Spring 2018

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





Family Lunchtime at TLS: Mr. B enjoys time together with his daughters, **Bella Baldecchi '17** and fifth grader Cade. Bella needs some good TLS cooking before she heads back to Asheville School for her second term.

HEADLINES

Do you remember your first real job interview? Did a family friend pass your resume onto the right person?

Connections are an important part of any job search, especially that first one. I don't mean that hard work, experience, and character are not important. They are critical, but when you are fresh out of college, connections play an important role because young people lack work experience.

I love meeting with young people who are interested in education. It is a great profession, and I want to encourage anyone thinking about teaching to teach. Yet when an organization hires someone fresh out of school, the big unknown is experience. When someone knows TLS's values and knows the applicant's and feels strongly that the two are aligned, this helps mitigate the candidate's lack of experience. Further, when one is a graduate from The Lexington School, I know the underpinning of that individual's work ethic, determination, character, and values, something you will read about in the sixth grade feature story in this issue of *Pinpoints.*

Our Alumni Council has been discussing ways to leverage the network that is The Lexington School. They have coordinated events for our high school and college graduates to meet with alumni and parents who work in various fields of employment. We have also been busy interviewing TLS alumni about their work and careers with our Mentoring Moments. Of course the Council has long sponsored class reunions such as those of the **Classes of 1967**, **1968**, and **2007**, featured in this edition. These events have been popular and effective, but we have dreamed of leveraging the full scope of The Lexington School family to network not only in Lexington and Kentucky, but across the country and around the world.

It is from that audacious dream that The Paddock was born. The Paddock is an online network, similar to LinkedIn, composed of TLS alumni, parents, grandparents, and friends of the school. It has ballooned to 400+ members in just four months. On The Paddock, one can find internships, mentors, and jobs. It is not only a place for young graduates to find their first jobs, but it is also a place for seasoned professionals to take that next step in their careers or perhaps to find that pocket of TLS in San Francisco, LA, New York, London, or Tokyo.

Leveraging a school's network of alumni, parents, and friends is nothing new to the world of education, but it is unusual for a K-8 school. The growth of The Paddock is remarkable by any standards, and it says something about the difference in those who grew up "within these halls of learning" because that is where "a proud tradition grows." Indeed, it does.

With gratitude for a job I love,

Charles D. Baldecchi
Head of School

P.S. We invite you to join The Paddock if you have not already, **https://tlsalumni.com.**

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Thank you to Melanie Mauer Photography.

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Cover photo: Luke Pennington and his fellow sixth graders get to the heart of how the digestive system works in Ms. Lounsbury's anatomy and physiology class. Melanie Mauer Photography.
Please address comments to lmckinstry@thelexingtonschool.org.



GROWTH



It's a big deal. It's a great deal to ask of an 11- or 12-year-old, a newly graduated fifth grader, but youngsters all over the world do it every year. It's a natural progression, leaving Lower School. The overwhelming majority of *Pinpoints* readers – even their children and, in some cases, their grandchildren – have it well under their belts. Lots of folks, though, have stories to tell about that first-day angst of stepping over the threshold into middle school. Some educators say adolescents' greatest stressor used to be entering high school, but now, starting middle school has taken over that ranking. There are students, of course, who make the transition easily, effortlessly. For others, it's a difficult time, fraught with fear of new expectations, new rules, new environments, new teachers, and new friends.

IT DOESN'T HAPPEN BY CHANCE

Photo taken by Green Huber, fourth grader and member of TLS's Photo Club.

At The Lexington School, students have been successfully transitioning into sixth grade since 1959, when, as alumni from those early years remember, sixth grade was the highest grade at this school. Since the first day the school opened, well trained, kind, caring – and, yes, loving – teachers have been at the sixth grade door to usher in each of their students, to help them learn the new lay of the land, to give them solid academic footing, to have fun, to prepare them for future transitions into seventh grade, eighth, onward, and upward.

In the last 59 years on Lane Allen Road, not much about this major transition has happened "by chance." The Lexington School has been known from the beginning for many things, and careful, detailed, purposeful planning is high on that list. The oft-quoted adage "Failing to plan is planning to fail," continues to ring true at TLS.

Since sixth grade began, I've learned that change can be good because we have freedom, but we also have to be responsible with that freedom.

— Natalie Absher

Una MacCarthy, Head of Middle School and Assistant Head of TLS, and the seven, sixth grade advisors – Lauren de Beer, Jonathan Herrington, Becky Johnson, Tomi Lounsbury, Angela Shaver, Courtney Stefanick, and Kelly Telech – have devoted many hundreds of hours for this most recent year's plan for success in the transition into sixth grade. It certainly didn't "just happen."

This year's first-time Middle Schooler gives a different definition to the term "boot camp" than one describing that grueling and unforgiving military training ground, filled with harshness, rigidness, and overbearing officers at every turn. In current TLS parlance, Boot Camp – today's basic training, if you will – is the two-day intensive yet thoroughly instructive and empowering introduction to sixth grade, before classes even begin. It conjures visions of community building and thoughtful and helpful sharing of information necessary to learn the ropes. From Boot Camp, the initial idea of Mrs. Johnson, students understand where to go and what to do at lunchtime, when to use the toaster and the microwave, how to keep food waste at a minimum, to think of the next person in line, and not to pile your plate overly high with fettucine Alfredo. They learn to tie a necktie (boys and girls both master this skill) and polish up on how to give a proper and firm handshake. They learn the nuances of hallway etiquette. They become comfortable with how to approach teachers about improving a grade (you, not your parents, speak to or email Ms. Lounsbury), how to approach coaches about more playing time (you, not your parents, speak to or email Mr. Herrington). They feel more confident than before about having open conversations with faculty and staff, and they learn the importance and power of self-advocacy. As Ms. Telech proclaims with her signature ebullience, "At Boot Camp, we tell them, 'We are here as family for you. We are your support system.' We want them to love Middle School and we're here to help relieve the social anxiety of Middle School. We let them voice their feelings of being overwhelmed. They're nervous; that's completely normal. We want them to be comfortable to come to any of us here in Middle School – Una [MacCarthy], Grace [Newsome], Molly [Anderson] – not just to their advisor. We want to send them to seventh grade, eighth grade, and on to high school with strong self-confidence and high expectations of themselves."

Giving background, Mrs. Shaver points out, "Our new eight-day schedule allowed us the opportunity



pure GENIUS!

Genius Hour, a major transition from fifth grade, is the individual research project, a popular sixth grade component. Coordinated by Mrs. Johnson, students choose whatever subject or question interests them – How does the brain function? What makes electricity work? Why does disease spread? What happens after death? What is the longest pass in football? One sixth grader is going to hypnotize a fellow classmate. Another plans to use sign language throughout. All material is kept safely in individual folders in the back corner of Mrs. Johnson's room, available to be worked on, added to, or completely redone at any time. As Mrs. Johnson explains, "It's similar to a personal Capstone. Students have the freedom to pursue whatever they think will be interesting." If research into the topic isn't as fascinating as hoped, the scholar can change subjects. Independent work continues until springtime, when each student gives a two-minute presentation to the entire grade, 67 students, plus their teachers and other interested folks. It's the natural and enthusiastic sharing of knowledge, arising from, "Hey, this is really cool. Let me tell you about it."





to reevaluate how we teach, how we do things." Realizing she and her fellow teachers each have different expectations, that they focus on a wide variety of topics, she says, "We expect our students to code-switch, to adapt to our individual personalities." Students got to know their teachers better through Boot Camp, Mrs. Shaver recalls with a laugh. "They definitely saw our funny side, and, honestly, that might have surprised some of them." The students also witnessed, most for the first time, the very strong bond of friendship, of comradeship, and of deep affection their teachers share with one another, making the whole that strengthens each of the individuals. Mrs. Shaver accentuates, "Lots of the kids said, 'You guys love each other.' And we do."

Empowering Transitioning

Echoing some of Ms. Telech's thoughts, yet adding her own, Mrs. Johnson says, "Our goal as a whole Middle School is to look at the transition into sixth grade and the sixth grade year on its own as an empowering time. We want students to look back and know they felt supported, that they had a group – that included both faculty and kids – they could always count on and depend on. This can be a tumultuous time in a young person's life. They are each becoming their own person. They are forming their own opinions. We want to foster that." Pausing a moment and looking at the several students sitting nearby, Mrs. Johnson says with warmth and kindness, "We assume everybody's studying hard, doing their best. Slip-ups are not character flaws. We are focused on their emerging personalities."

Across the room from Mrs. Johnson, sixth grader Miya Yoshida describes the transition, those important first two days of sixth grade: "It's the most helpful thing. Everyone would have struggled to get it in our brains if we hadn't had Boot Camp. The teachers explained everything and gave us lists of what we needed. There was a real feeling of how lucky we are to go here."

At the table beside Miya, Matai Kleinman says, "At Boot Camp, it felt comfortable getting to know teachers and where your locker is. They told us what to expect about homework. All of it made you feel like part of a giant community. Everyone's connected here; everyone's your friend."

"If you get a poor grade on your test, Mrs. Shaver says to do the questions you know how to do first, to figure things out using hints and chunking."

— Matai Kleinman

Thank you to Courtney Stefanick for the Green River photos.



Members of the Polar Bear Club

"Sixth grade's easier than I thought it would be because I realize I need to ask more questions because of the freedom we have now. I've grown. Our schedule helps make the stress wash away. I usually do math and go to my teachers during Enrich and break when I need help, not when they think I need help. The sixth grade teachers go to dinner with each other and are friends. That makes me happy."

— Miles Buchart

On the other side of Miya, Cate Conklin chimes in, "The teachers emphasized strategy-building, which is really important, like asking yourself, 'What can you do to fix this?' It was also a help when they asked, 'Does everybody know where you're going?' They told about break time and we discussed what to say when we pass a teacher in the hallway. It was sort of like coaching because they said, 'All right, team.' It feels like everybody's one big unit, and I like that. Ms. Lounsbury helped us use flash cards, and they said to check On Campus, that everything will be there."

When Madi Fortune and Lillian Beiting come into the room, Madi, new to TLS this year, says, "It was a little bit hard at first, but I improvised a lot. The fifth graders all knew each other, but they were all really accepting and friendly and outgoing, so that made it a lot easier for me." Pointing to her friend and smiling, she continues, "When I couldn't find my locker at first, Lillian helped me, and said we could find it together. I appreciated that."

For her part, Lillian Beiting, too, admits, "I was sort of nervous at first because I was so used to Lower School. The Boot Camp presentation our teachers did helped a lot. That made the first day of classes easier. I love how friendly and energetic and awesome our teachers are. At our first assembly in the theater, Ms. Telech was talking about Cookie Monster, and she made me feel comfortable."



Time for quiet reflection at Upper Bald Rock

Natural Transition into Nature, from Boot Camp to Green River Preserve.

With orientation well under their belts, on the sixth day of school, sixth graders are ready to take the next logical – and exhilarating – step. Continuing TLS's 22-year tradition, they head toward Hendersonville, North Carolina, to the 3,400-acre former home of the Cherokee Nation, still a pristine haven. A favorite destination for a generation of Lexington School Middle Schoolers, it has been the cherished domain, and a most special rite of passage, for only sixth graders for 19 years. This first of the celebrated middle school trips leads toward Barrier Island for seventh graders, then the famed Southwest trip, culmination of the eighth grade year.

Mr. Herrington is quick to point out, "We schedule this trip early in the year, and there's a trust that forms right away. Parents send their children with us on the Tuesday morning after Labor Day, and we stay until that Friday afternoon. A good number of the students are new to the school, so we build those relationships from the get-go."

Mrs. Stefanick, too, notes, "We serve in the role

"It's a huge help that I get to do homework during Enrich. With Enrich and break, I have more time now for hobbies at home, like football and basketball. Mrs. Shaver explains math to us, and gives us questions like: 2X4-7X5+16=?" ***[Editor's note: Older alumni remember the exciting challenge of similar math problems when Mr. Pritchett – Norton G. Pritchett Jr. (H'81) – would walk into the random classroom to enliven things on any given day.]***

— Luke Pennington



of parents, and the parents put faith in us as leaders. Beginning with the bus ride, we're together with the children, in the cabins, on the hikes, and with all the different trust-building exercises, ropes, and climbing. It's especially good for us because we haven't met some of the students before Boot Camp. Everything they do, we do it as well. We tap into their creativity. We get muddy with the kids. We go swimming with them. We stand together and laugh and shiver with them under the waterfall that's so cold they call it the Polar Bear Club. If you say 'Polar Bear' three times under the waterfall, you're a member. Rain or shine, we're doing it all, right along with them, and I think the children like that."

For some sixth graders, this is the first, or longest, time away from Mom and Dad, the first opportunity to venture into the wilderness, to experience the remoteness. In smooth transition, learning moves from inside school to the great outdoors, as students leave their comfort zones at home. They take risks and are encouraged to "try something that makes you a little scared."

From her sixth grade point of view, Juliette Longbottom knows, "Green River teaches life skills and time management. We have more independence than we did last year."

Thought-provoking discussions take place about how to have minimal imprint on the earth and our environment. Year after year, a particularly favorite activity is hiking for miles to the top of Upper Bald Rock, where one sits quietly, reverently, for several minutes, reflecting. Without electronic interference, time is less structured, life slows down, and a natural sense of camaraderie, of mutual respect, builds. There is occasion for unwinding, for pondering, for dreaming. Student-to-student, adult-to-adult, and inter-generationally, people get to know each other – and themselves – better. Friendships begin or are strengthened over the family-style dinner tables, the talent show, and old-fashioned group singing around the piano. A student feels comfortable standing up, impromptu, and telling jokes. Lessons at Green River tap into things far beyond classroom walls. And, understandably, lessons at Green River travel back to "civilization," back home, and to school, carried in the heart for decades thereafter.

Describing the two photos at left, Mrs. Stefanick says, "I love these pictures that capture some of what the trip is about – a little bit of fun, a little bit of action, and a little bit of reflection."

Transitioning into sixth grade herself, Dr. de Beer is a new TLS teacher this year, but a seasoned TLS parent, mom of eighth grader Idalia, fifth grader Louisa, and George, Kindergarten. With her Brown University BA and English Lit PhD from the University of Virginia, Dr. de Beer has taught on the collegiate level, and now thoroughly enjoys the sixth graders' energy and excitement for learning. Voicing a concern common to many, she says, "Parents wonder: 'Is my child going to be seen?' The answer at The Lexington School is a

"It's our own responsibility to get to class now. It's important to write stuff in our agendas. I would tell fifth graders not to freak out about next year. It's important to do things earlier in the week, because it gets busier as the week goes on. I like Dr. de Beer's Reading Plus."

— Juliette Longbottom



resounding, 'Yes!' Each student is part of our strong community. It is a collective team effort here." She underscores "community," accentuating, "The powerful feeling of community struck me immediately about TLS. I love how everyone pulls together."

Summer reading, of course, is a significant part of the transition into sixth grade, and Dr. de Beer gives high praise to *Wonder*, *The New York Times* bestseller by R. J. Palacio. Its important message spurred much rich discussion about kindness, compassion, and inclusivity, about "what kind of culture we want to create in English class, in Middle School, and at The Lexington School." Students asked each other, "What is your rule for life?" Carrying the conversation farther, on the afternoon before Thanksgiving, the opening day of the movie *Wonder*, sixth graders, Dr. de Beer, and their other teachers went as a group to share the experience of the film version of the book that means so much to them.

Sharing specific thoughts about Green River, Dr. de Beer says, "I feel I've known the students a long time now. This trip is a tremendous launch into the year, a critical bonding experience that allows friendships to grow and flourish outside school. Green River made it clear to me how much the teachers all care about each other and about our students. It was also tremendous fun!"

Explaining that sixth grade is a skill-based year, Dr. de Beer endorses her colleagues' views on encouraging independence and life skills, saying, "TLS is a unique, stable, three-part community of student, parent, and teacher, working in close concert. Because the middle school environment can be challenging, it is important to us that our sixth graders feel liked and respected. Some students who at first said, 'I was terrified to begin Middle School,' now say 'This is so much fun. I love it!' We've had incredibly positive feedback on the transition into sixth grade. It has a scaffolding effect – success building upon success."

Dr. de Beer continues, "We encourage them to do things that are hard as well, so their resilience is strengthened. We had a debate in class, and they learned they didn't prepare enough. After self-evaluation, many said, 'Next time, I'll prepare more.' That's the lesson they learned that day. One minute is a long time to have the floor if you're unprepared. We hold them accountable."

Ms. Lounsbury points out, "We work really hard to make TLS a safe place to take risks and have somewhere to land." She knows sixth graders love their newly gained independence – they don't have to be walked to class, for instance, as is the custom in Lower School. Harking back to the planning that has gone into the transition, she says, "They have more freedom and responsibility now, but, it's given very strategically." Through excellent communication, parents are strategically incorporated as well. Weekly emails, both among the sixth grade faculty group and to each sixth grade parent, keep everybody – that three-part community Dr. de Beer mentions – current on school life, upcoming quizzes, tests, and community service.

Known throughout Middle School for her learning style inventory, Ms. Lounsbury helps students discover

"We have more freedom than I did last year, and I like that. During breaks, I play chess, get a snack, or play outside. Teachers trust you to do your own work and they expect you to come to them and ask questions if you don't understand something."

— Yusuf Kahloon





whether they are visual, auditory, or kinesthetic learners. In her science classroom, they explore strategies that suit them best. Matai Kleinman shares from firsthand experience: "Everybody has a different learning process, and Ms. Lounsbury's learning tools help a lot. Our teachers figure out a learning strategy that each of us can use. If you're struggling with a subject, they know you're having a hard time, and they give you extra attention so you can understand."

One might say Ms. Lounsbury has this down to a science. Naturally, she gives the strategies before test time so students can correct their assessments and master the material. She explains, "I teach the strategies by chunking the information, reviewing the material, and emphasizing what they don't know instead of what they do know. We make flash cards, putting them in an 'I know it' or 'I don't know it' pile and studying the 'I don't know' until it's all in the 'I know' pile. We use hints within the test to help with answers." She says with her warm smile, "And then, of course, I give them clues when *I know they know* the answer but just need a little help." That thoughtful encouragement, in itself, helps with any kind of transition.

Transitions continue through life. The more skillfully one is able to manage those inevitable times of change, those passages – both expected and not anticipated – into new grades, new schools, new neighborhoods, new jobs, new life opportunities, the more successful those transitions, and those people, will be. We Teach Courage at The Lexington School, and transitioning into sixth grade is a strong part of the lesson.

"I've been surprised by how much easier sixth grade is than I thought it would be. The days feel shorter. We're always doing something: playing; having our 50-minute classes; enjoying recess. We walk from class to class now, and I like that. I also like it that we get to do what we want during elective. I like to play chess. Our teachers are very active with us."

— Gist Heinrich

Thank you to Melanie Mauer Photography for sixth grade photos.

From Two who TRANSITIONED INTO TLS *as well as into Sixth Grade*



Making especially large transitions are Perle Isaro and Dominic Fannin. Both are among sixth grade students new to TLS this year.

Taking a moment from science class, and with a huge smile, Perle shares some of her irrepressible excitement at now being part of The Lexington School family. Her transition into sixth grade has been as smooth as one could possibly hope.

It all started with one of my fifth grade teachers telling me about the Pin Oak Girls Scholarship. There was a lot of paperwork. The teachers had to find the best candidates. I had interviewed here at TLS, and then I spent the whole day in the fifth grade. Greer Webb was my buddy, and she showed me the whole school. I liked how everything worked. They had science dissections with a cow heart and roller coasters with marbles and candy. Mr. Novitsky's animals made me laugh. After my visit, I got more information about The Lexington School.

My whole, entire life, I've wanted a scholarship, but I didn't think it would happen so soon. I thought I'd have to wait until college. I feel a really good "different" feeling. I've always wanted to see how other people learn and study, and how that would affect me. When I visited, in math they used a different type of division than I was doing at my school, and Mrs. Shaver was explaining it. I didn't quite get it at first, but now I do get it.

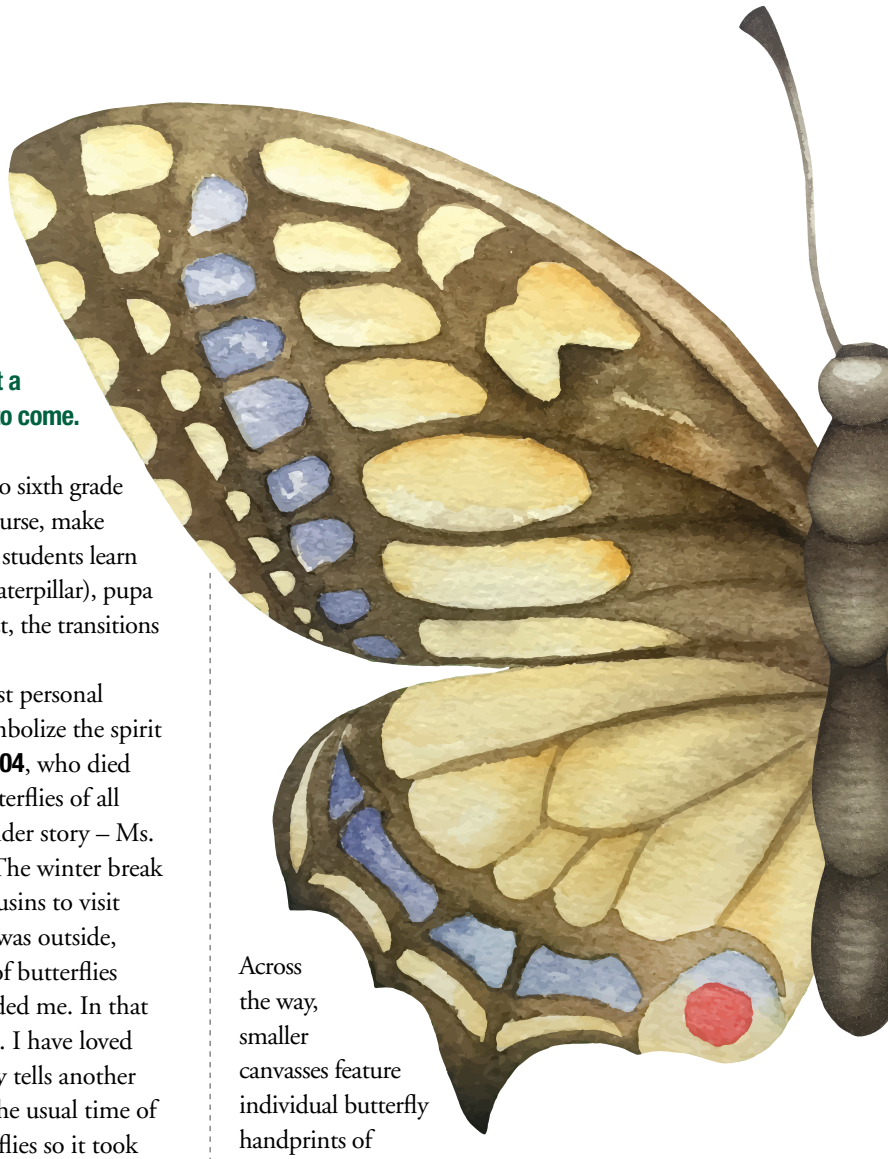
Everybody's so friendly and kind here. All Greer's friends approached me and welcomed me last year and again this year. I was waiting for the phone call. I was a little jittery. Then they asked me for another interview. I was super excited. My dad said, "Calm down, Perle. You're too much!" I took the test in the admission office with Ms. Virginia. I still remember the day. It was the last day of interviews. Weeks later – and I mean weeks later! – she gave us a call and left a message on our phone: "I have Perle's information." My heart was beating really fast. I took really big breaths. I just exploded. I was so happy.

Between classes, Dominic sits down for a moment to share thoughts about his own smooth transition into sixth grade.

You can trust people here. Everybody's nice to each other. There's not one group that's singled out, so nobody's left out. We all feel part of one big group. It's a good school for anybody.

The teachers are more understanding here. I can ask them something simple, and they'll help me with it, and I don't feel bad about asking a dumb question. The smaller class size is very helpful too, because the teachers are able to take time for each person. They teach on all different levels to give us extra help whenever we need it. Dr. de Beer recommended I read The One and Only Ivan. *I started reading it yesterday and I'm already on page 60. I like* The Giver Quartet, *that genre, so she thought I would like this book, and I do. The teachers give me more homework than I've ever had before, and it gives me a challenge. I'm learning something new all the time, and I like that. It's amazing here.*

the Butter



The butterfly on the outside of Tomi Lounsbury's sixth grade anatomy and physiology classroom door is but a welcoming harbinger of many more to come. Inside, butterflies fill the room.

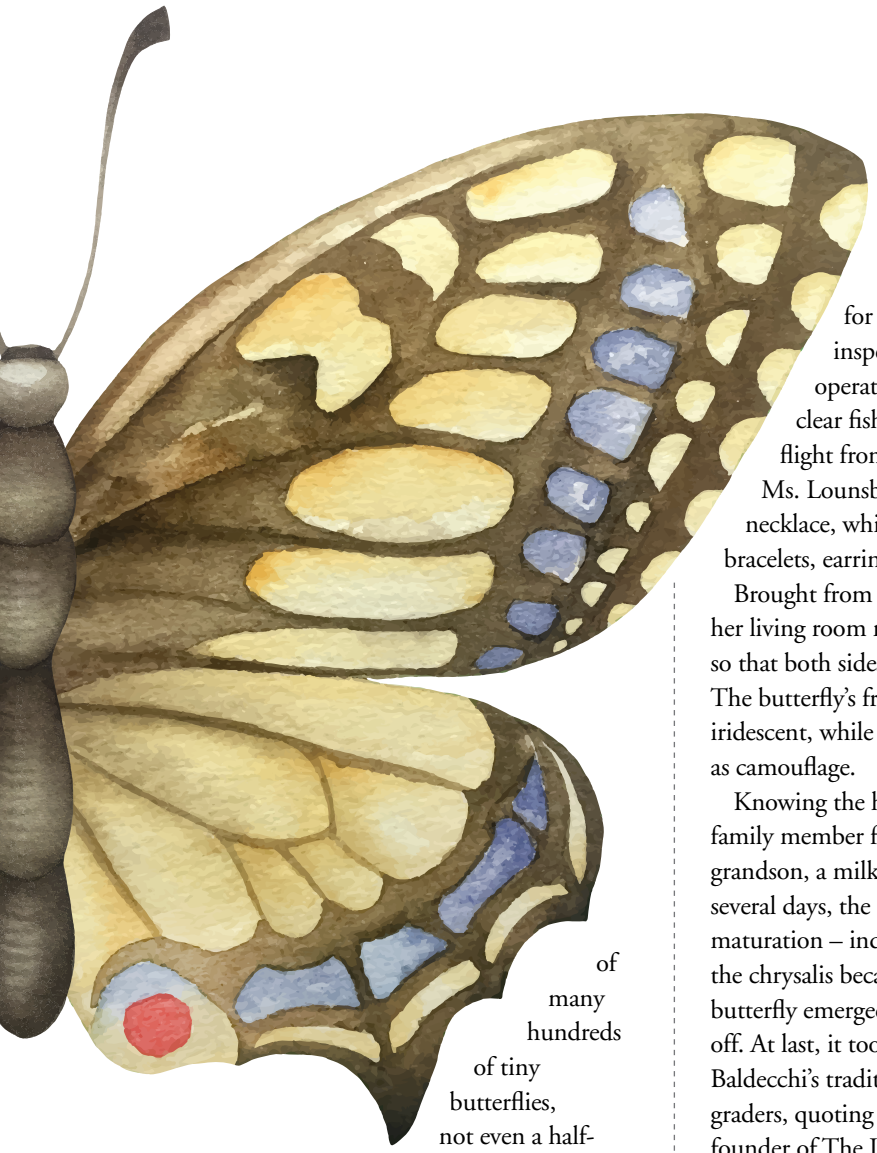
Just as young students transition into sixth grade – to Middle School – butterflies, of course, make their own transition. Early on, science students learn the four butterfly stages – egg, larva (caterpillar), pupa (chrysalis), and adult. Human or insect, the transitions are quite a metamorphosis.

Ms. Lounsbury has a deep and most personal connection with butterflies. They symbolize the spirit of her beloved son, **Evan Lounsbury '04**, who died August 19, 2011. Surrounded by butterflies of all size and color – each with its own tender story – Ms. Lounsbury shares the background: "The winter break after losing Evan, I went with two cousins to visit another cousin who lives on Maui. I was outside, standing by myself, and a huge host of butterflies appeared from nowhere and surrounded me. In that instant, I felt so connected with Evan. I have loved butterflies ever since." Ms. Lounsbury tells another story, "This past November 29, not the usual time of the year we think about seeing butterflies so it took me by surprise, I was walking Gixxie [her – *and the sixth grade's!* – dear Wheaten Terrier] here at school, especially missing Evan, and a Monarch butterfly flew right in front of me, staying for a while."

Her students know that important connection and have given her every butterfly-related item imaginable. Unsurprisingly, most are handmade and created with hearts full of love. A cursory glance around the room shows at least a hundred butterflies. There is a large canvas with advisees' handprints forming butterflies. Across the way, smaller canvasses feature individual butterfly handprints of another year's advisees. There is a huge variety of butterfly artwork, some laminated, some with sparkles, all made especially for Ms. Lounsbury. There are colorful, hand-thrown ceramic plates and mugs. Placed with great care among those are still more treasures – a candle and candle holder, a hinged box, and a key chain. To the left of her whiteboard is a two-foot-high orange, yellow, and pink rainbow poster – again made by her adoring students–

**The Butterfly Effect is a term coined in 1972 by meteorologist Edward Lorenz in describing how small changes at one place can lead to large differences.*

fly Effect*



of many hundreds of tiny butterflies, not even a half-inch long, each carefully punched out of paper and painstakingly glued to the paper backing.

A collage made from an historic book's page with a butterfly on top sits close to the blue flag that proclaims, "Give your spirit wings." A mobile with butterflies in flight hangs by the window.

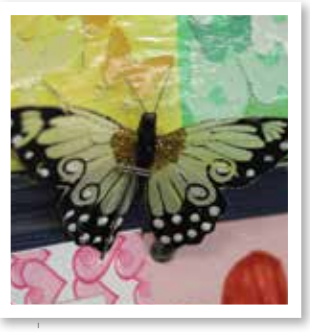
Near the butterfly candy dish is a Mason jar, of course labeled "Butterflies." A tap on the top causes the blue-winged butterfly to flit from side to side, looking for all the world to be real. Upon closer inspection, one notices the jar is battery operated with the butterfly attached to a clear fish line. With a tap, the butterfly takes flight from the invisible line. Around her neck, Ms. Lounsbury wears her favorite butterfly necklace, which she never removes. She also has bracelets, earrings, pins, and charms.

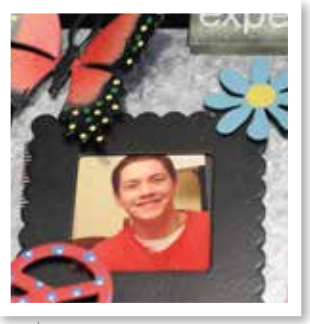
Brought from home, where it sits on the center of her living room mantelpiece, is a real butterfly, framed so that both sides are visible, a gift from a TLS family. The butterfly's front is translucent and majestically iridescent, while the back is brown and as understated as camouflage.

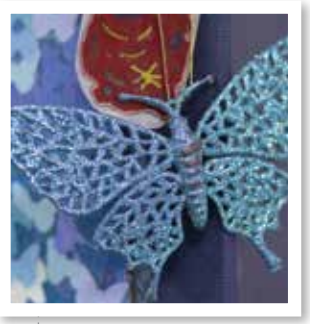
Knowing the habitat of Monarchs, a favorite TLS family member found and sent in, via her sixth grade grandson, a milkweed plant, home to a chrysalis. For several days, the class watched the formation and maturation – indoors at first, and then outside – as the chrysalis became thinner and thinner, until the butterfly emerged, wet at first, and then it dried off. At last, it took flight. This brings to mind Mr. Baldecchi's traditional graduation salute to the eighth graders, quoting **Ms. Josephine Abercrombie (H'00)**, founder of The Lexington School, "Go fly!"

In a place of honor in Ms. Lounsbury's room is a photograph of Evan as a bright-eyed, smiling five-year-old, in the summertime, standing still-as-a-statue, his arm straight out – entranced and enchanted by the butterfly on the end of his finger.

As TLS students make their transition into sixth grade, they each know whose room to visit if there is ever a moment they feel a bit unsure or have a case of the butterflies.









THE CONTINUING INFLUENCE OF AN **EXTRAORDINARY** TEACHER

Some teachers never stop teaching. Count Mary Beers as one of those. Her strong and abiding influence continues today, years after her death on August 22, 2007.

From 1983 to 2006 at The Lexington School, the Preschool was her home away from home; she devoted herself to it thoroughly and loved it completely. She taught Prekindergarten, relishing in her days and years in the classroom with the children, communicating with them in an almost magical way. In the early and mid-1980s, because Preschool was offered only in the mornings, she taught lower school science in the afternoons, especially enjoying the continued connections with "her children" whom she'd taught in Preschool. It was only natural that Preschool grew under her watchful care, and, soon, she filled the afternoon need for Preschool Director, while still teaching Prekindergarten in the mornings. For many students and families – for a generation – she embodied the TLS Preschool.

Ahead of Her Time

Into yet another generation, her enduring presence is evident through The Mary Beers Powerful Professional Development Series. Jaci Sloan, kindergarten teacher since 2002, worked side by side with Mrs. Beers and developed – both during the school day and after the bell – a cherished and lasting friendship. As Mrs. Sloan recounts, "Mary was fascinated by the brain development in young children. She was an early proponent of the fact that children learn differently from the way adults learn. She was way ahead of her time on that, just as she was way ahead on many subjects."

In the early 2000s, the two women represented TLS in Washington, DC, at the National Association for the Education of Young Children (NAEYC) meeting. The genesis of the Professional Development Series occurred then. Mrs. Sloan remembers it as if it were yesterday. She recounts, "It was in the middle of winter, about a foot of snow, probably at least ten below zero. After day-long meetings, Mary and I went out for burgers and to warm up. We talked about the importance of excellent quality professional development, of imparting accurate and current information. Mary's vision included having teachers connect; she was the original 21st Century thinker. We had no idea the impact the Series would have on other teachers or how long it would last. We thought we'd do it only a year or two. We wanted teachers to understand the importance of young children's social-emotional level, and how they learn." That's plenty of conversation over burgers.

Back home in Lexington shortly thereafter, Mrs. Beers and Mrs. Sloan invited Dr. Dave Forman, professor of graduate education and longtime administrator at Georgetown College (and proud grandfather of seventh grader Leah Hale and fourth grader Fisher Hale) to join their discussions. Crucially important to Mrs. Beers, and to Mrs. Sloan and Dr. Forman, was providing the opportunity for teachers to collaborate, to share, and to learn together to do what is best for young children. Further, because Mrs. Beers knew that children have their unique set of skills that should be developed, enhanced, and celebrated, she was a strong proponent of differentiated instruction. Teaching the whole child was a basic premise of the Series, early on.

From these delightful times of sharing and exploring ideas on childhood education, a successful partnership with Georgetown College resulted, paving the way for the inaugural program, on April 4, 2004, of The Mary Beers Powerful Professional Development Series. Always held at The Lexington School, the Series serves teachers throughout Fayette County and surrounding areas, including Kentucky Association of Independent Schools (KAIS), Good Shepherd Day School, St. Michael's School, and Walnut Hill Day School.

Mrs. Sloan, director of professional development then as well as kindergarten teacher, recalls the first schedule of programs, that springtime afternoon the Mary Beers Series launched. Mrs. Sloan opened the Series, everyone gathered in the library, with her first-hour presentation on Math Matters, distributing flipbooks of math activities. She points out, "Even today, almost 15 years later, teachers throughout Fayette County who were at that first workshop tell me *they still use* their Math Matters flipbooks! You know Mary is smiling at that!"

Celebrating Students

Mrs. Sloan says, also, "Even in 2018, we're now learning that the skills Mary felt so passionately about are being imparted and practiced in all levels and areas of education. In other words, all students learn differently, no matter their age or grade, and should be celebrated at their own level." Mrs. Beers knew that – in 1983, when she came to The Lexington School.

Reflecting on the woman she admires and respects deeply, her adored mentor, Mrs. Sloan says, "Mary's incredible vision still touches and enhances countless teachers and students. The Mary Beers Powerful Professional Development Series is a grand testament to her commitment to children and to professional development."

Mary Beers continues to teach us all.



"Mary's incredible vision still touches and enhances countless teachers and students. The Mary Beers Powerful Professional Development Series is a grand testament to her commitment to children and to professional development."

— Jaci Sloan, kindergarten teacher



THE LEARNING CENTER'S SATURDAY SERIES:

A DIFFERENT BOWL OF SATURDAY SERIAL



People like to come to school on Saturdays here at The Lexington School, and they are nourished by another type of Saturday morning serial than most families can enjoy.

Jane Childers, Director of The Learning Center, explains that The Saturday Series is cutting-edge professional development opportunity, hosted by The Learning Center. It has caught on heartily since the crisp fall morning in October, 2015, when the school welcomed its first group. Spearheaded by Anna Walsh, Instructional Specialist and director of outreach for The Learning Center, the Series was born from a desire to help the wider community. Mrs. Walsh says, "Thanks to the generosity of The Lexington School, I have received invaluable training and support, and the challenge to myself has always been, 'How can I share this with others?'"

The program began as a way to share TLS's expertise in reading and math with the broader community of teachers in Fayette and surrounding counties. Word spread quickly, and it was evident that Mrs. Walsh needed to expand the subject matter to include much more than reading and math. She also saw

the immediate need to include any person or group interested in learning practical strategies of teaching that can be implemented the next school day – or even later that afternoon, as one teacher admitted, with her own daughter. Educators throughout the Bluegrass, as well as Learning Center and TLS parents, college and graduate students, all ages, are welcome, and all benefit from lessons learned on Saturdays. Offered both in the spring and in the fall, it's a full school day, 8:00 until 3:00.The Series helps fulfill continuing education requirements of Learning Center teachers.

"Particularly inspiring as I communicate with our speakers," Mrs. Walsh says, "is to see their passion and love for working with all kinds of students, especially students with learning differences. Each seminar has led to a change in the way I teach in the classroom, and the sessions on social-emotional well-being have also led to changes in the way I parent my own children."

Mrs. Walsh continues, "I would have loved to have attended these kinds of professional development opportunities when I was a special education teacher in the public school setting. My hope is that we'll have more and more public school teachers hear about and take advantage of what we offer here on Saturdays."

Frequent Saturday Series attendee **Fielden Willmott '00**, seventh grade English teacher and advisor, says from experience, "The workshops offer terrific materials, from graphic organizers to grammar games, that I incorporate to provide differentiation for varying levels of learners. The sessions are rich in quality, last for just a few hours, and require minimal or no travel, making worthwhile professional development attainable for a busy schedule."

Courtney Stefanick, sixth grade advisor, notes, "I have thoroughly enjoyed our Saturday Series experiences and love it that they are valuable for our whole community, not just teachers or just parents. It's excellent that our parents have the opportunity to develop with us. After all, it takes a village!"

Quick to point out that Saturday Series is entirely a team effort, Mrs. Walsh says, "The teachers in The Learning Center graciously volunteer their time to run registration, clean up, and prepare folders. The maintenance staff always sets up our space perfectly. The kitchen staff prepares a delicious lunch and provides snacks during the day. IT seamlessly takes care of all our technology needs and often videos the event for those unable to be here in person. Beth Pride has been a great help with marketing. We have a wonderful team of people who have made each Saturday in the Series a resounding success."

Emphasizing that Serial lovers come in all ages, last fall's dynamic speaker was Diana Hanbury King, 93-year-old founder of The Kildonan School in Amenia, New York. Often referred to as "the living legend in the field of learning differences," in 1950, Mrs. King began teaching at Sidwell Friends School in Washington, DC, under the aegis of Miss Anna Gillingham, future educational partner of Dr. Samuel Orton, and co-founder with him of the famed Orton-Gillingham method of reading instruction. Illustrating that The Lexington School's connections run solidly through education circles, longtime TLS kindergarten teacher and wearer of many TLS hats, **Claire Macfarlane (H'79)**, joined Miss Gillingham and Mrs. King at Sidwell Friends in 1951, assisting Miss Gillingham in the compilation of research on right- and left-handedness.

The ever-young Mrs. King thoroughly impressed her audience as she spoke compellingly for three hours straight, sharing numerous words of advice with wisdom, humor, and grace. She believes teachers should, "Enjoy and appreciate everything your students produce." Mrs. Walsh confirms, "Those words have been imprinted on my heart ever since."





Saturday Series Speakers

Dr. Cheryl Chase – Executive Functioning

William Van Cleave – Written Expression and Grammar

Dr. Katrina Katen – Social and Emotional Support in the Home and Classroom

Joan Sedita – Reading Comprehension

Diana King – Writing Skills

Julie Manche – Auditory Processing

Chris Woodin – Math Instruction





LET'S READ

There's something warm and inviting and nice about a classroom that has a reading nook right over the threshold, something that says, "Come on in and join us. Stay a while. Let's visit. Let's read together." So it is with the upstairs corner classroom of Allison Downing, fourth grade language arts and social studies teacher. The room is large, naturally and cheerfully lit, often with sunshine streaming through large windows on two walls. At the same time, the room is cozy and comfy and seems smaller than it really is. The atmosphere is always friendly and engaging.

A Haven for Readers

This is the welcoming scene for the Battle of the Books at The Lexington School. Far from a battleground, though, it's a haven for readers – even in the darkness of pre-dawn hours. From October through March, two Tuesdays a month, third through fifth graders, who ordinarily like to sleep as late as possible, especially on school days, rise and shine early, grab their books, and meet at Mrs. Downing's room. It's completely optional; nobody makes them. Almost doubling as a breakfast club as well as a book club, some mornings parents bring donuts or Chef Ryan and his crew offer OJ. Rob Perez, sixth grader Calvin Perez's dad and owner of DV8 Kitchen, has treated everybody to huge and delicious cinnamon rolls. Endorsing the reading and dining combo, third grader Max de Castro, admits, "I joined because I thought it would be fun, and the book titles sounded appealing. Also, the idea of breakfast sounded interesting."

Librarian Lori Hancock is a team leader and adds her literary expertise to the group. Since Mrs. Downing had taken part in Battle of the Books at another school, the two women have collaborated to create a list of 12 books covering a variety of genres – poetry, illustrated novels, beloved fiction, current books, and Newbery Medal contenders. Third grader Claire Wilkes appreciates the wide range of selections, pointing out, "I love reading the books because they





"I love reading! This clubs shows that reading can be everything!"

— Zachary Fullerton, Fifth grader

TOGETHER!

are different from what I would normally try. This club has encouraged me to try new things."

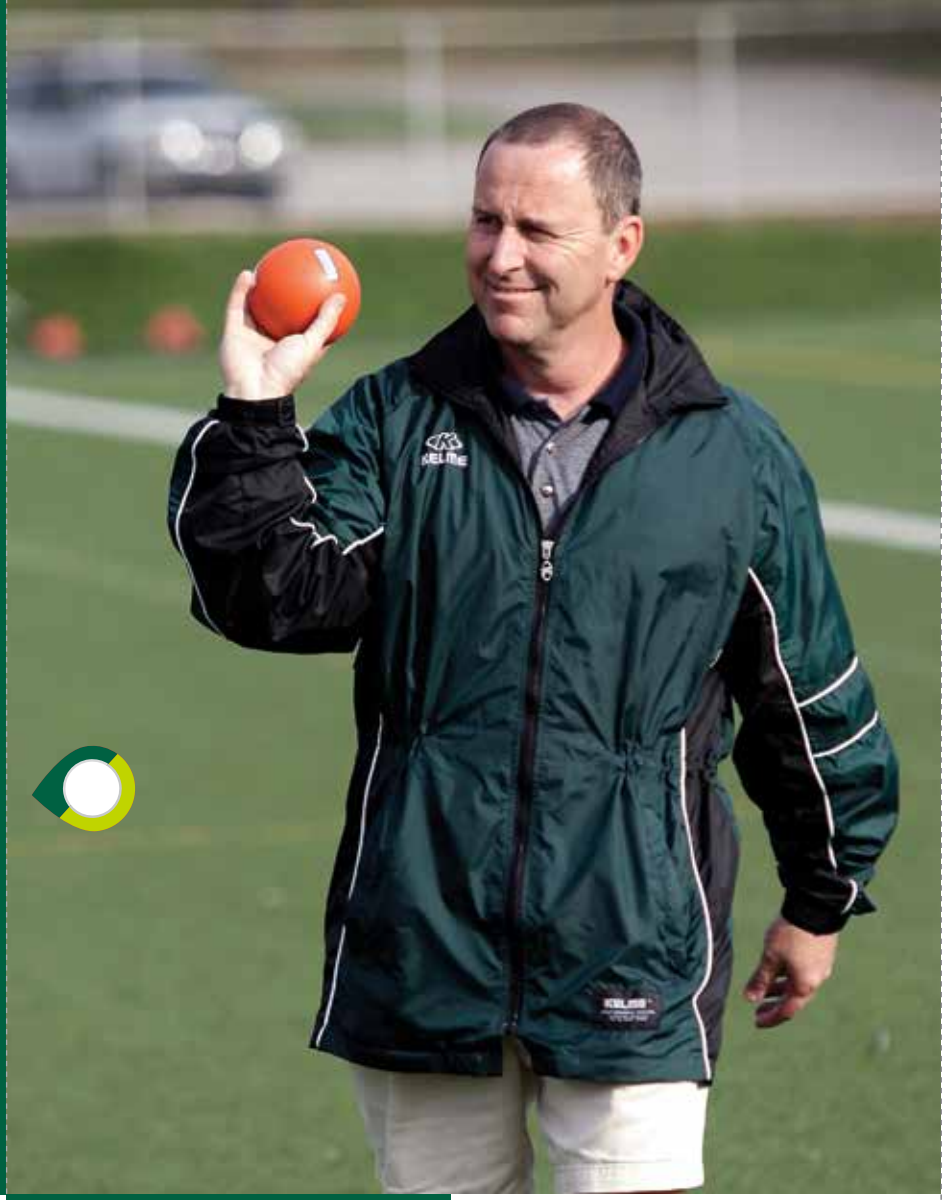
Going Places Through Books

Mrs. Downing and Mrs. Hancock lead the discussion, focusing on key characters, theme, setting, and important symbols. Students bring a variety of questions and opinions to the table and have in-depth conversations that regularly spill over into break time, lunchtime, and recess. As fifth grader Zachary Fullerton affirms, "Battle of the Books is a way for people to get connected in reading since we are reading the same books. We can talk amongst each other inside and outside of the club, which helps us get to know each other more." Chase Nurick, fifth grade, relays his point of view, saying, "It gives us a chance to explore new places by reading new books."

In late spring, with the details of a dozen books stashed in their heads, the bibliophiles advance to the next Battle of the Books round. In teams of three, well prepared with copious notes, they compete in Quick Recall format. Eager fifth grader Jack Liau says, "I'm most excited about the end-of-the-year challenge where we get to test our knowledge of the books."

As Mrs. Downing explains, "The Battle of the Books is a niche club. It encourages and honors students who love to read but who are not celebrated elsewhere for their devotion to books. It's a bit of an outside-the-box challenge as they branch out and read genres other than what they have previously enjoyed. We want them to build community and have a shared feeling of success and enthusiasm." Fifth grader Blake Butler echoes that, saying, "Battle of the Books adds friendship, and we get to know people in the other grades, which helps us to make more friends. It is all fun while we are doing 'work.'"

Sukriti Kapoor, fifth grade, closes the book on this topic when she says, "We get to work together – forty brains are better than just one. We all have different ideas, and together they all turn into one great idea."



TAKE IT & RUN WITH IT

Tom Parlanti is TLS athletics. Athletic director and physical education teacher since 1985, he is as at home in the gym or on the playing fields as he is in his own living room.





Seventh grade cousins, Clay Monohan and Amelia Monohan, take a breather at the 2017 XC State meet.

Not just to hundreds, but to thousands, he is the person who comes to mind first when talk turns to TLS sports. Outside his office, the newly refurbished gym is an impressive place, and wall space is running short for additional green and white championship banners commemorating TLS teams through the decades.

Looking forward to another track season, Coach Parlanti wants to talk more about Jim Kaiser, TLS's cross country and track coach, than about himself. He says Coach Kaiser, much celebrated UK All-American runner and then coach of UK's teams in national championships, "has had phenomenal success with our teams. By the time he'd coached seven years at TLS, he had produced a State championship cross country team. Additionally, he has had multiple teams and individuals finish in the top five at State." Coach Parlanti continues, "Since Coach Kaiser was such a strong runner himself, he knows specific details about how to help our runners know how to pace themselves and when to make their move. He knows our individual runners – knows how to get them to winning. He's easy for the kids to talk to."

The TLS mantra We Teach Courage is fully ingrained in all aspects of the athletic program.

Both coaches stress the importance of runners' doing their personal best. Life skills are honed through athletics as well as academics, and often perseverance that leads to success in sports translates to success in the classroom. Runners enjoy the feeling of accomplishment as they improve through the discipline of hard work and by following their coaches' advice. Instant gratification doesn't hold much muster. Student athletes learn patience and how to avoid injury by working for gradual improvement, while they listen to and take care of their bodies.

Tracy Dawahare, assistant cross country and track coach, credits both Coaches Parlanti and Kaiser when she says, "They make everyone feel welcome, feel that he or she belongs. The coaches believe each student who shows up has something important to offer; there is an athlete in everybody." She knows well the difference TLS athletics, and running in particular, make in the formation of character. Her daughter, **Katie Kostelic '13,** "got her foundation from running at TLS, which she began in fourth grade because she wasn't good with a ball. Over the years and with strong encouragement from both coaches, she gained confidence on the field that translated to confidence in the classroom."

Young runners show devotion to their sport. Fourth grader Taylor Riordan, who practices every day after school, describes, "I love running. I like the rush, the feeling in my heart of my teammates' working together and encouraging each another. In the meet right before State, I was next to another girl, and I could hear Coach Parlanti and Coach Kaiser yelling, 'Come on, Taylor.

Come on,' and I sprinted the last third of a mile."

Drew Chalothorn, also fourth grade, gives his point of view: "What I enjoy most are the exercises, the stretches, and that we practice for different times – one-minute, two-minutes, three-minutes, five-minutes; then we reverse that. I'm never bored, because I can always practice my running."

Between classes, seventh grade teammates gather beside their lockers, eager to talk track. Amelia Monohan, who joined the team last year, runs the 800-meter and the 4X4 relay with Zoe Schaeffer, Penelope Kwun, and fifth grader Caroline Beiting, says, "I just like competition. I don't like to lose." Zoe enjoys all the field events, especially the long jump and pole vault, because, "Track is a good way to try new things. We're close as a team. It's fun to hang out at the meets and cheer each other on." Hurdler Justine Lofwall chimes in to say, "It is really fun between hurdles. I like to get that momentum going, and it's also fun to be in the air. I run the 300-meter sprint with eight hurdles placed along the track. It's always held at the end of the meet, but my friends are still there to cheer me on."

TLS XC

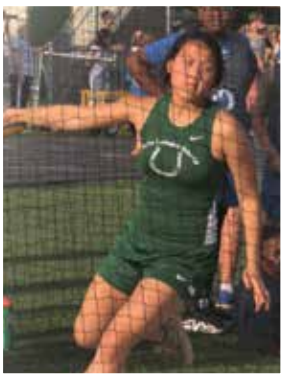
Seventh grader Clay Monohan, who began cross country in fourth grade, admits, "I was one of the slowest that fall – until track began in the spring, and then I won my age group in the mile and the half-mile." He's been winning or placing high ever since. In fifth grade, he won several XC meets at 2.9 miles and was the track State champ in the mile, finishing in 5:45. The next year, he was second in the State mile. This year, he's "won a few cross country meets, but track is my favorite." Remembering his start, he points out, "I began in fourth grade because my friends were doing it, so it was fun. I'm competitive, and I like to see my hard work paying off. I practice at school three times a week, and more at home." Showing resilience, he goes on to recount two fifth grade challenges. "At a cross country meet, four of us guys were given the wrong directions and we ran two or three minutes of extra distance, but we still won. That spring, in the State track meet, I competed with a broken arm from playing outside." The highlight of his sixth grade career was the day "Coach Parlanti and Coach Kaiser announced my name the all-school assembly and gave me a TLS jacket with my name on it. It's pretty special to me."

Also an enthusiastic track competitor, **Emma Samuel '17** returns to TLS this spring to assist the coaches in practices and meets. She remembers her own TLS career when she says, "I really enjoyed how everybody was so supportive. If you didn't win your event or if you had a hard time, they'd say, 'You tried your best. You can get it next time.' They were always there for you." Emma threw discus, and at the practice before State, she recalls, "My friends stood behind me, encouraging me. I didn't know it, but they videoed me and put it on Snapchat, saying, 'Good luck at State tomorrow, Emma!' That made me feel so good." Emma is paying forward the encouragement she received to the new group of TLS runners as, she says, "I think it's important for them to hear somebody close to their age encouraging them along the way."

Showing that TLS students – both current and former – indeed do take it and run with it is **John Gilbert '00.** Now Dr. John Gilbert, he is a diagnostic radiologist in Boston, with his Bachelor of Science Degree in Biology and Psychology with a neuroscience concentration from Duke and his Doctor of Medicine from Yale. At home in Quincy, Massachusetts, Dr. Gilbert says, "One of my favorite quotes is by Babe Ruth (even though I'm a Boston 'lifer' now and, as a Red Sox fan, remain wary of the Curse of the Bambino): 'It's hard to beat a person who never gives up.' I try to apply that philosophy to running and life. You may not be the smartest, or the fastest, or the most agile person in the room; you may mess up big time over and over again, but perseverance ultimately trumps everything. I simply will not quit, and I think that is what has fueled my success throughout life. Tom Parlanti didn't pull any punches either, and he made sure we all completed that mile up Georgian Way because he believed in the individual potential of each of us. A mile today feels like nothing, but back then, it was a Herculean task, impossible, a gut-wrenching affair when I was not exactly the healthiest kid. But he didn't make any excuses for anybody, and taught us all not to make excuses for ourselves. Thank you, Coach Parlanti." With gratitude to the coach who encouraged him years ago, Dr. Gilbert finishes by saying, "Running is my new hobby. Now I've completed eight different marathons in eight different states. Forty-two to go."

Run with it, TLSers of all ages.





Top: John Gilbert '00 crosses the 2012 New Jersey Marathon at the Shore finish line in 3:47.

Above: Emma Samuel '17, shown in spring 2016 competition, held TLS's record for discus in 5th, 6th, 7th, and 8th grades.

OFFICIAL STATS; Since 2004, 14 seasons

TRACK:

- 3 State Championships; Clay Monohan (Twice in 2016), Connor Perry (2014)
- 13 State Championship Top 10 Performances (By 9 different athletes)

CROSS COUNTRY:

- 2010 State Championship Girls Elementary Team
- 25 State Medalist Performances (Top 50 finishes)
- 64 All-Area Team Selections (At least 1 every year since 2004)
- Coaches-of-the-Year award in at least 1 division every year since 2005
- Six Top-10 Team Finishes
- Five Top-10 Individual Finishes (Mallory Linton '07 6th in 2006, Anya Molyviatis-deKwiatkowski '09 3rd in 2006, Anya Molyviatis-deKwiatkowski '09 9th in 2007, fifth grader Caroline Beiting 4th in 2017, sixth grader Kate Conklin 2nd in 2017)



Standing Ovations
ALL OVER THE WORLD

He's used to standing ovations. Michael Preacely is a favorite of audiences all over the world. To have him at The Lexington School, teaching music to fifth graders, is cause for a robust round of applause.

The much celebrated, highly sought-after baritone calls the TLS theater "home" as he shares his deep love and vast knowledge of music with his Lower Schoolers. He feels as fortunate to be at TLS as his students, and their families, feel fortunate to have him at the head of the classroom. Acclaimed within rarefied operatic and orchestral circles, Mr. Preacely is acclaimed in the Arts Wing, and way beyond, as being always kind, always encouraging, and for his sense of humor. He likes to have fun, and he shares that sense of fun while imparting his lifetime's appreciation of music with his young enthusiasts. Along with his bachelor's degree in music from Oberlin Conservatory of Music, Mr. Preacely earned his master's in music at the University of Kentucky under the esteemed Dr. Everett McCorvey.

Mr. Preacely is a man not just of great talent, but of great faith as well. Explaining that he enjoys the challenges and rewards of teaching, he paraphrases scripture when he says, "If you follow what you're supposed to do and not make it about yourself, great things will come." He goes on to say, "In this

business and in this life, you have choices. To have the decisions to make is a blessing. I endeavor to be a strong role model for my students, to work hard, and to strive to be better than the day before. At the end of each day, I want to be able to say, 'I've worked as hard as possible today.'"

He is also an adjunct professor of vocal music at Asbury University, and says, "My refined understanding of what I do in the field of the fine arts includes the teaching of the student. I enjoy being involved in the life of my students, whether they are 20 years old or 30 or 10. I feel most fortunate to be here at The Lexington School in this community where the kids love one another. For me, being here is a fulfillment of life for others. It is all about how one's own life empowers others."

Substituting three years ago while Dr. David Cooper was deep into rehearsals for the fifth grade musical gave Mr. Preacely his introduction to TLS life, which he immediately enhanced through his gift of music. Students and faculty members still remember the day, as they sat, unsuspectingly, in the lunchroom – when first one Middle Schooler, then another, then another, and then, all of a sudden, *the entire Middle School* broke into TLS's first-ever flash mob. It was quite the scene. Every person there felt the power of song that day when "It's the Hard-Knock Life" from *Annie* burst forth – a hard act to follow.

Global Performances

But Mr. Preacely knows all about following hard acts, as he himself performs hard acts routinely, on local, national, and global stages. TLS's resident operatic baritone has performed lead roles in *Porgy and Bess* in Austria, Canada, France, Holland, Russia, and the United States. Throughout the U.S., he has earned high praise for roles in *Falstaff, La Bohème, La Traviata, Rigoletto, Romeo et Juliette, Samson and Delilah, Tosca,* and *Turandot.* In mid-November, 2017, he represented the United States in Russia – for the third time. For his initial appearance, he was with a group of eight, and the two succeeding times, he was a solo artist in the concert production of *Porgy and Bess.* His week-long, third visit was by invitation from the United States Department of State, through the Fulbright Program, whose mission is "designed to increase mutual understanding between the people of the United States and the people of other countries." Only with great urging does he reflect upon the opportunities he has had when he says, "I travel the world, am able to sing in front of thousands, and have people's lives be changed by what I do. Throughout the receiving line in St. Petersburg, people were crying and wanted their pictures taken with me. It was humbling."

Closer to home and on a very different stage, Mr. Preacely carries on his tradition of volunteering to sing at Camp Nelson in Nicholasville every Memorial Day and every Veterans Day, on 11/11 at 11:00 A.M. As he says, "I just go out and sing. I enjoy meeting new people, who are kind to say, 'Thank you for your gift.' I feel it is a gift to me to be there."

Though Mr. Preacely finds it difficult to believe, he's a celebrity around town, where TLS families often see (and hear) him singing the "National Anthem" and other selections before tip-off at Rupp Arena, the first race at Keeneland, or the opening of the Kentucky Horse Park's National Horse Show at Alltech Arena.





This February, Mr. Preacely finished third of 500 at the 25th anniversary of the American Traditions Vocal Competition in Savannah, Georgia. Celebrating American composers, this respected competition requires each contestant to perform nine genres of music. In the small world of national and international singing, in March he was featured on the same bill with one of the American Traditions judges with the Cincinnati Pops Orchestra, Cirque de la Symphonie, where Mr. Preacely sang "Music of the Night" and "The Impossible Dream."

Let's sing it from the rafters – Thank you, Mr. Preacely, for all you bring to The Lexington School.

TLS PLAYWRIGHTS

Once upon a time...

In 2014, in the fall of his seventh grade year, **Fletch Griffith '16** had the big idea of writing a play. Dr. Bowling heartily encouraged his creativity. His classmates were intrigued and wanted to be part of the program. Middle Schoolers in Advanced Drama knew a good thing. Plans were briskly afoot. And planning was, indeed, a big part of it.

Dr. Bowling remembers: "I needed Fletch to give me his script a semester in advance of performance time so I could read it, become familiar with it, and plan accordingly." That meant spring, 2015. By fall, 2015, Fletch and Dr. Bowling had made some tweaks, determined the number of characters it included – how many girls, how many boys, how many members of the stage and tech crew – and had created a roadmap to opening night. Rehearsals began in earnest. On December 3 and 4, 2015, the curtain rose in the TLS theater to Fletch's *Over the Garden Wall*, his written-for-the-stage, original adaptation of the cartoon miniseries by the same name.

Back then, Anna Kate Miedler and Irene Kazee were sixth graders. The archival photo below shows their portrayal of talking trees in the magical forest of *Over the Garden Wall*. A kernel of inspiration was planted in that garden within each girl, which grew and flourished into original performances of their own. Turn the theater calendar ahead, to spring, 2017, and the process began once more. Some of the same players were now playing – and writing – the lead. Anna Kate and Irene, current eighth graders, along with seventh grader Skylar Eads, were dramatists for their own *The Disastrous Diary Debacle.*

On December 5 and 6, 2017, middle school students in Dr. Bowling's Drama Explore staged four productions of the girls' 15-minute play – two in the morning, two in the afternoon – so all TLS students, from Preschool through eighth grade, as well as proud parents and grandparents, could attend. Applause from the full-house audiences was enthusiastic and appreciative.

The aptly-named Explore, made possible by this year's new class schedule, is a hugely popular 30-minute class, giving students the freedom and impetus to explore their various interests in depth. Dr. Bowling explains, "This is for sixth, seventh, and eighth graders who love productions. Naturally, they take ownership and great pride in their student productions."

A standing ovation to Anna Kate, Irene, and Skylar and their hardworking cast and crew.

From the other side of the garden wall of learning, alum Fletch Griffith continues to inspire his TLS fellow drama enthusiasts.









LOVE, PEACE, AND UNITY

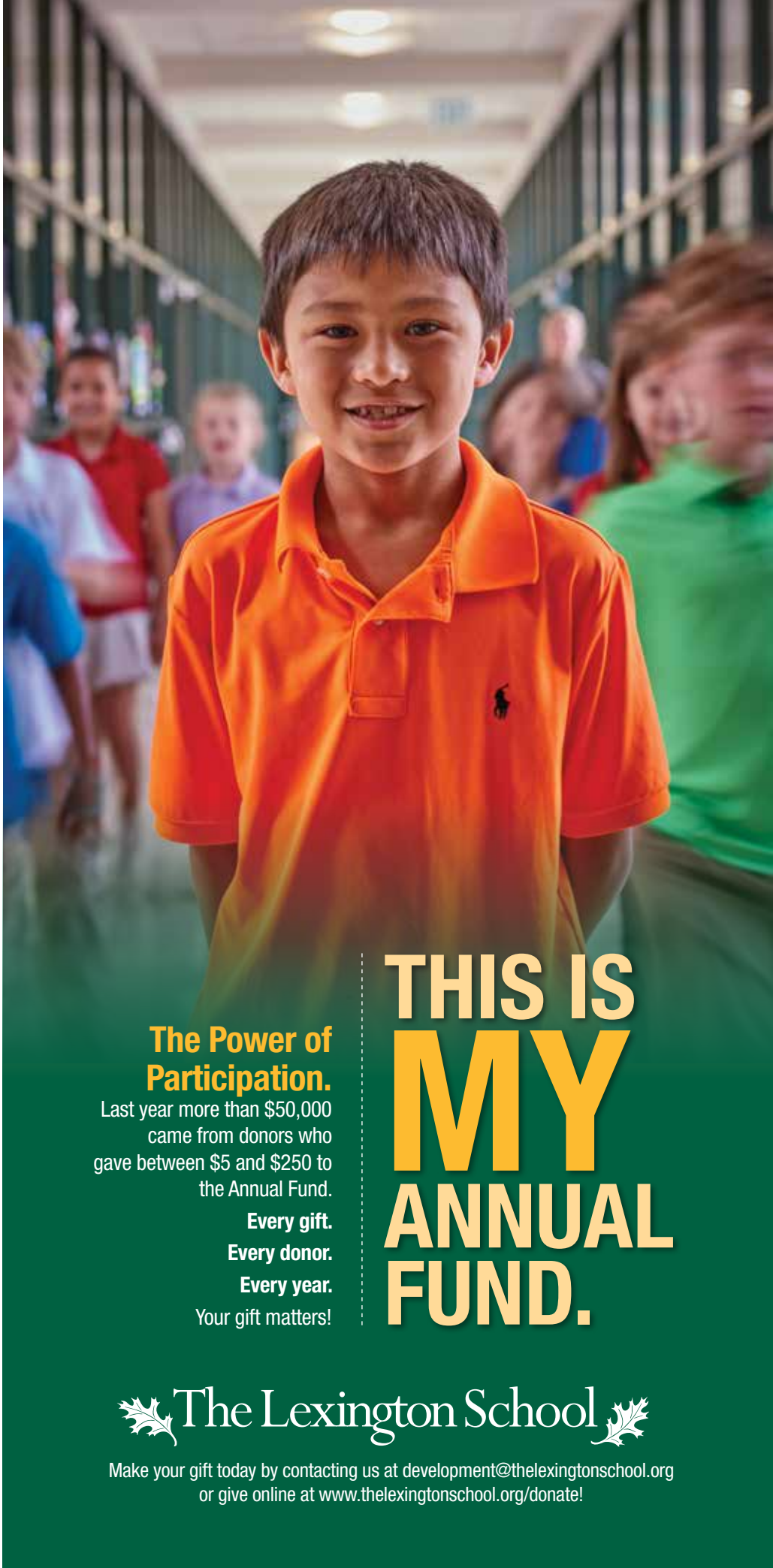
Many Languages Unite The Lexington School

Holiday season is a time of rich family tradition, and the annual Holiday Concert honors and celebrates that.

Eighth grader Ben Belin; seventh grader Laila Hernandez; and sixth graders Perle Isaro, Yusuf Kahloon, and Juliette Longbottom added their international heritage to Holiday Concert 2017. Fluent in at least one language other than English, the students of Dr. Laura Bowling, speech and drama teacher, united in a dramatic reading of *Love, Peace, and Unity*, by Richard Doiron, prolific Canadian poet. Each recited a portion of the triolet, a stanza poem of eight lines, in his or her family's native language.

Eighth grader Emily Harper introduced the poem using American Sign Language she has learned from the Explore class of Mrs. Telech. Ben addressed the group in Hebrew and Laila in Spanish. Perle, new to TLS this year, spoke in Kinyarwanda, one of four official languages of Rwanda. Yusuf, also new this year, recited his lines in Arabic, and Juliette delivered her words in French. For several students, this provided an opportunity to collaborate with parents on the intricacies of translation, and to learn a bit more about their forebears than they had previously known.

In any language, it takes tremendous courage to stand before the Holiday Concert audience of over 1,000 and to speak one's piece. These middle school students, wearing cordless headsets for amplification and using subtle hand and arm movements, delivered their words strongly and clearly, and with most admirable self-confidence. The vigorous applause they received needed no translation.





BLOCK BY BLOCK

What do you have when you combine Sarah Heller's impressive architecture background with Tyler Pace's absolute love for the great outdoors? Urban Planning! This arts class captivates fifth graders, who design and construct buildings and create a city, using Tinkercad, the computer-aided design software, and their 3D printer.

Ms. Heller, with her master's degree in architecture from UK, practiced architecture in Berlin and Los Angeles for ten years, then returned to her alma mater to teach at the School of Architecture before coming to TLS. Mr. Pace, from a very early age, has been enchanted with the gracefulness and purity of the untouched, natural world. Future TLS urban planners are fortunate to be under the tutelage of these two, who deeply respect both the built environment and the rural lands.

Creativity spills forth like paint from a bucket in Ms. Heller's art room. Children relish the opportunity to put their heads and hands around real-life questions.

Question for Consideration:

How can we make room for all these people in this clearly defined space? It begins with a gridded map, where a city block is two inches by two inches. A river runs through part of it, sacred Indian burial grounds occupy another area, and foothills are across the way. There are geographic needs and man-made and cultural needs. The ultimate goal is to create a vibrant urban community, to determine where housing and offices and common areas will be. Students figure out how transportation and sculpture parks fit in, marrying form and function.

Before this class, the children hadn't given much thought to the layout of Lexington, Kentucky, but now they begin to understand specific details that go into the planning of successful communities. They consider what makes a good city. They discuss resource management. They express their individual interests in a collective way, making room for the artist, architect, athlete, and economist, as all project participants have their important parts to play. They see urban planning as an on-going process.

Mr. Pace explains, "This class embraces the Maker Movement [the umbrella term for independent inventors and designers], top of the wave now for getting kids involved in working together and utilizing upcoming technology to design and improve solutions and products. We're using a variety of machines to implement Design Thinking [a method for creating unique solutions to complex problems] and urban thinking. It's all about problem-solving and empathy, using empathy to meet the needs of the user. In this case, the user is a community."

For the Love of Architecture

Adding his finishing touches to his city block design, Chase Nurick pauses to say, "Learning to print 3D is so much fun. We use software that builds complex objects out of simple shapes by adding and subtracting. I love architecture and imagining how buildings are made. In fact, I hope to have a job some day that uses 3D printing. It's amazing to see how many different fields use this technology. I think it's really going to change how we do things in the future."

Audrey Mauer, from her vantage point above the designed urban layout, points out, "When Ms. Heller showed us examples of things from the 3D printer, I was unsure if I could do it. Now that we've learned how to build our ideas in 3D on the computer, it's really fun. I like thinking about things in space." Audrey goes on to say, "This is one of my favorite projects we've done in art class. I've been looking forward to learning it since third grade."

These city blocks in Ms. Heller's room are building blocks for tomorrow.

Celebration 2018

Friday, May 11th
The Lexington School

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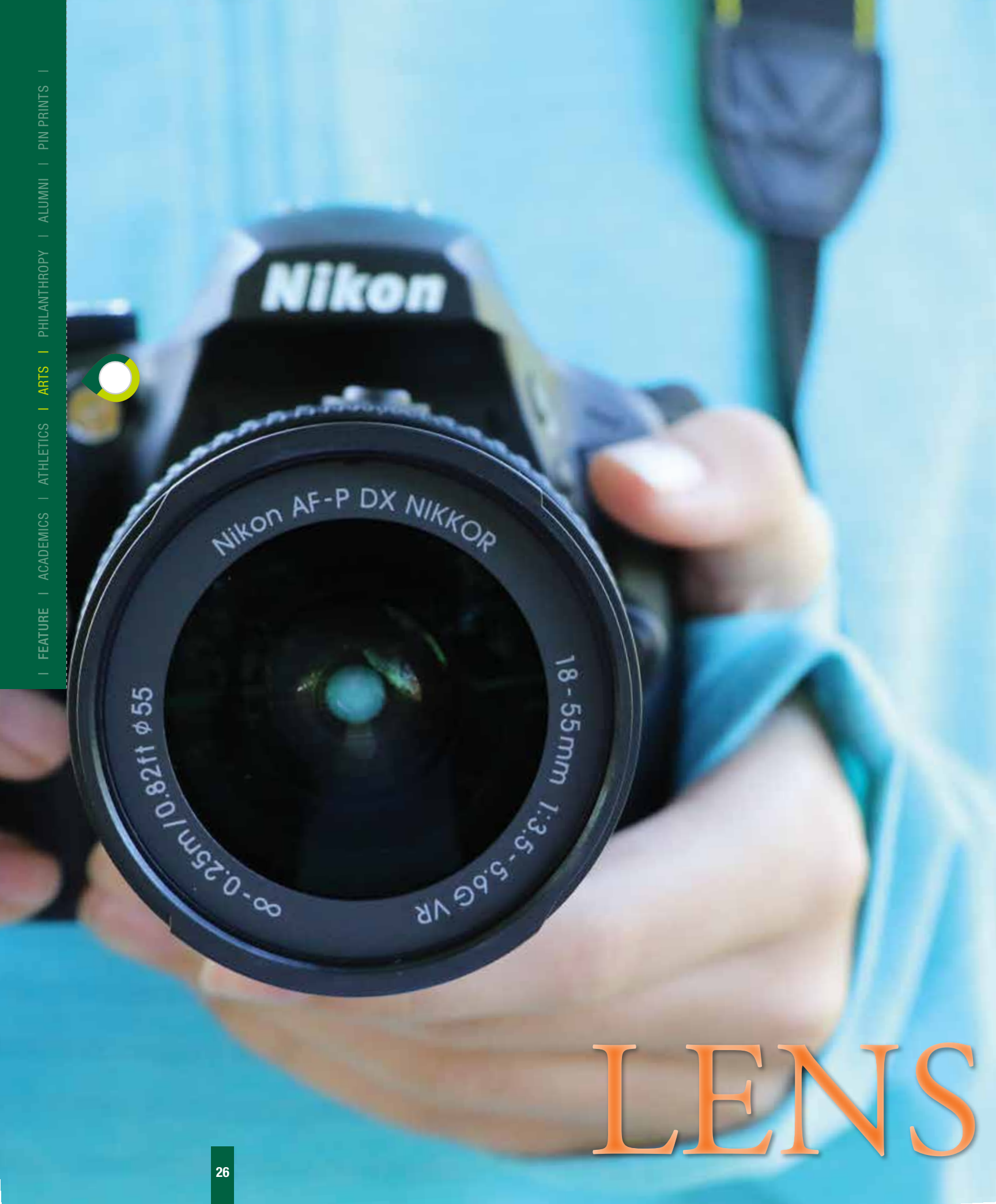
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LENS

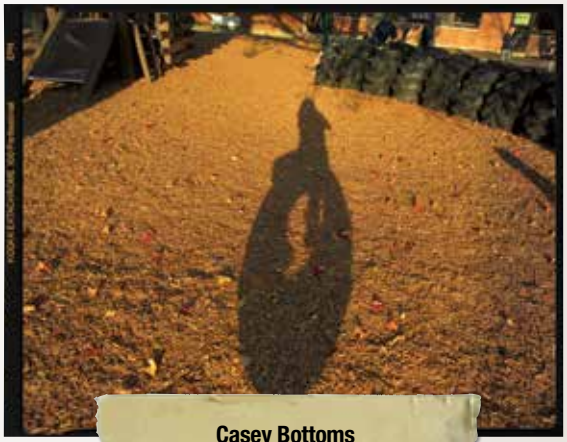
"Taking pictures is like tiptoeing into the kitchen late at night and stealing Oreo cookies." American photographer Diane Arbus could have been describing how the fourth through eighth graders in Photo Club feel about their weekly photography adventures. The club's instructor, Jo-Ellen Fischbach who takes many *Pinpoints* pictures, says: "Our group studies photography and what it means to express ourselves through the medium. We share our photography in a positive and encouraging environment. As a collective of artists, we learn about ourselves, other peoples, and the world around us in our journey together. By learning about photographers from all over the globe, we broaden our horizons. And did I say we have tons of fun together? We play photo-tag together, and we just celebrated Ansel Adams's birthday party, complete with a dance party. Through learning about photography and experiencing life together, we become better humans, friends, and artists."



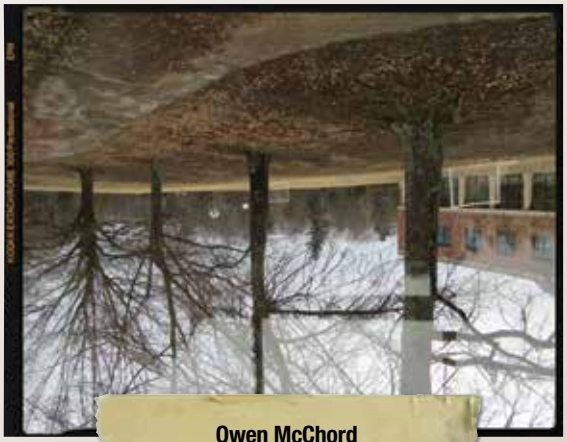
Photo by Sukriti Kapoor



-ATIONAL!



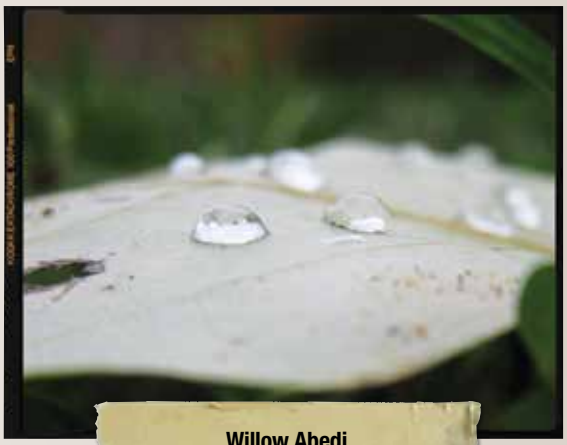
Casey Bottoms
Orange Field



Owen McChord
Falling Up



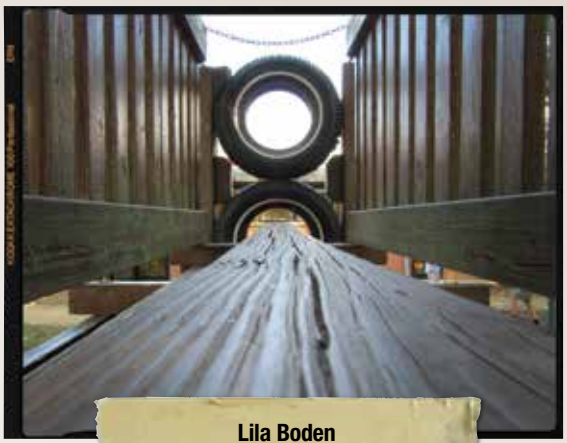
Frank Gooding
Angry Chicken



Willow Abedi
Morning Dew



Josha Partin
Life is Ours



Lila Boden
It's a Small World

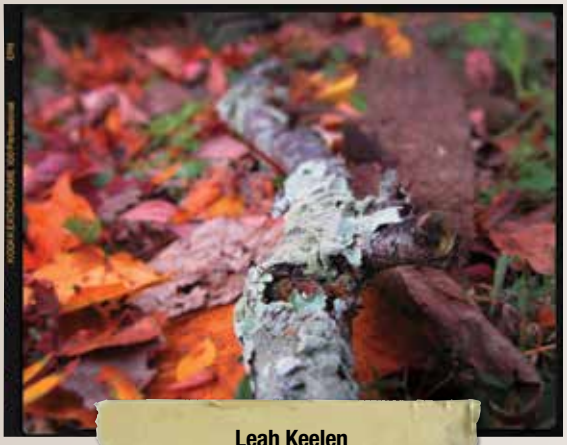
STUDENT WORK



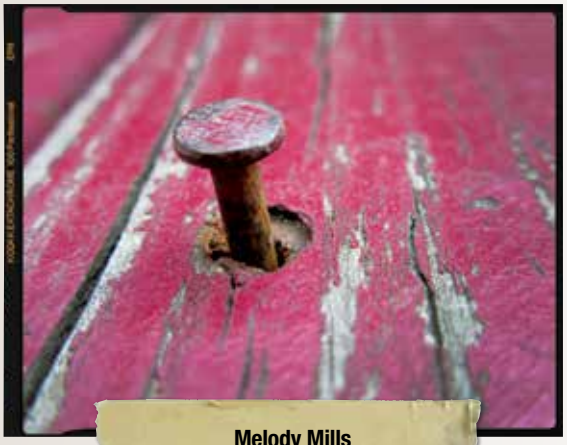
Cailyn Rogers
Stepping Out



Louisa de Beer
The Depths



Leah Keelen
Leaving



Melody Mills
Nailed It



Sophia Haddad
Bright Eyes



Audrey Mauer
Passion

WHERE HEAD & HEART GO HAND IN HAND

A well-rounded education begins in our earliest years, of course, lessons learned at home, at school, in the neighborhood, within the wider community. At The Lexington School, as one expects, the gift of learning takes place every moment of every day. Knowledge grows into wisdom; kindness and consideration evolve into an ethical, compassionate approach to life. Head and heart indeed go hand in hand.

Service Learning (SL) is a vibrant part of school life, thoughtfully and intentionally woven into the fabric of every classroom. It seamlessly incorporates each of the six character strengths of Mission Skills Assessment – teamwork, creativity, ethics, resilience, curiosity, and time management. Service Learning is a part of the school calendar that students look forward to, as they take ownership, from a very early age, of virtually all aspects of their projects. As with the success of many things, a large part of the strength of today's SL projects is in great thanks to the continued devotion, over the decades, of a multitude of dedicated parents, teachers, and administrators. The present SL team, currently co-directed by parents Robin Pennington and Lisa Williams, gives heartfelt credit to all who have served on and supported this committee throughout the years. Mrs. Pennington says, "Students' deep reflection and understanding of service to others is a foundational component of the program, along with the specific acts of giving." Mrs. Williams adds, "We stress the vital importance of students' being a solid part of the entire process, from beginning to end. It's about connecting, person to person, and understanding that connection."

Continuing the long association with William Wells Brown Elementary School, many Service Learning projects still benefit those students. Working together, WWB identifies top needs, and TLS is robust in attending to those needs.



All School: Birthday Closet

Benefitting: *William Wells Brown Elementary School; Jarrett's Joy Cart*

Who doesn't smile when thinking of the Birthday Closet? It brightens the day for givers and receivers, for young and old. Mrs. Williams speaks at a lower school assembly, encouraging children to imagine what it feels like not to have a present at birthday time. Some young ones squirm and drop their eyes, looking down at the floor. Clearly, it doesn't feel good. For the past two years, a three-day gift drive has been successful, with students invited to donate new presents in honor of TLS's September 14th birthday. At the all-school assembly, students' collective efforts are impressive: board games, puzzles, science kits, dolls, trucks, and much, much more cover the entire Colt horseshoe in the center of the big gym. For some recipients, this act of giving means more to them than one might imagine, for this is often the only present they receive on their special day. In response, the birthday girl or boy writes a thank you note, many of which are displayed on the Parent Association bulletin board in the TLS hallway outside the lunch room. With tremendous

appreciation, Yvonne Walters, WWB's Family Resource Center Director, says, "We here at William Wells Brown Elementary are so very thankful to The Lexington School for supplying our students with a brand new gift for their birthday year after year. There are no words to express the looks on our students' faces when they come into the Family Resource Center to the Birthday Closet, open those doors, and see all the new toys, balls, books, games, etc., that have been provided to them to choose for their very own. Our students are extremely grateful and appreciative of the generosity of our sister school, TLS! We here at WWB love TLS!"

Because the school's generosity exceeds the number of WWB birthdays, Jarrett's Joy Cart at UK's Kentucky Children's Hospital also benefits from presents for children in need.



Preschool: Mitten Tree

Benefitting: *William Wells Brown Elementary School*

Role play is an important part of the preschool day, as children begin to envision what life is like from another person's point of view. Agreeing it's uncomfortable – and it sometimes hurts – to go outside in the winter not wearing mittens or a hat, youngsters add their natural empathy to supplying the Mitten Tree, the group project of collecting mittens (and scarves, hats, and boots) for William Wells Brown students their age and a bit older. The soon-to-be-donated mittens Preschoolers bring in are pinned on to one of the three trees, made of felt, along the preschool hallway, where the children delight in watching as their gifts decorate the festive trees. WWB administrators say their students depend on these donations.

Understanding why it's important to give to others, Kindergartner Daniel Milward, son of Lindsay and **Will Milward '99**, says it all: "We give the mittens to be kind."

First Grade: Military Missions; Operation S.E.N.D.

Benefitting: *Deployed Kentucky Military Personnel*

Children's innate enthusiasm and sense of wonder is tapped as they gather items to fill a military care package. What would somebody's mom or dad want? What will fit inside the box? What can be mailed without melting or dripping? Ice cream cones and bananas won't work, but tasty and non-perishable snacks, purple powdered drink mixes, striped socks, plenty of notepaper and colored pens, and a wide assortment of personal care items fit the bill. First graders lead the schoolwide charge for the most meaningful provisions of all, though – handmade cards and handwritten letters. Letter-writing day yields at least ten creative and touching messages of thanks and admiration for each service person.

To give more thorough understanding, Army Major John Harvey, father of first grader Calvin and Prekindergartner Mac, speaks to the first graders on what it's like to be deployed and how much their kindness means to military men and women away from home. On packing day, children immerse themselves in the valuable role of sorting and organizing all the contents, readying the packages for mailing to deployed Kentucky military personnel around the globe.





Second Grade: Police Pals

Benefitting: *Children in Crisis*

Knowing there's nothing like a teddy bear when you're having a hard time, second graders host a drive to collect new or like-new small to medium-sized stuffed animals. Police Officer Anthany Beatty Jr., father of eighth grader Kennedy and third grader Peyton, says, "The Lexington Police Department looks forward to being able to serve the Fayette County community in ways other than enforcing laws. The stuffed animals are the perfect vehicle to do just that. In many situations we encounter as police officers, there are young children involved. Having something

to offer, such as the stuffies generously donated by The Lexington School, creates the opportunity for police officers to break down communication barriers and create a positive interaction for those children." Relaying a specific instance, he continues, "I was able to comfort a young lady, who was afraid of the fact that I pulled her mother over for an insignificant traffic violation. What I loved about how the stuffed animal helped me in that situation was, by the end of the interaction, the child had a smile on her face that stretched from ear-to-ear. This is just one of the numerous ways the Lexington Police Department uses the stuffies to create positive relationships with the community we serve. Thanks again to The Lexington School!"



Third Grade: International Book Project; Books as Bridges; Pen Pal Program & Book Drive

Benefitting: *International Third Graders*

Third graders around the world have much in common. Widening TLS's horizons, Lexington's International Book Project, founded in 1966, facilitates pairing our students with an overseas partner classroom to provide firsthand opportunity for cultural exchange. The Books as Bridges project gives cultural literacy lessons on the chosen country – this year, Uganda. Students write three letters to each other throughout the academic year, introducing themselves, describing day-to-day life at their schools, and making trans-global connections. The pen pals also exchange cultural packages, which include pictures and small trinkets and toys representing what's important to them in their respective countries. TLS seems nearer to Uganda now. As Woods Nahra says from his lower school room, "It's cool because we can talk to each other. We can write about things we like and we might have a lot in common. I like that we are going to make a package that has pictures of our class, more letters that we'll write back to what they said, and things that we like here at TLS." Classmate Catherine Griffin agrees, "I like this project because we don't know what our pen pals look like, but there is still so much to talk about – our hobbies and favorite things, what we like to do. We can customize our letter and learn more about each other." Auveen Shah points out, "I think it's a cool project because they are so many miles away from us. Something cool about my pen pal is that Fiona is an Irish name, and it's the name of my pen pal in Uganda!"

The project culminates with a student-led book drive, with all books donated to the International Book Project, which distributes them both locally and throughout the world.



Fourth Grade: Pin Oak Greetings

Benefitting: *Anyone!*

The art of the handwritten letter is timeless. Fourth graders send messages of kindness via handwritten cards and letters, instantly giving the gift of thoughtfulness. Students think and discuss earnestly to determine which individuals or groups might enjoy receiving handwritten words. The classmates then learn about the person or organization and reflect upon why he or she might like to receive a day-brightening message. They follow through each month by writing and hand-delivering or mailing their letters, both within the TLS family and to those with no school connection. Chef Ryan and his lunchroom staff are among the first recipients of handwritten greetings, along with Todd Morrison and Jeff Crowe, who care for TLS's buildings and grounds. Members of the front administration office, too, are appreciative recipients, as are a number of former teachers, who thoroughly enjoy keeping connections with the school. Outside the school community, police officers and firefighters are high on the list of those students all want to thank.



To enhance the students' level of reflection, Mr. Baldecchi describes the honored tradition of eighth graders' writing a business letter to him the spring before graduation. He emphasizes the importance of good communication skills and good manners. Showing the meaningfulness of handwritten correspondence, too, even after decades, Ms. Zimmerman shares her grand collection of notes and letters from students and parents, saved throughout her teaching career.

Fifth Grade: Green Tree Plastics; Caps to Benches

Benefitting: *The Environment and The Lexington School*

Anyone who has been part of lower school morning carline knows about Caps to Benches. Fifth graders lug in bags heaping full of plastic bottle caps and lids of all sizes and colors. Like magicians, they change caps into benches and tables. Taking responsibility from day one for their Service Learning project, the students set their recycling goal – number of pounds – by deciding the type of bench or table they want to purchase from Green Tree Plastics, manufacturer of recycled products. They make an array of colorful posters to promote their project. They put great effort into decorating their collection's containers, and the fun continues. They collect, sort, and weigh their abundance, and then scout around for even more caps and lids.

Mrs. Williams notes, "This incorporates Design Thinking [a method for creating unique solutions to complex problems], as the kids develop strategies to collect their caps." Last year's collection weighed in at 1,928 pounds, definitely qualifying for a Design Thinking "complex problem," calling for a "unique solution" to squeeze all the bags full of caps and lids into Mrs. Pennington's extra-long trailer, which was filled to the brim after the final bag was stowed.

While the massive recycling efforts teach lifelong lessons on environmental studies, last year's collection qualified, too, for a bench and a picnic table, popular meeting and visiting and resting places for the entire school.





Middle School: Thanksgiving Baskets/Holiday Shopping

Benefitting: *William Wells Brown Elementary School*

To help spread the joy and the bounty of the holiday season, before Thanksgiving, middle school students walk to Kroger as a group with their advisor to buy a variety of healthful and delicious and special food selections for five William Wells Brown families. Deliveries are made to WWB, with any additional groceries shared with God's Pantry. After Thanksgiving, each advisor group also shops for a specific WWB child, with help from a list provided by that school. TLS middle school students enjoy the spirit of giving as they take great care in wrapping each of the toys and books for delivery to WWB.

Additionally, each middle school student completes two Service Learning hours per term at an organization they choose. Monthly opportunities have proven especially successful, with 12 to 15 students taking part each time.

Robin Pennington; co-director
Lisa Williams; co-director
Kim Gabbard and Kristin Lawson; assistant chairs, next year's co-directors
Lisa McFadden; Birthday Closet
Amy Watts; Mitten Tree
Christy Roth; former Parents Association president
Heather Broadbent; current Parents Association president

WHERE HEAD & HEART GO HAND IN HAND

ONCE *and again!*

History does repeat itself. Students have learned that in Miss Cowling's classes, and it's been happening every year at The Lexington School for quite a while now. Alumni return to their alma mater as parents. It's sometimes a hard-to-believe fact, as former students ask, "Where did all those years go?" "Wasn't it just the other day, I was reaching for my third chocolate milk, hoping Mrs. Geddes was looking the other way?" "Do you remember that Paddington had the same thing we had for lunch every day? That magical Miss Bale."

There are nine new alumni parent families – and two new alumni grandparents – this year, a strong continuation of family tradition. **Jimmy Bell '69**, father of **Tyler Bell Jones '98** and grandfather of Kindergartner B Jones, has a different vantage point of the preschool hallway than most. He was in Kindergarten himself, in Mrs. Webber's class, on the first day the school opened, in 1959. He walked the same long hallway at the same age B is now. Thinking back, he says, "I have such wonderful memories of my experiences at The Lexington School and I'm very excited for what lies ahead for B in his own journey."

Louise Prewitt Lagrew '74, mother of **James Lagrew '02**, is the proud grandmother of Embry Lagrew, in the Acorns class. Remembering her decades-long association with The Lexington School, Mrs. Lagrew says, "One of the values of TLS is the parent and teacher culture. People learn there. That is the lifelong value we take away. The perennial student has a much more interesting life than one who's not engaged in learning. I think immediately of Thomas Jefferson and of Renaissance learners. [My husband] Jeff and I sent our children [**Joe Lagrew '98**, **Lucy Lagrew MacCarthy '99**, and **James Lagrew '02**] to TLS because we wanted them to learn how to think. Learning the facts is not nearly as important as knowing *how* to think. That's why Laura Bonzo is such a delight; she taught the students to think in written form." *[Editor's Note: Mrs. Lagrew was salutatorian of the* **Class of 1974.]**



The Barr Family

Andy Barr '89, brother of **Emily Barr Richards '87** and **Peter Barr '96**, expresses his TLS feelings well: "As first-time TLS parents, Carol and I are so grateful Eleanor – and soon Mary Clay – will have access to the same outstanding educational experience, in Mrs. Hetman's first grade, that I had during the 1980s. Yet with what we've witnessed in less than one year, I'm convinced The Lexington School has become even more outstanding since my graduation in 1989. Of course, the beautiful new lower school building, the pristine athletic fields, the acquisition of Scarlet Gate, the national ranking recognition, and a seemingly more orderly lunch period followed by student cleanup (or did I just forget about that?) are all positive additions since my time at TLS. But one experience remains constant: caring, competent, and conscientious teachers who work hard to instill in all of these students a sense of courage and a love of learning. I look forward to following my daughters as they embark upon many fun and rewarding experiences, some perhaps reminiscent of my own favorite memories of TLS, including those great trips we took to Pine Mountain, Colorado, and Washington, DC. That last destination must have made an impression!"



The Hall Family

Jillian Burgess Hall '97 remembers, "The four Burgess children [**Jillian '97**, **Jonathan '99**, **Logan '02**, and **Kegan '05**] first joined the TLS family in 1994, when I entered as a seventh grader, and continued until Kegan graduated from the eighth grade in 2005. I have years of memories, both as a student and a sibling. Some of those recollections are a bit terrifying. When Miss Cowling chastised me for nervously misspelling Alabama, my 'Heart of Dixie' mother was so ashamed. Other thoughts are more positive: eighth grade camaraderie on the basketball green team and helpfully keeping the bench warm; fascinating lessons, old photographs, and stories in Mr. Hardesty's science class; and the incredible kindness of all the teachers as they assisted with my awkward middle school transition. I only spent two years at TLS as a student, but have forged relationships with teachers from whom I never had the pleasure of learning. I also memorized the school number from the many calls my mother received regarding my brothers, yet I know TLS is the perfect school family for Gerrit, now in Mrs. Eakle's first grade, to join. And I will never again spell Alabama with an extra B."



The Isernhagen Family

Blake Isernhagen '99 recalls, "I have many fond childhood memories when my sister **Laura** [**Isernhagen '06**] and I were students here, walking through the halls and spending countless hours in the classrooms at TLS. It is very special now for Kallista and me to have our son, Brody, begin his journey at the same wonderful school that was so instrumental in my education. The TLS teachers are still exceptional, and we are very blessed that Mrs. Murray and Mrs. Sandberg are Brody's first teachers, in the Acorns classroom. They have picked up for him where Mrs. Barker and Mrs. Sadler left off for me in Kindergarten." The June, 2017, family photo includes Brody's younger brother, Boston.



The Jones Family

Keeping up with the Joneses is not easy. **Tyler Bell Jones '98**, daughter of **Jimmy Bell '69** and sister of **Gatewood Bell '97** and **Shelby Bell Gressett '00**, and **Bret Jones '96**, brother of **Lucy Jones '91**, have more TLS connections than most folks. Bret says, "Tyler and I were both very fortunate to have had

great experiences as TLS students. For my part, I'm not sure I would have left had they not locked the doors after graduation. I'm sure it's been written in these pages innumerable times, but my TLS friends will forever be among my closest, and the memories we have together are uniquely special. It's those same memories that come to me every time I walk B into Mrs. Stout's kindergarten class. It's impossible for me to walk through the TLS front door and not think of how many great times we had and important lessons we learned within those walls. Some stories I'll tell B, and some are probably better left untold. But what makes me the happiest is that he's well on his way to making his own memories in a school that I know will be every bit as special to him as it has been to Tyler and me. We are a very lucky family to have The Lexington School in our lives." Jack and Thomas are getting to know TLS as well.



The Lagrew Family

A second generation TLSer, along with his siblings, **Joe Lagrew '98** and **Lucy Lagrew MacCarthy '99**, **James Lagrew '02** says, "Amber's and my daughter, Embry, enrolled this year at The Lexington School. As an alum, I've felt the parental experience has been both nostalgic and surreal. Dropping Embry off in the same hallway that began my scholastic career stirs uncannily conflicting emotions: fond, youthful memories slam against the inescapable, "Wow, I feel old." As an adult, I know the most enduring legacy of TLS is the friendships. From teachers like Mrs. (make that Doctor) Bonzo-Sims to classmates, many of my closest and most enduring friendships began at TLS. Embry has already made tight bonds with many of her fellow Acorns with Mrs. Murray and Mrs. Sandberg. I find it incredibly gratifying to watch her form the start of lasting connections. One day, I hope she can experience the same peculiar combination of emotions while taking her child to TLS (and feel old!). In the Thanksgiving photo, Embry's brother, Anderson, also smiles for the camera.



The Lewis Family

It seems like yesterday for **Molly Nicol Lewis '97** that she and her brothers, **B. Nicol '91** and **Price Nicol '94**, were TLS students. With Robert in Mrs. Eakle's first grade, she says, "Many things have stayed the same. In addition to the consistent smell of the hallways and familiar faces of many teachers, my bright feelings about TLS remain. The school's innovation is also the same, though that certainly means something different in 2017 than it did in 1985, when I began in Mrs. Beers's Pre-K or graduated from the ninth grade with 19 others in 1997." Molly picks a few of her TLS favorites, though she could easily add many more: "I love that the morning drop-off still involves a warm greeting. Bobby Johnson's friendly slap on the back under the canopy has evolved into a respectful handshake with an administrator outside the impressive lower school wing, but the emphasis on welcoming each and every student has not changed. I also love that Daphne [eighth grader Daphne Nicol, Molly's niece] just returned from the Breckenridge ski trip and loved it as much as I did. From what she told me, it's still a wonderful Winter Break experience with school friends and teachers, with just the right amount of independence. The Holiday Concert still continues to be the sweetest tradition. And, of course, we all love the school spirit and cheering on the Colts." Younger brother Bruce is also included in the family photo.



The Kav Milward Family

Remembering his own TLS days and those of his sister, **Emily Milward Magevney '97**, **Kav Milward '95** shares thoughts about Canter's school experience: "As an alum, I was so excited and proud for Canter to start at TLS. Walking him in on the first day and seeing him give Chuck a high-five will be a great memory for Cathy and me for a long time. As with anybody starting at a new school, Canter was a bit apprehensive at first. But after getting to know Mrs. Metze, his teacher, and his classmates, he has really thrived and couldn't be happier. Although my kindergarten years are far behind me, Canter and I have bonded over the fact that we both had Mrs. Anderson for music. He loves having the same teacher Daddy had! The school itself has changed for the better from the lunch options to employing the most advanced teaching techniques, but the heart of TLS hasn't changed a bit: all of the staff and teachers have always put the kids first." Canter's younger brother, Henry, rounds out the family picture.



The Will Milward Family

Will Milward '99, brother of **Webb Milward '96** and **Jeff Milward '99**, says, "When Daniel started Kindergarten with Mrs. Harrison this fall, Lindsay and I knew he would love it, and not just because of my own positive TLS experience. We knew the friends, activities, and specials would leave him with his own lasting memories, and that certainly is the case. He has become great friends with all of the boys in his class; he played the triangle in the Holiday Concert; and he was anointed 'Razzle Dazzle' for a week in January. The appropriately named 'specials' are what he seems to enjoy most (outside of recess). In the mornings, I usually look up for him what he has in store for the day – whether it's PE, music, drama, or art, his face lights up with excitement. He especially likes to hear how his own experiences mimic mine, that Mrs. Anderson was my music teacher too, or that I had PE in the same little gym. It delights Lindsay and me that he can have such a positive experience at such a young age, but we also know how much is yet to come. With Little Kentucky Derbys, carnivals, and school trips, to name just a few, the next eight years will certainly be magical for him and for Paine and Austin as they, too, join the TLS family."



The Stuart Family

Will's top three favorites about TLS:
"Mrs. Metze, because she's a great kindergarten teacher. She's funny and I like the books she reads."
"PE is my favorite. We do lots of cool sports and obstacle courses."
"I like the people who go to the school 'cause they're good."

Sandy Stuart '97 says, "TLS has offered Will an opportunity to learn that working hard results in academic and emotional growth, especially if there are obstacles to overcome. He has many opportunities for classroom success, enabling him to gain confidence as a student. He enjoys reading to his class and writing stories – his most recent, a nonfiction comedy about our new puppy, Chase. We are fortunate that Will's teachers and his occupational therapist work together to create a learning environment that is best for him, while teaching him the tools he needs to become a better learner. He is eager to go to school and loves playing – learning – alongside friends throughout the day." Will has younger sisters, Millie, four, and two-year-old Mary Grace.

Alana emphasizes, "Mrs. Metze loves the children for who they are. She tells us parents how our child is a gift. As a mom, I know Mrs. Metze treats the children like a treasure whose value should be shared. How could anyone ask for more for their child? Our family is blessed to be part of the TLS community!"

MEET YOU IN THE PADDOCK

The perfect place for TLS Colts to gather, The Paddock is, as one Alumni Council member put it, "like one huge TLS reunion that's open 24/7, where you can see old friends again, catch up with classmates, and meet other alumni and friends of TLS you hadn't known before. You can wear your jeans or your pajamas, and you don't have to get a sitter."

Launched on December 15, 2017, the morning of The Lexington School's Holiday Concert, The Paddock brings the entire TLS community together in this new professional and social networking site. The idea originated from Alumni Council discussions on various ways to connect alumni with each other and with parents, grandparents, faculty/staff, and friends of The Lexington School. Council president **Kav Milward '95** says, "It's one point of contact for the entire TLS community (past and present); it's the LinkedIn of TLS."



Jeff Truitt '85

The Paddock is a closed network, open only to The Lexington School family, easily joined via your email, Facebook, LinkedIn, or through the TLS website, **www.thelexingtonschool.org/alumni.** Popular with alumni of all ages who enjoy reconnecting for the fun of it, The Paddock gives our community the opportunity to post and look for jobs and internships, find a mentor, seek career and education advice, look at and post pictures, keep up with reunions and events, and much more! Council member **Will Milward '99** emphasizes, "The value is its building a sense of community."

Jeff Truitt '85, former Alumni Council president and current member, has been instrumental in encouraging TLS to make it easier for all members of The Lexington School family to connect for networking opportunities. He likes how interactive The Paddock is, making it an efficient tool for relationship-building.



Katherine Alford '94

Although the site is still in its infancy, members have begun not only to find each other to connect or reconnect, but "Groups" have also begun to form. **Kathleen Eastland Mattacola '87** is using The Paddock to help plan a cluster reunion this spring for the **Classes of '87**, **'88**, and **'89**. By establishing a group in The Paddock, these alumni can communicate easily with each other and invite other alumni from their classes into the group as they find them.

Another group that has popped up in The Paddock has been of more "practical" use, especially to current TLS parents – babysitters! Young alumni who are looking for babysitting jobs or want to make connections with parents who need reliable babysitters on a semi-regular basis have formed a Paddock group. Other equally-motivated young alumni have offered lawn care services and have formed a Paddock group to network and find potential clients.

Being part of The Lexington School community provides a common set of experiences and creates a high bar for excellence. When building relationships for career development, volunteer opportunities, or even getting established after relocating, The Lexington School family is a valuable resource that stretches far and wide. The potential for meaningful connections is endless.

One who knows the importance of those meaningful connections is **Katherine Alford '94**. With both her bachelor's in economics and her Master of Education Degree in Student Affairs from the University of Virginia, she is Senior Associate Director of Admissions at UVA's Darden School of Business. Since Darden has expanded to Washington, DC, she is based there, though her recruiting territory is Europe. She says, "If there is one thing I have learned

through my career helping others transition into more meaningful work, it is the power of networking. When reading applications for candidates who want to make a big career switch, I always ask 'What is the quality of this candidate's network?' People find jobs through people. I'm thrilled to see that The Lexington School has created a simple tool to help us connect with our classmates and fellow alumni. The education at TLS prepared us for leadership in a wide array of industries and functions, and with the help of The Paddock, we are now able to connect on a professional level with a diverse network of successful people who share the common bond of TLS."

From Newton, Massachusetts, **James Park '78** says, "I joined The Paddock because it seemed like such a great way for TLS alumni to connect, especially with fellow graduates who work in a related field, and because I could imagine it being very useful to younger alumni who are just beginning to develop their careers." James is an Engineering Manager at Akamai Technologies and his wife, Kathleen, is a professor specializing in international strategy and innovation at Boston University. The doctors Park – both with MIT PhDs – and their daughter, Charlotte, a senior at Miss Porter's who is already accepted early action at CalTech, and son Alexander, in first grade, lived for several years in Kuwait. During their time there, James was Principal Software Engineer at Akamai Technologies; Kathleen was professor at the Gulf University for Science and Technology; Charlotte studied at the American School of Kuwait; and Alexander attended Little Harvard Preschool in Kuwait.

You never know who you're going to meet in The Paddock. Join today!



Kav Milward '95

THE PADDOCK

JOIN US IN BUILDING THE NEW TLS NETWORK

The new professional networking site for The Lexington School community has launched! Parents, grandparents, alumni, and friends—sign up now and begin making connections.

www.tlsalumni.com







Connect with members of the TLS community | Find a mentor
Post and search for jobs | Seek career advice

The Lexington School



it just takes A [MENTORING]

A moment can change a life. Condensed into five-minute videos, Mentoring Moments features TLS alumni sharing thoughts and experiences with younger alums on finding one's path in the working environment. These short pieces, TLS's own version of TED Talks, provide an easily accessible place for young Lexington School alumni to receive guidance and encouragement from fellow TLS alumni who have become recognized experts in their chosen fields.

Beyond the nuggets of practical, real-world advice contained in these short interviews, Mentoring Moments helps young alumni strengthen their post-TLS network support system and hear from people who used to occupy the very same seats in their classrooms at TLS. The collaborative effort also goes hand-in-hand with The Paddock, TLS's new professional and social networking platform.

Beth Pride, director of marketing and communications, takes the lead on interviewing and videography and produces four programs annually, accessed through the TLS website and Facebook page. Selecting from an outstanding array of accomplished alumni, she says, "I don't know of any other elementary school in America that has a series like this." She continues, "Because we know not every student's path is linear, we want to offer somebody for everybody. So far, we have featured the medical, publishing, and broadcast journalism fields. We will spotlight the athletic-academic world next, and look forward to expanding into other areas in the next year."

Mentoring Moments is the natural continuation of TLS teaching and learning – farther afield than 1050 Lane Allen Road. Tune in to see how to get there from here.

Let's Hear It from the Alums!

Sisters **Haydn White '10**, a senior at Boston College, and **Emerson White '14**, a Sayre senior who will attend Brandeis University, share thoughts on Mentoring Moments.

From Haydn White '10:

"Over the years, I've gained an immense amount of networking, career, and life advice from TLS alumni and teachers. I love staying connected with the TLS community and sharing my own stories to gain advice and see if anyone knows connections that would be good to reach out to as I search for jobs."

From Emerson White '14:

"All three Mentoring Moments videos are great for fellow alums as well as current TLS students to watch. Each alum told his or her own story, and they all resonated with me. Dr. John Marshall shared information regarding internship programs that I hadn't known about and that are very interesting. Pamela Brown Wright shared great information regarding college decisions. Mrs. Wright's video is helpful for high school students as they go through the college decision process since she shares why she decided to go to UNC Chapel Hill and how important that decision was for her."

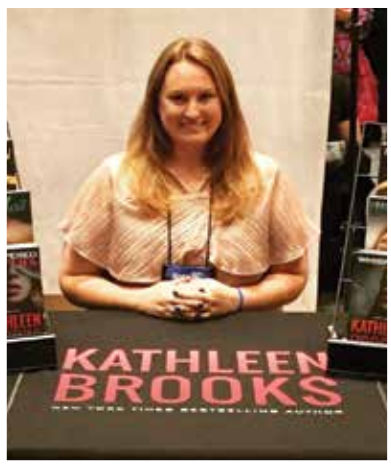
MOMENT





Left: Haydn White '10
Right: Emerson White '14





Clockwise from Top, Left: Dr. John Marshall '76; Director of the Ruesch Center for the Cure of GI Cancers at Georgetown Lombardi; *Mentoring Moment w/ Dr. John Marshall '76,* **Pamela Brown Wright '99;** CNN Senior White House Correspondent; *Mentoring Moment w/ Pamela Brown Wright '99,* and **Brooke Counts '96;** N*ew York Times* Bestselling Author; *Mentoring Moment w/ Brooke Folley Counts '96*



2007 CLASS REUNION



oh

Tucker Bulleit '07 welcomed the Class of 2007 to his home on December 22, 2017, to celebrate their tenth reunion. Some classmates traveled from Texas, Nevada, and Pennsylvania. Head of School Chuck Baldecchi joined the crowd as well, welcoming alumni back to Lexington and updating all on TLS's robust enrollment and expansion over the years. The group was circled around the living room and read each other's sixth grade poetry entries from "Expressions: Spring 2005 – A Publication of the Arts from Students in Grades 6-8" when yet more alums joined the party. Yearbooks, posters, copies of graduation speeches, time capsule findings, and superb food from Saul Good added to the ambiance. Though winter weather tried to take its toll on attendance, the tremendous turnout was a testament to the devotion and pride of the **Class of 2007**. The event, originally scheduled from 6:00 P.M. until 9:00 P.M., went hours longer as friends experiencing flight delays continued arriving throughout the evening. *– By Tucker Bulleit*

Above: Members of the **Class of 2007** stand in front of a grade-wide project from Mrs. Bjork's art class. Back in the day, each student copied a portion of the original in his or her own style. The painted canvas pieces were then sewn together, displayed at Celebration, and purchased by Tucker's mom, Betsy Bulleit. Tucker framed the piece and proudly hung it at home for the class to reminisce about and enjoy.
From left: Beau Bagley, Griffin Miller, Ben Gillis, Paul Parell, Philip Lillelund, Conrad Bandoroff, Erin Helton, Tucker Bulleit, Camille Fishback, Emma Whan Redd, Ande Farish, Emily Talbott, Kate Hopgood, Andrea Merchak, Dunn Latham, Kristen Adkins, Mandy Prater, Andrew Derenge, Jezza Malik, and Mr. Baldecchi. Not pictured are Bea Cameron and Michael Stokes.


seven!
even the winter weather
couldn't keep you away.



In Nashville, **Kristen Adkins '07** is a promotion coordinator for Triple Tigers Records, with artists including Russell Dickerson and Scotty McCreery. After her May 2015 Miami University graduation with a major in communications and minors in both marketing and management, she took a job at Cumulus Broadcasting. She was with that company for 2½ years in the Lexington and Nashville markets.



From his office at Denali Stud, **Conrad Bandoroff '07** says, "Upon graduating from the Godolphin Flying Start, a two-year, international training program within the thoroughbred industry, I have fulfilled my lifelong career dream and returned to Lexington to assist in the daily running of our family operation, Denali Stud, as its vice president. This has been all I have ever wanted to do for as long as I can remember, and I look forward to growing the future of Denali alongside my dad." Conrad continues, recalling, "Of the numerous fond memories from my time at TLS, one that sticks in my mind is the endless reciting of the definition of homeostasis from Ms. Lounsbury's class, which, to this day, I have not forgotten: 'the process in which the body's internal environment remains stable despite changes in the external environment.'"



Having spent the holiday in Florida with her family, **Jacqueline Bell '07** checked in, saying, "I'm so sad I missed the reunion." After graduating from the University of Colorado Boulder with a degree in English and film, she moved to London to be an au pair and intern for a film-casting director. After a year there, she relocated to New York to begin her acting career, relaying, "I've starred in a play for the New York Theater Festival as well as a comedic short film." Reminiscing about her TLS days, she says, "I distinctly remember loving Halloween in Mr. Adams's class because he decked out his room in decorations and told us about his ghost-hunting adventures. I always loved Mr. Adams's class."



Since graduating from UK's College of Agriculture, **John DeReamer '07** has become involved in the Kentucky Hemp Research Pilot Program, forming a farming group, Appalachian Cannabis, in 2016 with two fraternity brothers. Last season, they produced 4,000+ pounds of high CBD hemp material in Washington County from a two-acre plot. Cannabidiol

(CBD) is a naturally occurring constituent of industrial hemp. For 2018, he will grow a crop at his Fayette County family farm. He is president of the Kentucky Hemp Farmers Association, secretary of Kentucky Hemp Industries Association, and a member of the Friends of Hemp board. He credits his TLS experience as being "integral in my development of a strong work ethic and teaching me the value of having a reputation of integrity. Some of my favorite TLS memories are from Mr. Adams's class, and I've always looked up to him. He was great at making everyone laugh. During our graduation, he spoke a little bit on each of his students. He put me on the spot for a time when he made me laugh so hard that chocolate milk came out of my nose. That's just one of many TLS fond memories I have. I'm extremely grateful to have been able to attend such a good school."



Andrew Derenge '07 has called the Lone Star State home for a while now. Since graduating from the University of Texas at Austin, he has been working for RigUp, an oil and gas technology start-up, and is now director of software engineering. From downtown Austin where he and his trusty dog, Leroy, live, Andrew says, "All of the great math and science teachers I had at TLS set the direction I would take in high school and later in college. Math with Mr. Gunn and his water bottle and crazy science experiments with Mr. Adams stand out. It was also great to have Mr. Adams in the classroom and as a lacrosse coach, a sport I continue to play today, thanks to his great coaching."



Calling Atlanta home ever since graduation from the University of Georgia in 2015, **Annette Farmer '07** has been working in the marketing and advertising world. She is an account executive at "three," a small advertising agency, and reports, "Life is good!" She admits it's hard to determine "my most favorite TLS memory, but one of the most unforgettable trips of my life was the Southwest trip. From camping, to cooking our own food (ramen), to hiking in the gorgeous Grand Canyon, to caravanning in the minivans, it was a trip and an experience of a lifetime."

The next **Class of 2007** reunion should be at the home of **Camille Fishback '07**, who writes, "I love living on the beach!" She's recently moved from Washington, DC, to Charleston, SC, to pursue a career in marine science and fundraising. She earned her Bachelor of Science Degree focused in marine biology from the University of South Carolina in 2015.



Ben Gillis '07 is a project manager for Lexington's Bluegrass Contracting Corporation, a small business, veteran-owned, begun in 1969 with a focus on heavy and highway construction. Ben relays, "TLS has provided some of my most enjoyable memories. From the classrooms to the playground, from even the lunchroom to the lacrosse fields, I love reminiscing about those times. Our Southwest trip was a great way

to finish up our time at this amazing school – and I think everyone else who was in Ms. Bonzo's advisory group with me agrees that we won that flag football game."
In the photo above, taken at the wedding of **Michael Stokes '07** are **Griffin Miller '07**, **Conrad Bandoroff '07**, **Beau Bagley '07**, Ben, and **Jack Vaughan '07**.



Dunn Latham '07 is back in Lexington as COO for Little English, her mother's classic children's clothing brand. Dunn focuses on web design, software integrations, social media, and often travels to exhibit in their corporate showrooms. After the reunion, she said, "I remember music class with Mrs. Anderson, and her Golden Note Awards, like it was yesterday. In fact, just about every TLS friend I bump into still remembers all the words to Halloween classics like 'Stirring Our Brew' and 'Skin and Bones.' The best part is that even my brother [**Davant Latham '16**], who is ten years younger, knows these songs, and they continue to be part of the TLS tradition."



Among the strong group from the **Class of '07** in Nashville is **Mallory Linton '07**, associate program manager and diabetes prevention lifestyle coach for Vanderbilt's employee health and wellness program, Health Plus. She is also a personal trainer and wellness coach for the corporate YMCA of Middle Tennessee. She's putting to very good use her many hours of cross country practices with Coach Kaiser. The star show with Mrs. Kemmish, Celebration, and the trip to Green River are also some of Mallory's favorite TLS memories.



Between his seventh grade world studies classes, TLS history teacher **Griffin Miller '07** looks back to his own TLS history, sharing some high points. "I have a lot of topnotch memories. I really loved playing football during recess in eighth grade when every other school in Lexington had a snow day. Ms. Mac gave us an extra 20 minutes on the playground, and it was a blast! Of course, I'll never forget sitting in Miss Cowling's class and learning about the Civil War, and it was especially amazing, in class, to learn about an ancestor of mine. Miss Cowling's class is one of the reasons I became a history major. Then, when I failed my first essay in Dr. Bonzo's class, I went to her after school and told her English was the class I struggled with most in Middle School. She assured me her class was just as much about how to think and how to persuade as it was about the ability to write. She encouraged me to be a deep thinker and to use that to help my writing skills. After that, I finished with a B+, the hardest I have ever worked for a B+ in my life! Also, there was the time on the SW trip, after a long day of hiking, my tent mates and I bought a package of Double Stuf Oreos and a half-gallon of milk. We ate every bite for dinner, then watched together as the sun set."



Before **Paul Parell '07** shares alumni news, he says, "As anyone can tell from that photograph of everybody, our ten-year reunion was such a blast. It was really special

'07

getting to reconnect with old TLS friends that night." After graduating from Yale University in 2015 with a degree in economics, he spent time teaching, saying, "I was lucky enough to get my start in the classroom at TLS, where I served as a long-term substitute for sixth grade pre-algebra. I then moved to teaching math at a charter school in the San Francisco Bay Area, which, in turn, led me to my current job with Khan Academy, the education non-profit. I live with my brother **David** [**Parell '04**] in Palo Alto, CA, where we enjoy exploring all the west coast has to offer." See photo below, left. Reaching far back into his TLS memory, Paul shares, "I still remember the day when I shadowed at TLS in first grade. I followed **Brian Lock** [**'07**] around that day, because we were on the same swim team. I think Mrs. Loyd's class read a book about peanut butter in preparation for a field trip to the JIF factory. Between that and playing in the little gym, I remember going home excited that day and telling my mom I'd just had the best day ever at school. Little did I know that it would be the first of many best days ever, thanks to TLS, or that Brian and I would go on to be lifelong friends."



Married in September, 2017, to John Adrian Redd III (Adrian), **Emma Whan Redd '07** earned her BSN at UK the previous year. She is now an RN in the NICU at UK and, as she says, "I love my job working with babies! I'm thinking of going back to school soon to become a family nurse practitioner." Emma says her "favorite teachers were Mr. Platt, Mrs. Deller, and Mrs. Hinds. They were great teachers and role models, and now they're great to catch up with. When I think about after-school sports and hanging out with my teammates, it always makes me smile."



With her Bachelor of Business Administration Degree from the University of Georgia, **Natalie Stigers '07** now calls Nashville home, where she is a wealth management consultant for UBS Financial Services. She says, "TLS fostered my love for learning and adventure. Whether that be building roller coasters in Mrs. Kemmish's fifth grade chemistry class to learn about the laws of inertia or rappelling down the Grand Canyon on our Southwest trip, I had a blast and am very grateful for such wonderful opportunities."



On September 30, 2017, **Michael Stokes '07** and Laurel Noe were married at Manchester Music Hall in Lexington. **Griffin Miller '07** was a groomsman, and other TLS friends included **Conrad Bandoroff '07**, **Beau Bagley '07**, **Ben Gillis '07**, and **Jack Vaughn '07**. See Ben Gillis's alumni news for a photo of those classmates at Michael and Laurel's wedding.

Michael has recently completed both his MBA and mechanical engineering degrees from the University of Kentucky. Since March 2017, he has worked at Belcan Engineering LLC, which provides engineering consultancy and technical recruiting services to some of the world's largest organizations. Michael says, "There are many memories I cherish from my time at TLS. However, one that definitely stands out is the parochial league basketball games. I remember the night before games when Griffin and I would practice plays for hours while we waited anxiously for the next day. Basketball brought our grade closer together because it gave us all an excuse to hang out with each other even more."



From **Emily Talbott '07**: "Our ten-year reunion was like taking a step back in time. It seemed like no time had passed since we last walked down the halls of TLS. We all reminisced about some of our best memories of camping on the Southwest trip and having to write 'Caesar' who knows how many times in Miss Cowling's history class. We laughed at how our writing skills probably peaked in Ms. Bonzo's class and how some of us were on sports teams just for the social aspect. This last decade has gone by extremely fast, and we all quickly dispersed across the country after college. However, for one evening we were able to come together to relive those awkward middle school and elementary years. After sharing our favorite memories, it was a great night of catching up with everyone, from where they currently live, to what they are doing. As for me, I graduated from the University of Kentucky with degrees in chemistry and biology. I am a master scuba diver trainer at New Horizons Diving in Lexington, where I get to teach and share the unbelievable experience of breathing and seeing life under water."



"Who let the dogs out?" That's the huge welcome sign at DogTown, the "boarding and daycare facility where pups come to play," that **Sam Woomer '07** has recently opened in Norfolk, VA. Before it all went to the dogs, he earned his degree in petroleum engineering from LSU and worked for the Department of Defense (NAVSEA; Naval Sea Systems Command) as a nuclear test engineer at the Norfolk Naval Shipyard. Sam remembers what a treat Joyce Baker's crispitos were, and the orange crackers at snack time were among his favorites as well.



Catching friends up on life after TLS, **Rory Young '07** says, "After graduating in 2015 from Tufts University, I worked as a scribe in the emergency department at UK and applied for medical school at UK as well. I wasn't in a rush to begin studying again, so I didn't start at the College of Medicine until August 2017; I spent the interim traveling to Boston, New York, Colorado, Texas, and South Carolina. Since then, I have been a bit more stressed with the amount of work, but I still find time for fun. I played 14 (a winger position) for the UK Men's Rugby team this year, and we won the SEC Championship for the first time since 1988. Also, we

placed third in the country, losing in the NCAA D1AA semifinals to Mary Washington University, who went on to win the National Championship. I look forward to playing 7s (a faster, more tiring type of rugby than regular season, usually played in the off season) this spring and summer during my last year of eligibility. Many of my fondest TLS memories involve Mr. Wald, Ms. Bonzo, and Mr. Adams. The memory that sticks out above all, however, is the Southwest trip to the Grand Canyon. That was a truly special experience, as it was a trip to one of the most amazing natural places in the world with people who are still my best friends today. I can still reminisce with **Andrew Derenge '07**, **Brian Lock '07** and **Paul Parell '07** about the time a squirrel ransacked the tents for bread or that delicious jambalaya made over a campfire. We would be very lucky to be able to recreate that trip someday." Of the Renoir painting, *Lunch at the Restaurant Fournaise,* at The Art Institute of Chicago, Rory says, "It seemed to my girlfriend and me to contain a very striking resemblance of me!"



Left: An impromptu gathering of the **Class of 2007**:
First Row: Jillian Kepf, Emma Wahn Redd.
Second Row: Rory Young, Andrew Derenge, Paul Parell, Brian Lock.

Below: Yesterday's computer lesson with Emma Whan, Jack Vaughan, and Conrad Bandoroff





The proud Class of 2007

50 years

THE TIES THAT BIND:
Alumni News from the ***Classes of 1967*** *and* ***1968***



Hilda Lam Collins '67 sends "A quick thumbnail: I graduated from Oberlin College with a double major in biology and music, also meeting my future husband, Michael, there. He then went on to the University of Rochester Medical School and did his residency in internal medicine at the University of Virginia. I also got a BS degree in nursing along the way. We have two daughters, Sarah and Hannah. Sarah, the older, went to Cornell undergrad and medical school and is a pediatrician in Rochester, NY. Her husband is a physicist, and they have our two grandchildren, Lily, six, and Benjamin, four. Hannah went to Yale undergrad and music grad school and is a professor of cello at the University of Kansas. We've been in Geneva, NY, in the beautiful Finger Lakes area, for over 30 years, where Michael has been in internal medicine practice. I have worked for Cornell University doing laboratory research and am very involved in the music scene in the area, both as performer and organizer/board member/supporter. It is great to think back on my days at TLS. Memories of our production of *Oliver!*, Latin classes with Mr. Gilchrist, reading *The Scarlet Letter,* and helping out with the Montessori kids, come to mind."

In the **Class of 1967** graduation photo at left, Hilda is third from right, holding the valedictorian trophy. From left: Adele Green, Bitsy Tenney, Lucy Young, Elizabeth Campbell, Hilda Lam, Margie Sears, and Sally Noyes. Back: Billy Stilz, Nathan Prichard, Roger Bean, Peter Weiss, John Bush, Reynolds Bell, Doug Ezzell, Evan Miller, Jeff Marks, John Irvin, Jay Adelstein, and Carl Meyers.



Evan Miller '67, and **Carl Meyers '67** star in *Oliver!*



From **Evan Miller '67**: "Thank goodness Mr. Pritchett was a friend of my parents, or I would never have gotten into The Lexington School in the first place. I decided to attend after my sister, **Ann** [**Miller Richmond '65**], went there and loved it. My sixth grade year at my previous school had been great fun, but a complete fiasco academically. I took the TLS entrance exam and, if I recall correctly, I got something like 3 of 100 math problems correct. My spelling results were similar. We had a conference with Mr. Pritchett and, to quote Sir Winston Churchill about his similar entrance exam performance for Harrow, "It was from these slender indications of scholarship that (the headmaster) drew the conclusion that I was worthy to pass into (the school)." Except in my case, I was to attend summer school at TLS and would be enrolled in sixth grade again in the coming school year. All of that aside, while never a scholar, I loved my time at The Lexington School, especially history and English taught by Sandy Gilchrist, Hillyer Rudisill III, and Bill Floyd. I remained friends with Mr. Gilchrist and Bill until their deaths."

Evan and his wife, Leslie, have two children, Alex and Katie. Alex and his wife, Ana, are parents of Thomas and of Coleman Lewis Miller, in the photo above, with his grandmother and held by proud grandfather Evan, shortly after birth on September 10, 2017, in Goldsboro, NC.

With his trademark sense of humor fully intact from his TLS years, **Peter Weiss '67**, sends "a 'hello' from deep in northern New Mexico to y'all in the Bluegrass." He and his brother, **Harry Weiss '72**, were in Lexington last spring, a visit that was "too short, but sometime I would love to visit Scarlet Gate. It was mysterious property when we were kids, but later I read several of James Lane Allen's books and became a fan." Peter continues, "I live a remarkably quiet life without the usual accomplishments associated with alumni news. I'm healthy, my stepson and his family are doing well, the grandkids aren't delinquents, and I still look ahead each day rather than behind.

"But I would like to share a memory. Without casting any sort of aspersions on the academic standards and ambitions of The Lexington School, I do treasure the long, discursive lectures on deep sea fishing and charter boat running that frequently took the place of the lessons in Latin that Sandy Gilchrist was, I presume, supposed to be teaching us. I think we all found these talks interesting, and learning that civilization on the American continent essentially ends approximately six miles inland from Charleston, SC, has proved at least as useful to know as that *Gallia est omnis divisa in partes tres.* I invite everyone to raise a glass to Sandy.



Peter Weiss '67



Classes of 1967, **1968**, and **1969**; 7th, 8th, and 9th graders of Coach Hatton's team.
Front: Doug Hensley, co-manager; Jimmy Bell, Chris Green, Sandy Macfarlane, Paul Winternitz, Roger Bean, Biff Baker, Billy Hilliard, Jeff Marks, co-manager.
Middle: Louie Prichard, Billy Stilz, Carl Meyers, Doug Ezzell, Chip Pritchett, Colonel Davis, Bobby West.
Back: Nathan Prichard, Peter Weiss, John Irvin, Jay Adelstein, Evan Miller, Reynolds Bell.

"And also to Coach Hatton. Coach was still a young man back then, when we were all at The Lexington School, with his whole life ahead of him, and yet he chose a thankless task, trying to make us into athletes. But he tried hard, with good humor and patience. What more could one ask of an excellent teacher? Looking again at our basketball photo [above], I realize how far away and long ago it was. I am still in contact with **Nathan Prichard '67** and see him every few years. **Evan Miller '67** and I have several mutual friends, and I get news of him from time to time. But the rest have disappeared from my world."

Regarding the "santos woodcarving popsicles" picture, above, Peter explains, "Santos are images of saints, either painted – retablos – or hand-carved of wood – bultos – and as familiar to New Mexicans as brass, horse-shaped things are to Central Kentuckians. We carve other things too, which is why the sign isn't redundant. We don't, however, carve popsicles. The ones at this small store in Chimayo are from one of those obscure ice cream companies no one has ever heard of, and they come in flavors like 'watermelon' and 'red.' I get them for free; the shop owners are old friends of mine and, besides, no one ever buys them. If any TLS alumni ever come to New Mexico, Chimayo should be high on the list of places to visit, and not just for the popsicles."



Catching friends up with the last decades, **Marilyn Stopher Snook '68**, sister of **Harriet Stopher '69**, reports she graduated from Duke with a BA in psychology in 1971, and then she earned her master's in special education from UNC Chapel Hill. She taught students with disabilities for many years in Charlotte, Chatham County, and Chapel Hill, before moving to Burbank, CA, in 2000. She continued teaching there until she moved on to become the curriculum specialist and, finally, assistant principal for an elementary school. In 1981, she married Richard Snook in Charlotte, and their daughter, Amy, 28, is also a Duke grad. Amy lives in Brooklyn, NY, as head of marketing and integrated operations for Glossier, a PR and communications company. Marilyn and Richard moved from CA in 2016 to Asheville, where they welcome any TLSer who might be in the area to visit. With clear recollection, Marilyn says, "I attended The Lexington School from fourth through eighth grades, and I remember all my teachers – Mrs. Van Deren, Mrs. DeBerry, Mr. Dubois, Mr. Floyd, and Mr. Gilchrist. I remember the Christmas play every year, being a cheerleader, and 'long sports' days – Tuesdays and Thursdays – which I must confess were not my favorite. Every Friday was 'dress-up day' when the boys all had to wear ties." In photo below, Marilyn and her loyal companion, Daphne, get ready for a hike.

From Miss Jennifer Cook, Former Teacher of French and Eighth Grade English, 1966 - 1970. Now Dr. Jennifer Cook Bell, in Fort Collins, Colorado

It was late summer 1966 when I, the new French teacher – from England! – arrived at The Lexington School, to be warmly greeted by Bud Pritchett, the headmaster. His wife, Carolyn, was equally welcoming, as were all the other faculty members. I particularly enjoyed Mrs. Meadow, the librarian, and Sandy Gilchrist, the Latin teacher from Charleston (pronounced with a strong South Carolina accent!), who prided himself on his fluency in Gullah.

My photo album contains all sorts of wonderful memories of my four years at The Lexington School. For instance, the 1968 basketball team starting five are there: ***Chip Pritchett '69***, ***Jimmy Bell '69***, ***Louie Prichard '68***, ***Biff Baker '69***, *and* ***Bobby West '68***. *(Jimmy and Biff doubled as cheerleaders for the mother-daughter match!) I learned a lot about basketball and about cheerleaders from the seventh and eighth graders in 1967.*

I had asked Mr. Pritchett if I could also teach an English class because I didn't want to spend 100% of my time teaching French. He gave me a "small class" that year, and I taught them eighth grade English, the syllabus for which included the Survey of American Literature. That was a great learning experience for this teacher, whose knowledge extended at the time only to Robert Frost's poetry and Hemmingway's short novel, The Old Man and the Sea.

Pictures I took from my teacher's desk show the eighth grade English class from 1967-1968, including ***Doug Hensley '69*** *and* ***Leah Weiss '69***, *both of whose parents were exceptionally hospitable to me. In fact, I am still occasionally in touch with Leah Weiss McGovern. Many students also gave me their own "head shots" from the classroom.*

Shirley Baird was the kindergarten teacher from 1964 - 1967. Pat Lee, the Montessori teacher from 1966 - 1968, arrived at the same time I did. [Pat and I] roomed with elderly ladies that first semester, but after Christmas, we moved together into an apartment on Georgian Way. It was right on the school fence, and the best view from it was of custodian William Turner on his mowing tractor, cutting the grass of the playing field.

So many smiling faces are stored in my album, and I wish I could thank them all for the joy they gave me when I was lucky enough to be part of The Lexington School. Kentucky welcomed me from England. When I finally left there, having the wonderful opportunity to teach at The Lexington School and to study at the University of Kentucky and to graduate with a PhD, I took a teaching post in Scotland, where I met my husband and taught for 16 years. Now we live in Colorado. Who could have guessed, when I started my teaching career in England, where life would take me in the next 54 years? It has certainly all been great fun and amazingly interesting!

50 years



From left: Ann Haynes, Jawanna Herd, Lanna Bell, Roberta Owen, Debbie Wilson, Caroline Federspiel, Cissy Hamilton, Frank Hardesty, Marijo Foster, Sharon Sadler, and Mark Scarr.

Continuing A GRAND TLS TRADITION!

Showing TLS bonds are always strong, former faculty members gathered at Saul Good for lunch after the Holiday Concert while current faculty and staff celebrated at Malone's.

1



2



6



"The best thing about TLS is when you get to see your friends and when your friends are gone, you can make new friends."

–Kingston Coats, fourth grade,
The Learning Center

7



"The most important part of TLS for me is that I loved it as a child, and I love it even more as an adult!"

–**Margaret Cowling '64**,
Middle School History Teacher

10



11











1 Kindergarten's team challenge to build the tallest tower strong enough to hold an apple inspires pure concentration, excitement, and celebration. **2** Halloween cannot arrive until the TLS family enjoys Boo Sing on Grandparents Day. **3** Our youngest ones begin a new TLS tradition this year with their very own Preschool Holiday Concert. **4** Continuing tradition, the Holiday Concert plays to a full house. **5** With her third graders, Mrs. Young discusses reading for clues, character behaviors, and patterns to find meaning in a story. **6** TLS toxophilites hold steady their bows. GO COLTS! **7** Exploring the cause-and-effect of straw blowing, Acorns experiment with tiny snowballs during their winter theme. **8** First grade candy houses include collaboration with fifth graders too. **9** Mrs. Zimmerman's fourth grade dendrology class inspires leaf art. **10** Scarlet Gate's trees provide perfect background for early fall football as TLS defends our home field against Lexington Catholic. GO COLTS! **11** A varsity sixth grader elevates toward the rim in fine form against rival Paris Middle School. GO COLTS! **12** Fourth grade Heritage Day salutes family history. **13** An eighth grader passes the ball toward the net with hopes of winning the point. GO COLTS!





WHO?
WHAT?
WHERE?

PIN PRINTS



"TLS has given Katie and Allie grace with success, dignity with defeat and integrity in between. Because of TLS, my kids are resilient, kind, and purposeful, and I can't think of a better way to prepare them for their full lives ahead."

–**Marnie Clay Holoubek '82**, mom of **Allie '16** and eighth grader Katie.

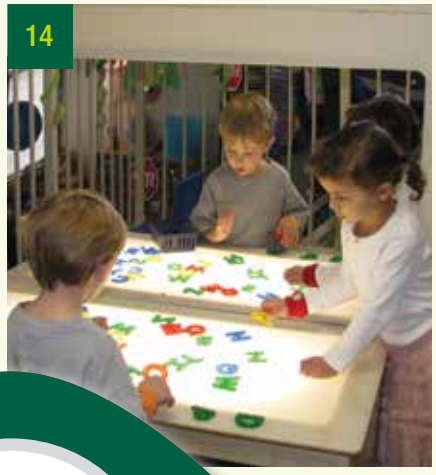
"My favorite part of The Lexington School is story time and back rubs after recess."

–Esme Braun, Kindergarten

15



14



WHO?
WHAT?
WHERE?

| PIN PRINTS |

14 KinderKlasse students marvel at the magic of light and colors. **15** Acorns dive into their small group sensory activity, learning about the texture and feel of Valentine's Day gak. **16** Participation in the MLK parade is a long held TLS tradition.



16

"Let us remember one book, one pen, one child and one teacher can change the world."

—Malala Yousafza
Nobel Peace Prize winner

For almost 60 years, The Lexington School has demonstrated strong leadership in education. We have never stopped growing and improving, because *leaders never stand still.*

We have more to do.

A $10 million building expansion and renovation project will improve our campus in ways that benefit every single student – preschool through middle school. Join us as we bring our school together as ONE.

After all, we are ONE SCHOOL. And this is The *One School* Project.



ONE

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

HISTORICALLY SPEAKING



In 1967, fourth through ninth graders took part in the grand production of *Oliver!*, directed by Miss Jennifer Cook, now Dr. Jennifer Cook Bell. Read her reminiscences on Page 52.

First Row: Leah Weiss '69, Sally Noyes '67, Sandy Macfarlane '69, Amy Levy '69, Jane Urbanski '69, Jonathan Matthews '69, Doug Hensley '69, Brian Dale '70, Larry Pritchett '72, Blanche Axton '71, Larry Scher '72, Gloria Baker '69, Roger Bean '67, Tobey Stilz '69, Patterson Boyce '70, John Oswald '71, Chris Green '69, Sky With '70. Back Row: Adele Green '67, Harriet Stopher '69, Lillian Waller '68, Elizabeth Campbell '67, Eleanor O'Rear '69, Pattie White '69, Chip Pritchett '69, Lisa Baird '68, Bill Hilliard '68, Kathy Thompson '69, Jeff Marks '67, Margie Sears '67, Biff Baker '69, Neal Werner '71, Carl Meyers '67, Peter Weiss '67, Susan Griffin '68, Evan Miller '67, Billy Stilz '67, Kris Brower '68, Marilyn Stopher '68, Paul Winternitz '68, Colonel Davis '69, Bob West '68, Jay Adelstein '67, Louie Prichard '68, Nathan Prichard '67, Doug Ezzell '67, John Bush '67, Reynolds Bell '67.