the Holiday Concert.



And **Marshall Foster '90**, known to legions of Lexington Schoolers as the adorable little Montessori fellow in the December 1979 iconic photograph, left, by **Roberta Owen (H'00)** speaks of the time he reached for that shiny piece of candy as he was held, warmly and securely, by Mr. Pritchett: "That is one of the very first memories of my childhood, and it is so clear to me still. Mr. Pritchett had an enormous smile, and I'm sure I did too, although I was concentrating hard on getting the right peppermint. I remember the comforting smell of his pipe and the excitement of school at Christmastime."

For the memorial service, Erin and Chuck Baldecchi traveled to the red brick Brevard-Davidson River Presbyterian Church in Brevard, North Carolina, not far from "Second Heaven," Carolyn and Bud's cherished mountainside home. Chuck represented The Lexington School of today, as he delivered words of tribute and respect for the gentleman who played such a crucial role in the development of The Lexington School of yesterday.

Survivors of Mr. Pritchett, other than his extensive Lexington School family, include Carolyn, his beloved wife of 66 years; his son, Larry Pritchett, with his wife, Susan; his daughter, Jenny Pritchett; and grandsons, Nash, Adam, and Derik Pritchett. Mr. Pritchett's elder son, Norton G. 'Chip' Pritchett III, predeceased him.



Our family at Thanksgiving 1987: Chip and his son, Nash. Jenny, my wife, Susan, and me. ***FRONT:*** Gladys "Gabby" Lawrence, my mom, Carolyn, with my first son Adam ... and Dad.

Dear Lexington School Family and Friends,

Thinking back on my father, Bud Pritchett, I have a flood of memories. He instilled in me so many things, far too many to count on one page. I think perhaps one of the most important was that he showed me what it meant to live a life of integrity, to do what was right even when no one was watching. And he was a man of integrity his entire life. No matter the situation, no matter the moment. "God is watching," he'd explain. That governed everything for him.

Dad also taught me to give of myself, completely. Perform to the very best of my ability. If you can do better, you should, he'd say. He modeled that all of his life. He gave and gave and kept on giving right up to his last breath. He was actually at the grocery store picking up a birthday cake for me when he collapsed in the checkout lane. I'm pretty sure that was on purpose. He had a great sense of humor, and loved to laugh. I never did get the cake.

He also showed me the real joys in life are in the journey itself, not merely the destination. It's along life's paths that we discover ourselves: those gems that God has for us. If we just take the time to be still and pay attention, we'll see them. If he could pass along anything at this point, I think it would be to enjoy every breath, soak in every moment, cherish those around you, and be alert. Dad would say God is often seen in the tiniest of details, those seemingly unimportant spaces. We learn most effectively when we are open.

He taught me to listen a lot and say little, but being young and impetuous, that lesson didn't always work for me back then. Also, he thought that there's no telling the kind of satisfaction life could bring so long as you don't have to have the credit for everything you do. He could have rightly taken credit for a legion of accomplishments, but never did. He was just happy to help. The reward was to see it done.

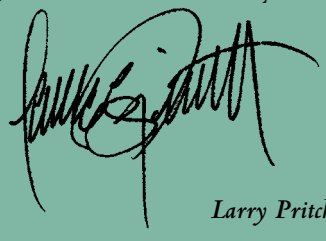
I was incredibly blessed to have such an amazing man as a father. It really wasn't until I had sons of my own that I realized the true depth of who he was and the way he went about his life. His knowledge, his quiet confidence, his tender heart, and his incredible talent were hallmarks of the man. Dad was one of those people who could do anything he really wanted to do. Father. Husband. Leader. Teacher. Craftsman. Athlete. Musician. Mechanic. Engineer. Wise man. Jokester. Friend. He showed me that you can reach high and achieve, no matter your status, if you apply yourself. Failure, he'd reflect, was just another way to learn some of the more poignant lessons in life. You'll always remember them. Pain was knowledge disguised as hardship. You either learn from it or face it again until you do.

Many times he would be in a room with family or friends, or sitting out on the front porch on his mountain, or out in the woods enjoying nature, and he would say, "Isn't this nice? Isn't this lovely?" because he would be appreciating those little miracles and discoveries that you only see when you slow down, listen, and watch. Dad certainly counted "the moments."

He didn't always have to be right, either, even though 9.9 times out of 10, he was, and he knew it. He was content with trying to pass along that tidbit of knowledge, then sit back, and let you discover the truth of it on your own. He did that a lot with me. Then I'd spot that little smile of contentment on his face when I "got it." That meant the world to me, Dad's approval.

I miss him so very much, and I talk to him often, especially when I'm facing something formidable. "What would you do, Dad?" He paved the way for me in so many ways. And I'll be eternally grateful that God gave him to me to be my father.

So from the bottom of my heart, I want to say thank you, Bud Pritchett. Thank you, Dad. I love you. I'll never forget you. Your life is indelibly stamped on mine, and for that, I'm grateful. I was incredibly blessed to have you as long as I did. I still want to make you proud.



Larry Pritchett '72



One for the Books!

"PINCH ME RIGHT NOW!" is what Lori Hancock, beloved TLS librarian, blurted out to her husband, upon seeing an email appear "out of the blue" from the president of the Association for Library Service to Children (ALSC). She confesses: "I read it several times and sent it to Dan to make sure I understood what it meant!"

What ***does*** it mean? That Mrs. Hancock, mother of **Veronica '20** and **Warren '22**, joins the prestigious John Newbery Medal Committee.

It's a dream come true for her: to be a part of the select group that decides next year's esteemed Newbery Medal and honor book winners. Under lock and key, she and her colleagues will make the predawn phone calls to the winning author and the runners-up in preparation for the greatly heralded 8:00 A.M. public announcement of the 2018 Newbery Medal winner.

Congratulations to Mrs. Hancock, who has been an impressively diligent ALSC member for many years. She established her credentials early on by volunteering for an array of committees, both virtual and in person, and she gives TLS strong credit for supporting her desire to participate. "This is something I've been working 20 years for, ever since grad school."

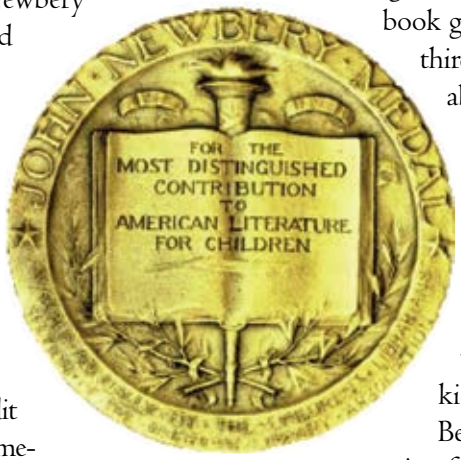
Unbeknownst to Mrs. Hancock at the time, two decades ago, she was being inspired, even then, by The Lexington School. On the way to her Master of Library and Information Science degree at UK, Mrs. Hancock's favorite class was Children's Literature LIS 510, taught by Sandy Ireland, TLS librarian extraordinaire from 1978 to 1993. As an aside, Mrs. Hancock doubled her luck of the Irelands, when she sat, too, in the political science room of Dr. Robert Ireland, though never connecting Dr. with Mrs., until Mrs. Ireland began telling the same stories her husband had told his poly sci enthusiasts!

Mrs. Hancock confides, "Before Mrs. Ireland's class, my appreciation of the Newbery was only as a reader. Mrs. Ireland is the one who first sparked my interest in serving on the Newbery Medal Committee. Because of her influence, my thoughts began to turn to 'One day I can do that!'" (Mrs. Ireland also encouraged Mrs. Hancock to seek the position of librarian at The Lexington School.)

Mrs. Hancock's affection and association with the Newbery goes back to the fourth grade, when she checked out a copy of *Island of the Blue Dolphins*, 1961 Medal winner, and was hooked, explaining now, "After that introduction to Newbery, I began noticing book awards. The Newbery goes to the best of the best."

The award is given by the American Library Association, oldest and largest library association in the world. Founded in 1876 and with more than 62,000 members now, the ALA promotes libraries and library education internationally. To win a Newbery, a book must appeal to readers 8 to 14 years old, third grade through Middle School. Beyond that, recipient guidelines are purposefully vague, since founders imagined children's literature would change and evolve over time.

Lexington School students benefit directly by Mrs. Hancock's honor as they help her sift through and read through the over 800 books of 2017 that publishers began sending in March for her review. She says, "Our book groups for Middle School and for third, fourth, and fifth grades are excited about sharing their opinions with me on books they will read. In the past we've had long, in-depth discussions about various selections, and we also have had mock elections, where they cast their ballots. Hearing their opinions this year will help me figure out what books kids like the most."



Before she closes the book on the topic of honors, Mrs. Hancock has yet another chapter. As current secretary of the Kentucky Association of School Librarians, she will become president-elect this summer, taking over the top job in 2018. This four-year commitment to school librarians enables her to be a respected representative throughout the Commonwealth as she says, "I am a voice for independent schools in the library system."

That's one for the books.

The Newbery Award is administered by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA). Newbery Medal image copyright ©2017 and used with permission of ALSC/ALA.

Camp Curiosity + Blue Grass Farms Charities = Fun for Everybody

IVAN BEAMED A SMILE as big as the football he caught from Mr. Conley, "It was great to make new friends, and I had a lot of fun throwing the football. Making my neat art project was cool, too."

Susie Lyons, mother of **Will '00**, **Michael '04**, **Chris '04**, and **Sam '08**, echoes Ivan's enthusiasm when she tells of picking him up from Camp Curiosity on a hot July afternoon last year: "We so much appreciate the collaboration between TLS and Blue Grass Farms Charities offering the experience of Camp Curiosity to horse farm employees' children. Ivan, our employee's son, loved his time here, and we are thankful he had the opportunity – two wonderful organizations reaching out together to encourage children."

Meredith McCoun, assistant director of athletics and director of summer programs, explains: "Blue Grass Farms Charities, founded in 2003, is a non-profit, serving workers in all aspects of the Thoroughbred racing industry. The Lexington School and BGFC partner to provide Camp Curiosity scholarship aid for children whose parents work on horse farms in and around Fayette County. This serves a tremendous summertime childcare need for these families." In planning for her sixth year of Camp this summer, Mrs. McCoun says, "We look forward to welcoming BGFC campers again."













Virginia Daugherty, TLS assistant director of admission and third year Camp Curiosity associate director, continues, "Last year, the collaboration between TLS and BGFC provided a summer opportunity for kids who might not otherwise have had that robust experience. Though many of the parents did not speak English, most of their children did, so there was no language barrier at all. We offered them early care, beginning at 7:30, with fresh fruit and breakfast snacks, and at the end of the day, we also offered extended care until 5:30. The 25 BGFC kiddos who joined our program last summer added to the fun and enjoyment of Camp, for their fellow campers, and for us adults, too."

For his part, Wade Haga, executive director of Blue Grass Farms Charities, emphasizes, "Camp Curiosity is an excellent program, and this is a great educational and recreational experience for these children of Thoroughbred farm workers. It is a wonderful thing for these children to be able to attend at a nominal fee to the family. It helps relieves stress at work for parents, and it's healthy for the children's development. This program has been tremendously impactful, and we hope to grow the number of participants this summer."

Camp Curiosity, for children three years old through eighth grade, will again run six weeks, June 5 through July 21, 9:00 A.M. until 4:00 P.M., with Fourth of July week off. Click here for more information: Camp Curiosity.

Mrs. Lyons pegs it exactly: "two wonderful organizations reaching out together to encourage children."



What A Kick!

The football field can be as important a classroom as those indoors. **Trey Woody '15** and **Graham Wald '16** vouch for that; they've learned a huddle full of life lessons on the gridiron. Both young men, now stellar high school kickers, were fortunate to be under the wise and encouraging guidance of Chad Pennington, TLS football coach, collegiate quarterback, and celebrated 11-year NFL quarterback. Coach's placement as a Rhodes Scholar finalist shows strong academics and competitive athletics mix well in The Lexington School family.



Trey Woody '15 (above) and **Graham Wald '16**.

The circuitous path to football kicking – at Lexington Catholic for Trey, Henry Clay for Graham – began early, and perhaps somewhat counterintuitively, on the soccer field. As a three-year-old, Trey was kicking around the soccer ball with his I Am Third teammates. Graham began with *his* I Am Third team at four, continuing to YMCA and Lexington Football Club (prescient soccer team name), where Trey also played. Both fellows took to the game with gusto throughout Preschool, Lower School, and on into Middle School, and their families logged plenty of hours beside the soccer fields.

As eighth graders, though, the soccer whizzes caught Coach Pennington's eye, as he knows kicking skills often begin with a soccer ball instead of a football. Trey explains, "Since I played soccer, Coach recruited me, asking me to be a kicker. That began my love of football kicking. I've been to lots of camps but now focus year-round on kicking and punting. Though a freshman knee injury kept him out of the game, he returned forcibly his sophomore year, tallying 26-for-26 extra points for Catholic's JV squad. His 38-yard JV field goal was a highlight, as was his first varsity extra-point kick during regionals.



ABOVE Coach Pennington and **Trey Woody '15**. *LEFT* **Graham Wald '16** does what he does best.

Graham admits, "I always thought of myself as a soccer player until Coach Pennington suggested I try football. I thought my parents were going to kill me, because if I got hurt, I couldn't play soccer. It surprised us all when I realized I loved playing football, especially kicking." Making up any lost time, this year he played on Henry Clay's freshman, JV, and varsity teams. And, like those childhood days, he and Trey attended UK's Kicking Camp and ProKicker Camp, where Graham placed sixth nationally in his age group. He looks forward to three more Henry Clay football seasons, and both kickers have collegiate level aspirations.



Remembering TLS, Trey says, "While all my wonderful teachers and coaches helped shape my academic and athletic journey, I'm fondest of the memories of Miss Cowling and her fascinating history classes. I enjoyed the unique way she taught us, and, though she challenged me, she always expected the best and had confidence in me. I excelled in her classes, and that confidence equipped me with courage and determination. It continues to help me on the football field."

Graham, too, speaks of his TLS days: "I'm thankful the teachers and coaches pushed me past my boundaries and made me a stronger, more confident person. I realize what wonderful teachers I had. I especially appreciate what Mrs. Moloney did for me. I never felt I was a great reader, but not only did she give me confidence in my reading, she also helped me actually enjoy it. Throughout the years, I've always felt comfortable going back and talking to her and visiting her."

Trey and Graham treasure their TLS roots that connect them still. Though they're at different high schools, they work out and practice together, both playing for the Lexington Futbol Club, a select, competition traveling team. Benefitting from Coach Pennington's football field classroom lessons, Trey and Graham support each other as they kick the football forward.

2016 Holiday Homecoming

Holiday Homecoming, the evening after Thanksgiving, is always a warm and welcoming time at Scarlet Gate. Here's a look back at November 25, 2016.

CLOCKWISE FROM THE TOP Alison Miller, **Elliott Miller '97**, Chuck Baldecchi; Leanne Zimmerman, **Ashton Woody '13**, Tara Woody; **Eli Zimmerman '99**, **Bill Cox '76;** Anna Merritt, **Jessica Brown Zoller '01**, **Katherine Ruch '01**, Sallye Staley; Mark Scarr, **Leslie Fishback Cutchins '92**, **Ben Reynolds '93; Bleik Pickett '88**, Daniel Sussman; and **T Buckley '16**, Alison Buckley.

BELOW A homecoming hug between Chuck Baldecchi and **Andy Barr '89**.

















TLS Network Connects!

by **Griffin Miller '07**

The Lexington School's Alumni Council held its second annual Alumni Networking Event on a cold night in January. Despite icy conditions and record low temperatures, a diverse collection of alums braved the elements to gather at Cross Gate Gallery, downtown Lexington, to mix, mingle, and network with fellow Lexington School alumni.

TLS Alumni represent a broad range of industries, and the event brought experienced alumni professionals from the fields of medicine, business, accounting, equine practices, law, construction, real estate, education, and UK's MBA program. They were joined by an enthusiastic group of young alumni from high school age to recent college graduates, eager to connect with alumni professionals to discuss their fields of interest, opportunities for jobs and internships, and to get advice for taking the next steps in their career path. The next day, **Dr. Trevor Wilkes '91** said, "The young alumni I met were clearly composed and ambitious beyond their years. At the same time, their questions about the challenges and rewards of a career in medicine were refreshingly sincere and earnest. It was a great experience."

Our strong network of Lexington School alumni and friends provides a valuable resource for both our young alumni and alumni professionals. Through the vision and work of Alumni Council leadership, especially **Kav Milward '95**, **Will Milward '99**, **Jeff Truitt '85**, and **Griffin Miller '07**, this networking event has created a meaningful way for The Lexington School community to interact, adding another layer of value to The Lexington School experience. Special thanks goes to these alumni, to all who participated in the event, to **Gregory Ladd '01** and the Ladd Family for making Cross Gate Gallery available, and to Saul Good for helping to provide food for the event. For more information on connecting with your TLS family, contact Mary Buckles at development@thelexingtonschool.org.













FROM TOP Will Chapman '96, Kav Milward '95, Rebekah Gray Henley '96, and Will Milward '99; Isabel Bandoroff '13, Julia Harris '13, Eliza Pride '12; Strohmann Breeding '12; Gregory Ladd '01 and Rebekah Gray Henley '96; Griffin Miller '07; James Dupree '13, Zachary Coons '14, Worth Coons '14, Philip Allison '14, Woods Rouse '14, Jake Falcone '15, Victor Allison '14, and Luke de Castro '15.

REUNITED!

The Class of '96 Celebrates 20 Years

Spearheading an unforgettable reunion weekend, Brooke Folley Counts '96 and Rebekah Gray Henley '96, were joined in full force by their classmates on October 21 and 22. Festivities began Friday, with an evening reception in the TLS library, a time to catch up with Mrs. Anderson, Miss Cowling, and Mrs. Meekins, and a tour of former classrooms. For several alumni, this was their first opportunity to visit the 2004 lower school building. Saturday, the group moved to Keeneland for lunch and an afternoon of racing, and then wrapped up the festivities with dinner at Saul Good.

Fortunately, this group needn't worry about decades-long intervals between reunions. On April 8, 2006, for their tenth, Brooke and Kelsey Nicholson '96 collaborated to gather everyone at Malone's, and on July 23, 2011, they celebrated their fifteenth at Brooke's family home.

















From the top:

Keeneland with Tim Swan, Roheen Raithatha, Neha Kulkarni, Chad Miller, True Baker, Shea Burns, Jen Cutadean, Rebekah Gray Henley, Alex Cutadean, Olivia Hurter Swan, Kip Clifton, Laura Bell Bundy, Megan Clifton, Wells Bullard, and Harding Dowell; Holly Brown Powell and Lily Powell; True, Nalise and Smith Baker; Shea Burns, True Baker, and Kip Clifton; Rebekah Gray Henley, Olivia Hurter Swan and Lily Swan; Gray Lyster, Peter Barr, and Will Chapman; Wells Bullard and Harding Dowell; Mrs. Anderson and Bret Jones; Diana Mendiondo Bozzuto and Rebekah Gray Henley; Homer with his daddy, Griffin VanMeter.







Pin *Notes*



The Lexington School salutes the memory of **Lucy Bryans VanMeter '76** (1961-2010), whose classmates returned to The Lexington School on September 10 to celebrate their 40th reunion. Naturally, sharing "Lucy" stories was an important part of the gathering, as she continues to be tremendously missed. When the group celebrated their 30th reunion, her vibrancy added to the evening's success. Always a standout student, Lucy was named salutatorian at her graduation. After TLS, she matriculated to Sayre, Smith College, and the University of Kentucky College of Law. She married Laurance (Larry) VanMeter, and they had four children: Browning, John Thomas, Charles, and Jennie. Lucy and her sister, **Louise Bryans Lorton '77**, and first cousins, **Lillian Fallon '74**, **Esther Fallon '77**, **Alma Fallon '78**, and **Luke Fallon '85**, continued their family's devotion to The Lexington School and its campus, situated on part of Beaumont Farm that their grandfather, Mr. Harold Fallon, managed for Mr. Hal Price Headley.

On October 6, Sayre School honored Lucy's memory with the dedication of the Lucy Bryans VanMeter Upper School. A highlight of the ceremony was the unveiling of Lucy's portrait in the lobby. Thinking back to that afternoon, Stephen Manella, Head of School at Sayre, says, "Our entire community has benefited from Lucy's resolve, her vision, and her determination to shape Sayre for the better. Her portrait that hangs in the Upper School lobby, says it all – it radiates a joy that is how I hope every student feels who walks through this building."

In hearing of this grand honor, Lucy's TLS classmate, **Nancy Stephens Blevins '76**, reminisces, "Lucy was my first best friend and, boy, did I pick a good one. Her quiet intelligence was a great balance to my raucous fidgeting. An invitation to sleep over was like hitting the lottery for me – a quiet escape from my three brothers, and a guaranteed discovery of a new book. Going separate ways in tenth grade was tough, but she always held a place in my heart."

Polly Marcum Marquette '76 shares a story as well, remembering, "Lucy, Nancy [**Stephens Blevins '76**] and I were pretty close buddies. We spent the night together on many occasions. Lucy was always so calm and steady, but I remember a time when she was thinking about getting her wonderful long hair cut. She debated and debated and debated, and finally went for the Cheryl Ladd cut – adding those long curls just in front of her face. She looked awesome and was proud of herself for having made the change."

Summing it up well, cousin **Esther Fallon Breeding '77** adds, "All I can add to the memories is what a beautiful, kind, intelligent woman Lucy was. She had a dry, quick wit, and left any who knew her better for having known her."



During a recent TLS visit, **Harrison Langley '04** updated teachers and friends on his founding of Collier County [FL] Waterkeeper, a goal he worked for a year to attain. One of over 300 worldwide chapters of Waterkeeper Alliance, Harrison's organization strives to ensure drinkable, fishable, swimmable water. With Harrison as executive director, his team patrols Florida waterways and wilderness areas of Naples, Everglades, and Marco Island via boat as well as by drone, determining specific locations of pollution discharges. In protecting the natural habitats of loggerhead sea turtles and golden eagles, the group is concerned, too, with filtering toxic runoff from developed areas.

Walking into his former art room, Harrison reminisced, "I enjoyed Mrs. Bjork's art class when we made clay busts of ourselves. It was like a self-portrait, but a different take on it. These days, students use a scanner and print out a 3D replica of themselves."

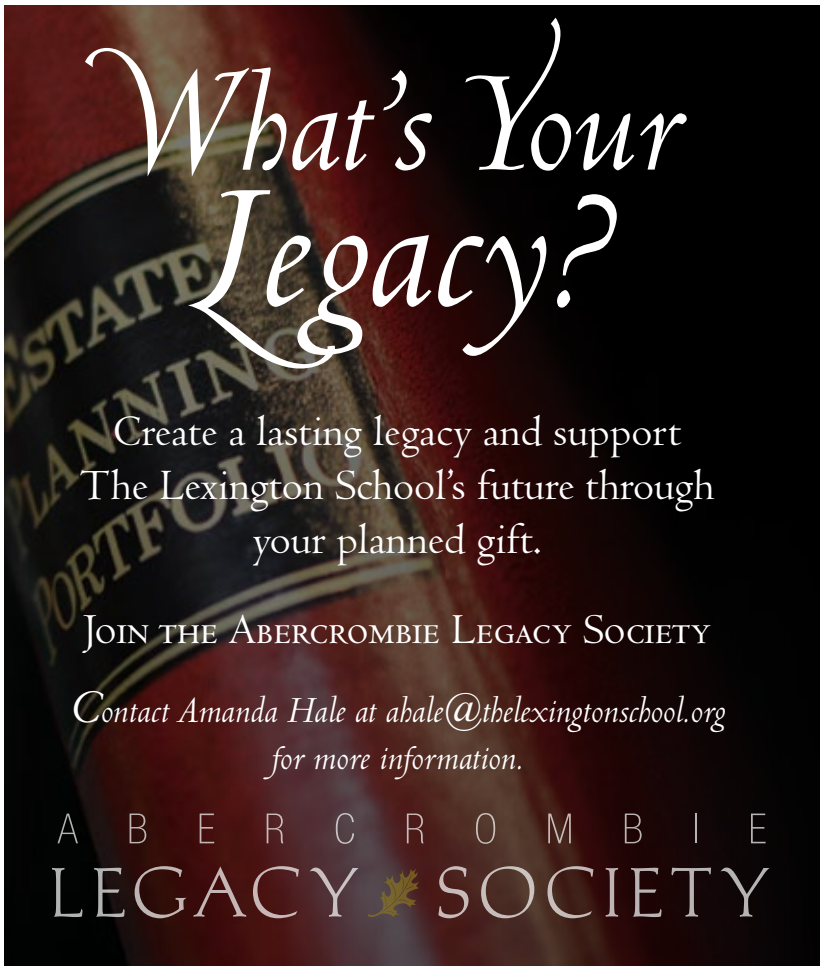
Harrison pointed out another TLS connection: at the College of Charleston, he was a Philosophy 101 student of Hillyer Rudisill III, revered (if a little feared) teacher of TLS Latin, English, and history from 1960 to 1964.

The Vennes family is on the go! Mom Laurie Vennes, TLS third grade teacher from 2001 to 2013, is in her fourth year as Lower School Director at Pittsburgh's Winchester-Thurston School. A move is in the offing though, as she has been appointed Lower School Director of The Bryn Mawr School, founded in 1885, in Baltimore.

William Vennes '10, who matriculated to Phillips Exeter Academy after TLS, is a junior at Eckerd College in St. Petersburg, FL. He has been recognized for his exemplary service in Eckerd College Search and Rescue, the only college marine rescue team in America. Last summer, he was a counselor at Camp Cheley in CO, and participated in NOLS. In line with his desire to help others, he continues to volunteer weekly with Southeastern Guide Dogs, and, taking advantage of geography, when he's able to grab a minute of relaxation for himself, he's on his surf board, seeking that perfect wave.



Brent Vennes '13 heads back to Lexington in August as a UK freshman in mechanical engineering. For those who remember his devotion to the vintage Farmall tractor, it won't surprise to hear he has taken a keen interest in the Pittsburgh car scene while he's been a student at Winchester-Thurston. He now owns a shiny, well-tended 1988 BMW that keeps him busy in the garage on the weekends. Because of his thorough love of the automobile, he's also duly employed at the local car wash. Showing, too, that perhaps camp counseling is a fraternal gene, Brent has worked three summers at Winchester-Thurston's camp.



WEDDING BELLS!



Logan Burgess '02, Nick Nardiello '03, B Fisher '02, David Miller '03, Chip McGaughey '02, Griffin Sims '18, Tyler Bromagen '02, Jimmy Hamilton '02, Magda Stewart '02, Lucy McKinstry Taylor '02, Dr. Laura Bonzo-Sims, HG Wells '02, Mary Grace Hinkle '02, and John Brooks '02.

Surrounded by many TLS alums and parents, Caroline Reed, from Jackson, TN, and **Tyler Bromagen '02** were married on the front lawn at the Bromagen family's Ashbrook Farm on October 8, 2016. They met as freshmen at Tulane University, and Tyler popped the question on opening weekend of Keeneland in April, 2015.

Tyler owns and manages Allied Company, the real estate, property management, and construction company he and **Jimmy Hamilton '02** founded several years ago. They have renovated downtown properties and homes in the Lexington area, working primarily with investors to flip houses. Caroline is a nurse practitioner in the UK Medical Center anesthesiology department's critical care division. Tyler and Caroline live in the Fairway neighborhood with their two dogs, Forrest and Meggie.



On September 17, 2016, **Cy Alexander '03** and Ashleigh Hafley of Kokomo, IN, were married at High Bridge Pavilion in Wilmore, overlooking the Kentucky River Palisades. They met in 2009 at the nearby Bluegrass Sportsmen's Club, where he worked during college, at a sporting clays tournament. Cy's brothers, **Wes Alexander '05** and **Ben Alexander '10**, and **John James '03** were best man and groomsmen, respectively. Longtime friends Crystal and **Madison Montgomery '11** also represented the TLS family.

After graduating from Lexington Catholic and BCTC, Cy earned his degree in agri-business management/marketing from the UK College of Agriculture. He helped launch UK's shotgun/shooting club team, building it from five members to over 35 in two years, taking multiple teams to collegiate nationals in San Antonio, TX. In 2011, he made multiple All-State teams, the All-Region Team, and reached Master Class. He worked with Tosh Farms in TN, before going with Farmlogic, which bridges agronomy and software, applying custom smartphone apps to monitor and manage farming ventures.

Ashleigh, the youngest woman ever to win a sporting clays world title, holds numerous national and international titles in the sport. She received a shooting scholarship to Bethel University in TN, becoming assistant Bethel shooting coach after graduation. With her degree in business management and marketing, she now works with Weatherking.

Living in Paris, TN, with their dogs, Abby and Peyton, Cy quips, "I guess you could say it was a 'Shotgun Wedding' for all the right reasons."

Over the past year, SSC Atlantic's **Brooke Baker Myers '03** has built a state-of-the-art optical research laboratory in the multidisciplinary research center of their Science and Technology (S&T) group. The lab provides a wide range of new research capabilities, including free space optical communications, high-data-rate transmission, datalink development, and position navigation and timing in a GPS-denied environment, all to support SSC Atlantic's continued presence in S&T. This begins SSC Atlantic's growth into the emerging realm of photonics and lasers and their applications in communications, LIDAR (Light Detection and Ranging), energy transfer, and much more. Brooke's lab supports innovative laser and photonic research, in turn supporting SSC Atlantic's mission to deliver information warfare capabilities.

Apart from the office, there is wedding news, and Brooke says, "I actually met my husband while I was in the Bahamas with my father and brother [**Thomas Baker '08**]. We were on Great Guana Cay, a tiny island with no cars, only golf carts. On my last day there, Jordan and his family walked into Nippers, one of just two island restaurants. We began talking and learned we both lived in Charleston and were on the same flight home! After getting home, he asked me out for Gelato, and two years later we were married. Instead of wedding cake, we served Gelato and also had Bahama Mamas."

Thinking back to her TLS days, Brooke remembers, "The Southwest trip was an amazing chance to see the country and explore. I am excited to get back to the Grand Canyon soon, so that adventure comes to mind immediately." She gives update, too, on Thomas, who "is still busy out-doing me as he goes. He graduates *cum laude* from Auburn this year with a degree in wireless engineering: software concentration, with a business minor, and he already has a job offer waiting. He enjoyed attending the TLS Alumni Networking Event over Christmas break and caught up with a lot of his classmates and former teachers there."



Press Pass Photo Club



by Cailyn Rogers



by Callie Cullins



Press Pass Photo Club, for fourth-through-eighth graders, gives our TLS artists an opportunity to see their world and each other through a different perspective. The group's instructor, photographer Jo-Ellen Fischbach, elaborates: "We create a supportive community where we can share our work and encourage each other. Everyone's perspective is unique and everyone knows their perspective is valuable to the group. Together, we visually explore our world while learning more about life, art, and each other. Put all together, it's a perfect recipe for creativity and fun."



by Owen McChord





by Caroline Castellanos

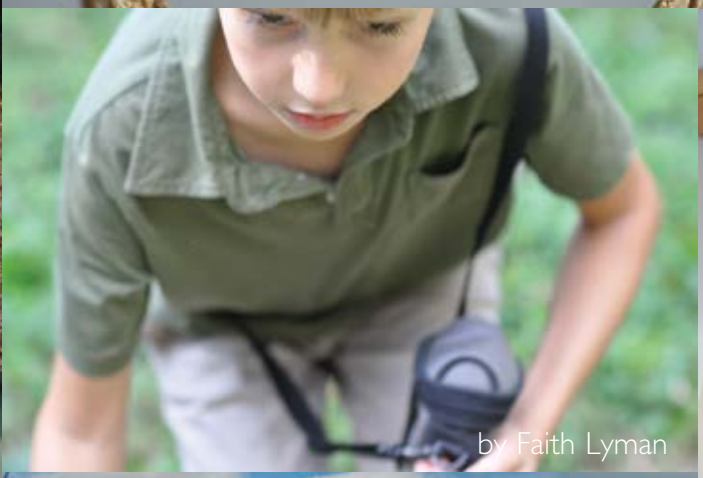


by Sukriti Kapoor



by Easton Morton





by Faith Lyman



by Christain Turner



by Casey Bottoms

A Long Time Ago, in a theatre not so far away…

by Regan McGee '99

MY FUTURE CAREER PATH was decided one fateful day in May 1977 at North Park Cinema in Lexington. As John Williams's famous fanfare rang out, and the words "Star Wars" splashed across the screen, I sat, at age three, in complete, awestruck silence. A little over two hours later, I left that theatre knowing exactly what I wanted to do with my life.

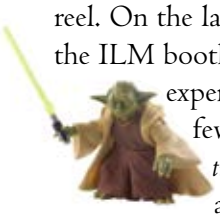
Years later – after TLS, after Henry Clay High School, after graduating from Vanderbilt – I took my leap of faith, packed my car, and moved to Los Angeles. My goal was to work on *at least one* Star Wars *film*. If I could get enough experience, I dreamt, Industrial Light and Magic just might hire me for the third installment of the prequel trilogy.



Just me and George Lucas, no big deal

I started strong: As an intern with Todd-AO Digital Images, I completed my first digital effects shots for *Titanic*. A billion box office dollars later, my career was certain. My next stop was Hollywood Digital, working on HBO's *From the Earth to the Moon* with Tom Hanks, and *X-Files: Fight the Future*, among others.

But my sights were still on ILM. In 1997, after a magnificent year in LA, I attended SIGGRAPH, the preeminent trade show to shop around my resume and demo reel. On the last day, I had one copy of each left. I passed the ILM booth, thinking *there was no way* I had enough experience, yet. So I walked on by. But after a few steps, I thought, *"Maybe I'll get a cool rejection letter with Yoda on it."* So, I turned around and left my last set. A week later, after the phone call of a lifetime, I found myself headed to San Francisco to work for ILM, alongside the people who captured my imagination as a child.



I arrived to offices like a movie museum: Matte paintings line the walls, airplanes and spaceships hang from ceilings, robots and characters stand around every corner.

I made my way to my work station — located beneath Draco's giant dragon head from *Dragonheart*. I could almost hear Sean Connery's voice emanating from that ominous beast: *"Trial by fire, Kid. Do a poor job and I will eat you!"*

I was supposed to train for two weeks; I trained for about two minutes. Multi-Academy Award-winning VFX Supervisor Dennis Muren gave me the news: "You're gonna work on Star Wars, and we need you to get rolling now!" *W-W-What was that? Did you say Star Wars? Was that Dennis Muren?!* I managed a nod and an indistinguishable grunt of agreement. I loaded my first ever ILM effects shot in my computer: Darth Maul was stabbing Qui Gon Jinn with his lightsaber. My second shot was Obi-Wan Kenobi killing Darth Maul. *Really?! This was the best day of my life!*

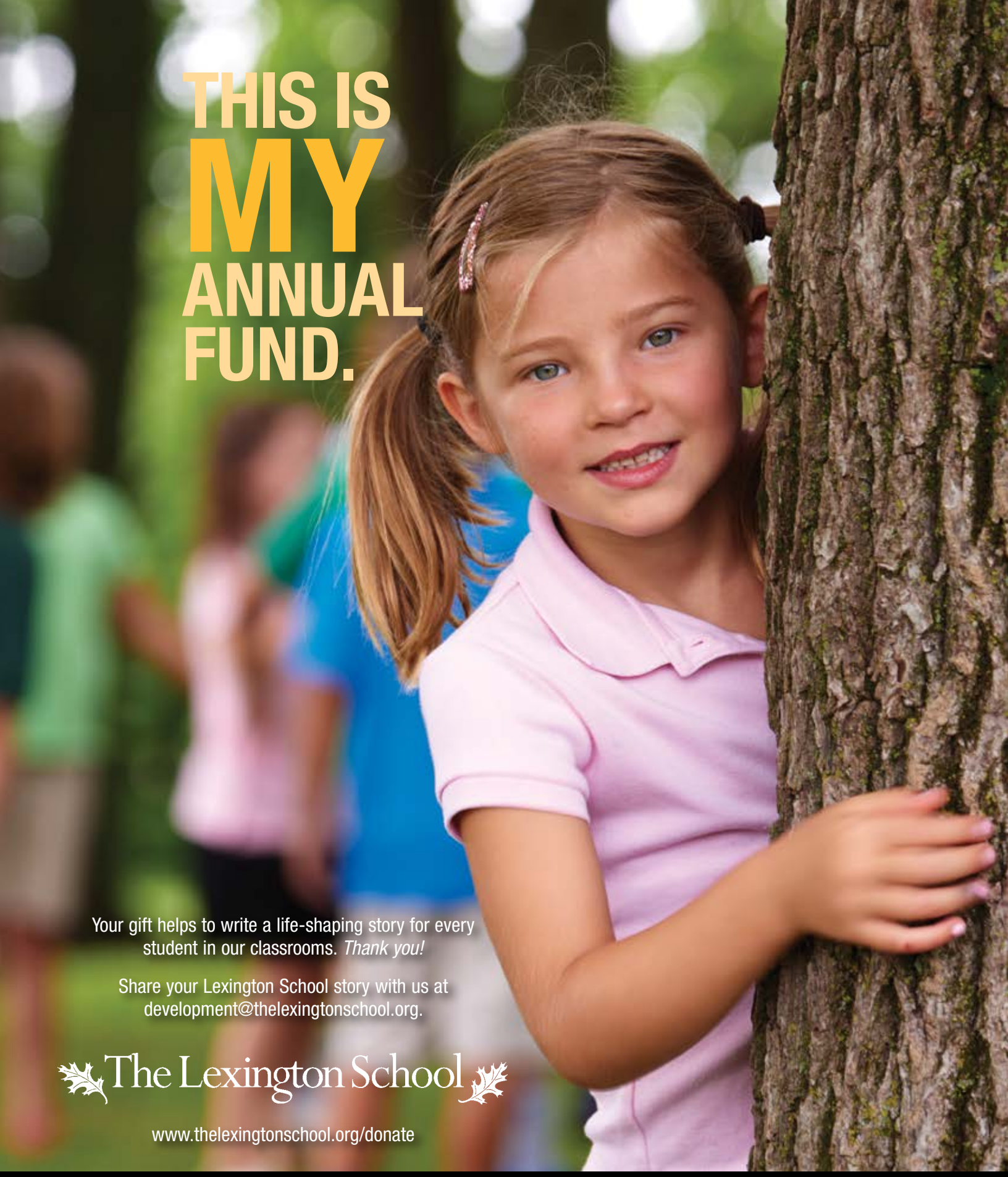
That first month flew by. On certain days, you could hear film lot explosions as Jedi and Droid Starfighter models were made to suffer. Did you think it was all digital? Nope … in 1997, it was a mix of "practical" and digital effects.

About two months into my ILM career was the first rough-cut screening of *Star Wars: Episode 1*. I was outside when George Lucas and "entourage" passed before me, entering C Theater. George was followed by Steven Spielberg, Ron Howard, Francis Ford Coppola, Brad Pitt, and Robin Williams. He'd decided to screen the film to his friends and colleagues for feedback. The next few days were plagued with changes … *"Well, Steven recommended we do this.", "Ron recommended we do that."* Why didn't one of them say: *"George, you must take out Jar Jar, my man!"*

I worked for ILM for the next decade on many projects: All three *Star Wars* films. *Harry Potter. Pirates of the Caribbean. Iron Man. Star Trek.* I got to be an extra in *Attack of the Clones* for 1.5 seconds. (I'm between Chancellor Palpatine and Obi-Wan Kenobi, meeting at movie's end, standing in a line of Naboo Guards.)

When Kyra, my daughter, was born, my priorities shifted, and it was time to come home. I'd done what I wanted to in film, and I wanted her to have a life with family in Kentucky. "It takes a village," they say, to raise a child. I have a great one in Lexington.

Now I am just a fan again. These days, I'm the director of marketing at Scott-Gross Company, Inc., using skills developed through my film industry time and built on lifelong habits and attitudes fostered at TLS. It's a good job, and I work with great Kentucky people. It's nice to be home! And there's nothing like TLS as a reminder that "the Force will be with me – *always*."



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From *The Archives*



"We can never thank this school enough for the preparation and insights it has provided for us."

With Headmaster **Norton G. Pritchett Jr. (H'81)** and classmates **Jane Urbanski '69** and **Sandy Macfarlane '69** on stage behind her, **Katherine Ann Thompson '69** – Kathy Thompson, as she was known at The Lexington School – delivers her valedictory address on June 6, 1969.

Today, Kathy Thompson is known as Dr. Kathy Murray, Professor of Medicine and Pharmacology at Vanderbilt University School of Medicine. Kathy takes time to walk down Memory Lane, emphasizing: "I think it is safe to say that Mr. Pritchett assembled the best and brightest teachers, and ran a tight ship."