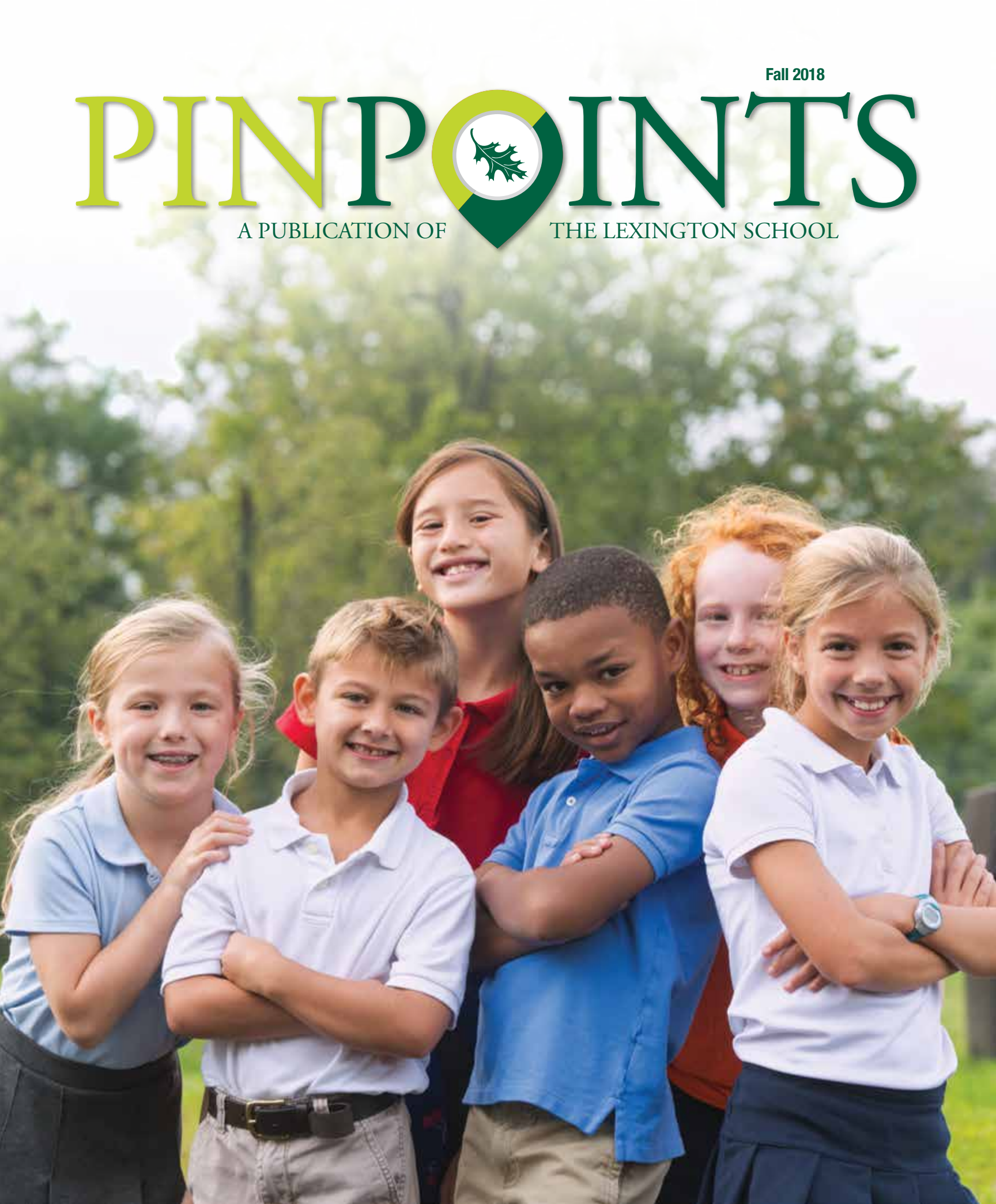
Fall 2018

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





HEADLINES

Dear Families,

TLS is under construction again for the first time in 15 years. The ONE School has been met with such enthusiasm that the school has started construction a year earlier than we initially planned. We have three different sites under way this fall: kitchen expansion, athletic fields grading, and the academic center construction. The third grade is so excited that they have built an "Observation Deck" in their commons area in order to watch the daily progress of the new Academic Center. Their excitement is reflective of every student at TLS. While construction can disrupt the regular school day, children remind us why the school needs to be grateful for this exciting process – earth moving equipment, jack hammers, and backhoes … Oh My!

New construction is certainly the buzz on campus, but inside these pages will also show you that much has stayed the same at The Lexington School. Read about Miss Cowling's travel to Great Britain. For someone who has brought history to life for generations of TLS students in her classroom, she finally visits some of her favorite locations in person and can tell her own stories firsthand. Stories about the arts, athletics, and alumni at TLS will bring you back into "these halls of learning" once again.

Our hope is that this issue of *Pinpoints* finds your coffee table right around Thanksgiving. If you are in Lexington or traveling to Lexington for Thanksgiving, we hope you will mark The Lexington School's Holiday Homecoming on your calendar! The Baldecchis are excited to host this wonderful tradition at Scarlet Gate on Friday, November 23, from 5:30 - 7:00 P.M.

Come join your TLS family for some holiday cheer.

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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TLS is ONE School. Cover Photo by Jerry Mucklow.
Please address comments to lmckinstry@thelexingtonschool.org.

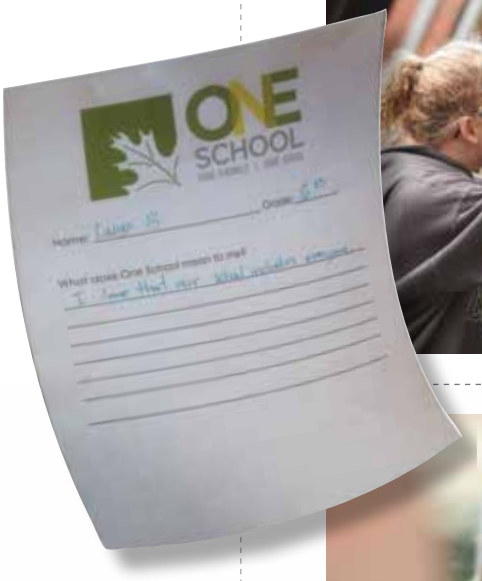
At the lunch table, Montessori student Catherine exclaims with barely-contained enthusiasm, "My best, best, best, best friend is a seventh grader!" Six-year-old Cruz declares, "I have a lot of fun when my buddy Fisher – he plays on the big playground – comes to class." Kindergarten student Tommy, especially interested in learning to write the number eight just now, learns from older kiddos, who "smile at me in the hallway and sometimes give me high fives." He also learns magic tricks from them, he says.

WE ARE ONE SCHOOL



"This school is so much fun! You get to do lots of stuff and this place is awesome. This is the #1 school."

— Katherine Monohan, sixth grade









"What I love about TLS right now is all the fun and joy that TLS brings to me and others."

— Jackson Minner, sixth grade

| ONE School |

Last fall, The Lexington School launched ONE School, an expansive set of building and renovation plans that will positively impact every Lexington School student and teacher.

The $10-million campaign that will fund this exciting set of projects has experienced quick success – raising $8.5-million in its first eight months. With such an enthusiastic response from the community, the campaign became "public" a full year earlier than anticipated. On the last day of school this past May, students and teachers celebrated with a groundbreaking ceremony so that the initial stages of construction could begin, even as the Board continued to raise the remaining $1.5-million needed to complete it.

The story of the quick and generous support of this community inspires all those who love The Lexington School. But the truly heartwarming stories behind the project's fitting moniker, "ONE School," explain why these projects resonate and why the Lexington School family continues to respond so generously in its support of ONE School.

| ONE Family |

Over in Lower School, the fifth grade Morning Meeting opens with everyone cross-legged in a circle on the rug, greeting each other by name, shaking hands, intentional in making eye contact. The strong sense of TLS family is the topic of conversation on this September morning, with hands shooting up immediately in excitement to share illustrations of how and when different age groups come together at The Lexington School.

Chase relays memories of the Buddy Program, connecting first and fifth graders, saying, "We used to have older buddies; now we're the older buddies."

Kristian looks forward to end-of-the-year Candlelight, when eighth graders, on their last day as TLS students, welcome fifth graders into Middle School. All who have shared in this milestone ceremony know it ends with the traditional procession of fifth and eighth grade students walking the gauntlet of adoring teachers. An abundance of hugs and happy tears punctuate each student's step









as teachers share excitement with the rising sixth graders and words of encouragement with the soon-to-be graduates.

Down on the first floor of the Lower School, third grader Alyson points to the Holiday Concert as a favorite community moment, with "One Candle," a favorite, sung by the entire school. Her classmate Camden still smiles while telling about the day seventh graders knocked on the third grade door and asked, "Can you all come out and play?" Well, yeah!

During middle school break, 59 eighth graders jostle to queue up for the breakfast line inside Dr. Bonzo-Sims's room, ready to enjoy a spread prepared by a group of eighth grade moms, a monthly tradition they've looked forward to since they were the young ones. Several take a moment to describe ways they've grown up at TLS, comfortable with friends of all ages.

Amelia explains, "I have a younger brother and sister, so I know students in all the grades from first through eighth." Maggie, whose mom has taught TLS Kindergarten since 2009, especially likes to see the younger ones grow up throughout their years at school. Leah proudly knows "every single student" from her experience as a TLS Camp Curiosity junior counselor for three years. She puts it succinctly – "TLS is one family." Amelia immediately endorses this statement, "That's exactly how I would put it." Maggie quickly agrees, "We're one great big family. When we see each other in town, away from school, we might not know each other's names right away, but we know we're related."

Seventh grade boys stop by to join in the conversation. Freddie says, "Whenever I pass younger students in the hall, I smile and give them a high five to give them a good feeling." For a wide overview, Miller says, "Every single person here knows people of all ages. We see each other in the halls, on the playground, at sports, and after-school activities. The teachers do a good job of organizing times when we're all together." Freddie quickly agrees, "Other places separate students, but here at TLS we're one family."

"It means a home, a family, a class, a team, a LIFE. TLS is my home and I love it here."

— Louisa de Beer, sixth grade

ONE School. ONE family with ONE goal: nurturing a campus and community where – like our storied Pin Oak – tomorrow's leaders can establish roots while reaching for the sky.

| ONE Goal |

Second grader Dean, a student in The Learning Center, speaks with a fervent conviction that might belie his age: "I love the addition we are building now. I love the teachers. When I think of The Lexington School, I think of caring first, then friendship. This is my fifth year at TLS, and I know it very well. I like that it's been around for so many years. I feel like it's one big neighborhood. It warms my heart to see the whole school, all these anchors of TLS. I treat older students thoughtfully and older students are kind back to me."

A strong sense of family echoes in each of these conversations. From alumni who graduated in the '60s right through to the tiniest Acorns in today's two-year-old classroom, this common thread in The Lexington School experience forms the foundation and inspiration for the ONE School Project. Each element included in the ONE School plans shares one thing in common – the plans will enhance our sense of community.

A new Academic Center will connect the lower school building with the Fine Arts Wing, replacing "the connector" that originally joined the two buildings. The new structure will become a centerpiece of the campus with a distinctive new "front door" and a beautiful new library. This new building will also house new classroom suites that will allow The Learning Center students in first through fifth grades to reside in closer proximity to their peers in the Lower School, bringing all of our first through fifth grade students together for the first time since The Learning Center opened in 2010.

Other plans include a brand-new athletics pavilion that will unite the campus with a physical structure to provide a warm welcome to anyone who visits our campus for athletics and outdoor events. Renovations will enhance the feeling of identity and community in middle school classrooms and hallways, and the middle school playground will become a central gathering place where students







will have a home uniquely designed for them. Additional improvements will transform the dining hall, kitchen, and athletic fields, as well as preschool classrooms and play space.

Through the ONE School Project, The Lexington School's physical campus will improve in ways that will enhance the sense of family that our students, faculty, and staff experience on a relational level each day.

As second grader Dean says so eloquently, "We are one school, all blended together to make a community that affects the students' lives in a positive way."

That sums up nicely the experience of being a part of The Lexington School family.

ONE School. ONE family with ONE goal: nurturing a campus and community where – like our storied Pin Oak – tomorrow's leaders can establish roots while reaching for the sky.

"With the new plan that the school – the faculty and administration – and architects have come up with, I really believe the remodeled Learning Center will be seamlessly integrated."

— King Offutt, Board of Trustees Member and Former Learning Center Parent



For more information about the ONE School project, visit https://oneschool.thelexingtonschool.org/page/home

WHEN TEACHERS LEARN & GROW STUDENTS LEARN & GROW



Outstanding schools have outstanding teachers. Since The Lexington School's inaugural faculty members taught their first classes on September 14, 1959, TLS has been known throughout the Bluegrass region and far beyond for academic excellence. The teachers have set that bar high, have held their students to it, and have held themselves to it. The best teachers are avid learners; one cannot separate from the other.

Chair of Professional Development Becky Johnson, middle school social studies teacher, has led the charge for the new Faculty Growth Program. Mrs. Johnson explains, "With our program, teachers, as professionals, guide their own growth. First, a teacher self-selects a specific goal upon which to focus from *The Indicators of Teaching Excellence,* a descriptive rubric that identifies skills, habits, and mindsets shared by outstanding teachers. After identifying their focus, they choose one of three growth models to complete by the end of the school year: Observation and Feedback, Research and Reflect, or Design and Deliver. Completion of a growth model on an annual basis will provide ongoing evidence of how each TLS teacher continually hones his or her skills and demonstrates consistent improvement in a wide array of areas. Within a five-year period, each teacher must complete each of the three models at least once, which will additionally challenge our teachers to reach beyond their comfort zones. For example, teachers following the Observation and Feedback model would be encouraged to invite an outside expert into their classrooms to observe and provide constructive criticism; or, a teacher following the Design and Deliver model might submit a proposal to present at a national education conference." Mrs. Johnson continues, "The teachers understand the value of this process, and they know their work will positively impact their teaching, their students, and their own growth. Having a focus, a goal, and a step-by-step plan makes the objective achievable."

"To set up this program, we had a large group of about 15 teachers plus the division heads," says Courtenay Macaulay, seventh and eighth grade language arts and writing teacher in The Learning Center, "and we based our focus on *The Indicators of Teaching Excellence,* which Becky Johnson presented. It was important that it be user friendly, and that teachers could choose what to work on. We are all good teachers and colleagues, but we asked 'How can we be better? How can we move from good to great?'"



Mrs. Johnson above.
Mrs. Macaulay at left.

"The teachers understand the value of this process, and they know their work will positively impact their teaching, their students, and their own growth."

— Becky Johnson, Chair of Professional Development

Mrs. Macaulay continues "We were divided into three smaller groups, with the charge to illustrate different ways to show growth. We looked at other schools and design plans, and my group focused on what became coined as the Design and Deliver model. For this model, a final product or presentation would be shared with colleagues. For my own Faculty Growth Program, I chose the Research and Reflect method and have already begun to apply this to helping my students learn self-regulation skills. This topic sparked my interest after attending a professional development workshop last year on improving classroom climate and behavior. Using a program I learned about there, students reflect on what their goals are and role-play in order to take ownership of their behaviors and improve decision making, focus, and self-control."

From the chemistry room, Jason Hurst shares, "Through the Faculty Growth Program, I am studying how to improve my leadership and socio-personal skills, as well as keeping informed of new technology and skills necessary for 21st Century learners. I am interested in learning how I can increase the value of what we all do here as I teach science and chemistry. I have curriculum goals, and I also have learning goals for our students. They must know the basic structure of matter, but more importantly, they need to know how to build a conceptual framework for abstract ideas.

"I'm excited about the new Faculty Growth Program because we teachers each have different professional development needs, learning goals, and resources appropriate for the age and subject we teach. The Faculty Growth Program in general is a choose-your-own adventure. It has the potential to be more effective for the individual, like choosing your own books for summer reading."

SEE WHO READ WHAT

Summer Reading:

TLS Teachers Couldn't Get Enough of it!

The gift of faculty and staff summer reading took a new twist, with each person able to choose his or her own selections, rather than having assigned books as before (even though they were compelling).



Sharon Deller; 2nd Grade

Mrs. Deller recommends:
The Growth Mindset Coach and *The Growth Mindset Playbook,* both by Annie Brock and Heather Hundley

These books are about changing your mind into more positive ways, not saying "I can't," and "I won't," but using a positive spin. They stress the importance of building upon one's innate strengths. They emphasize that the mind is a muscle, always growing, and we must continue to grow that. My students do Yoga for Kids and meditation to develop their mindset, and they love it. They also keep a growth mindset journal, which they work hard on. They trade pictures and stories for their books, and some involve their parents by asking questions about their family. My professional development model is Design and Deliver.



Jason Hurst; Middle School Science

Mr. Hurst recommends:
The Captain Class, by Sam Walker
Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think, by Hans Rosling

In *The Captain Class*, the author studied exhaustive criteria to determine the greatest team dynasties of all time. He narrowed it down to 16 teams, researched

what made them so great, and learned that dynasties began and ended with an individual player, often unknown or who played in the background, who was hard working, cared for the team, and wanted everybody at their absolute best.

Factfulness presents facts about the world, data that is contrary to what people think. Nowadays, people think we're in worse situations than we were 20 years ago. The reality is that we're much better off now than we've ever been in history. The idea is to present to our students that the only objective way to see the world around them is through data. Our brain plays tricks on us; we have psychological biases.



Jaci Sloan; Kindergarten

Mrs. Sloan recommends:
When: The Scientific Secrets of Perfect Timing, by Daniel Pink
I've Been Thinking, by Maria Shriver
UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World, by Michele Borba

When is all about signs of timing. It has improved my classroom by helping me learn signals from the children for optimum learning: when those times are. It's individual as well as whole group and small groups – handwriting, for instance. Those who need more instruction, I'll meet in the morning because they're more astute then, much more compliant. I assess skills for everyone; some are morning people; some work better in the afternoon. We teachers are all great observers of children, and we differentiate all day long. We have to at this age level. We play to their strengths. What worked five years ago doesn't necessarily work now. There was a push across all the U.S. for more academic rigor in Kindergarten and less playground time, but children practice what they're learning in the classroom on the playground. They role-play, they discover the letter L in a tree branch, or count the number of windows in relationship to our math lesson from Morning Meeting, if that's what they've just learned. It's organic, and that's what sticks. We appreciate the tiniest, tiniest moment, and use it as a teachable moment.

This quote – "You have to look inside before you look outside." – refers to Maria Shriver's *I've Been Thinking.* This mantra has helped me be a better observer of my students and know how I can be my best, so they can be their best. We are a family in our cozy little kindergarten home, and all learning starts with relationships. Building, nurturing, and maintaining that relationship is key to successful learning – social, emotional, and cognitive. The Shriver book is a deep dive into looking at yourself and being a better self to be better at whatever, in my case of course it is teaching.

Unselfie is all about relationships. Empathy is born within. Keep emphasizing it. Kindness/Kid President.



Whitney Neuman Ward '91; The Learning Center; 2nd and 3rd Grade Math

Mrs. Ward recommends:
Mathematical Mindsets, by Jo Boaler

I took several things away from this book. Instead of being fast or answering questions by rote, the gist of math is patterns and problem solving. I now take five minutes with each class and encourage the students to be detectives, to look and to see what the question is asking them to do. The book talked a lot about homework and emphasized narrowing the problem down.

My professional development model is Research and Reflect, and I have researched this book, reflected on it, and implemented the suggestions in my class. Students have their own "My Homework Reflections," where they write sentences and/or draw pictures to explain their answers, which they share with me the next day. The detail they include is impressive.

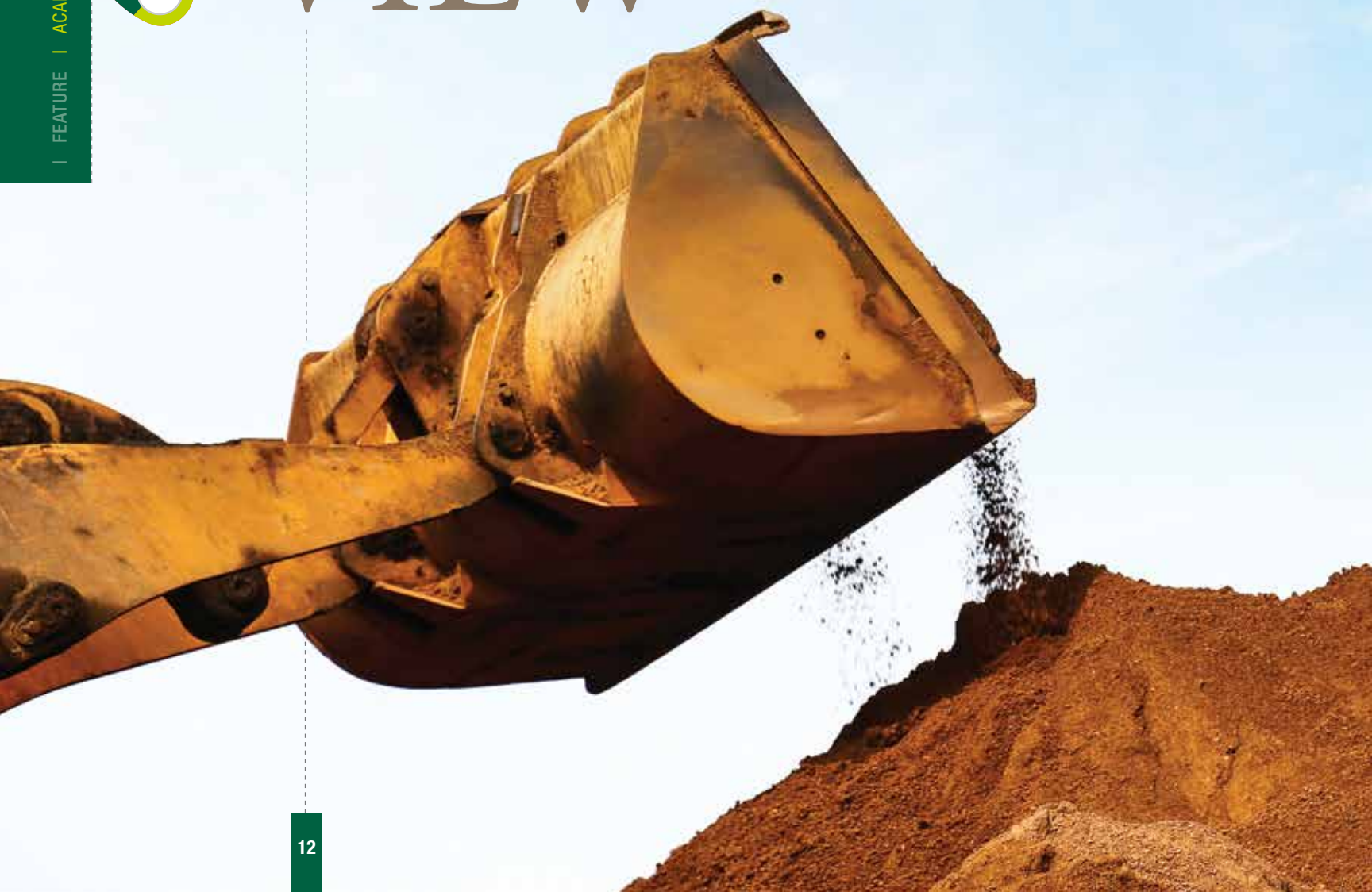
I've always said mistakes are great, that we learn better when we mess up. We remember it. I emphasize to my students not to be afraid to make mistakes.

A BIRD'S EYE VIEW

Third graders have it in spades, no pun intended. And spades are just the start of it. Excavators, dozers, graders, backhoes, skid steer loaders, and a number of other pieces of heavy equipment provide ample excitement and down-to-earth inspiration for the entire school. This is especially true for third graders, who have the best seat in the house for viewing progress on the ONE School project.

Their Observation Deck, decked out with bright yellow caution cones and hard hats, is the go-to place in the third grade commons area for close-up study of the action for all ages at TLS. On some days, it's practically ONE School in itself. Mrs. Calkins emphasizes, "This is what teaching is about, being flexible and embracing learning opportunities as they present themselves." Third grader Amanuel looks around, takes it all in, and declares, "Oh my goodness! A new building is going to be right there. The machines working on it are really big and cool." Beside him, classmate Eleanor is quick to add, "I like the pickup machine that scoops up huge pieces of stone and concrete!"

"Since this is such a prime place," Mrs. Young says, "we've brought our classrooms to the construction site." Mrs. Azeem notes, "Our students are experts at all the different ways a dump truck can dump dirt."



FROM THE GROUND UP, THE THIRD GRADERS AND THEIR VISITORS FROM ALL GRADE LEVELS HAVE **A ROOM WITH A VIEW.**









BLENDING THE ART OF SCIENCE WITH THE SCIENCE OF ART

Collaborative work has long been a keystone at The Lexington School among both students and teachers. Indeed, teamwork is the first of the six traits of Mission Skills Assessment, scientific research measuring character strengths. Peer-to-peer partnerships and intergenerational relationships enhance learning in every TLS classroom.

The pairing of Tracy Dawahare's middle school biology class with Sarah Heller's art class was a suggestion by Jane Childers, Director of The Learning Center. Instruction in Learning Center classrooms focuses on providing students with specialized audio, visual, and kinesthetic practices to reinforce material. Mrs. Childers identified those connections in art and science.

Mrs. Dawahare, instructional specialist for The Learning Center, and Sarah Heller, dyslexic herself, share a devoted enthusiasm for presenting inspirational opportunities for visual learners. Perhaps showing out-of-the-box thinking, yet unsurprisingly, Ms. Heller brings one of her favorite books, *How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day,* into her middle school Talent Workshop classes. For her, it's second nature to include the preeminent artist in her

art room, referring to him almost as a friend, certainly as a mentor, and as "the greatest dyslexic of all time." The visual reinforcement of material taught in science was a natural connection for Talent Workshop. Mrs. Dawahare explains, "The middle school Learning Center students are studying a biology and anatomy curriculum aligned with the class created by middle school science teacher Tomi Lounsbury. We present the material in the most effective way for our students to process information, and that includes a focus on visual and kinesthetic learning."

Students have a strong advocate in Ms. Heller, who takes extraordinary delight in sharing her elaborately detailed sketchbooks – illustrated life journals, if you will – her most prized possessions while she was a UK School of Architecture student living in Venice, Istanbul, and Berlin, and deeply treasured still. She shares her hard-learned secrets of how to remember terms and words, saying, "I'm a big Learning Center student. If I'd known about da Vinci-style note taking – drawing – I'd have had a much more successful experience in middle school and high school. Through drawing, I remember exactly where I was. I document and take notes. Drawing locks in the experience and the lesson, and for visual learners this is essential."

Ms. Heller continues, "I took rubbings from sandstone in Ürgüp, Cappadocia, Turkey. I would explore spaces and sit there for hours and document. I'll never forget the experience; I remember the day distinctly, the feeling of discovery, the visual understanding."

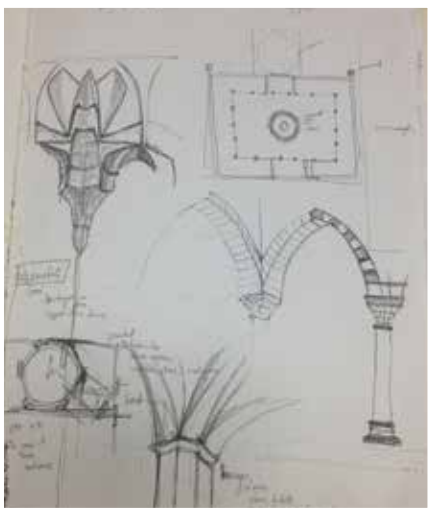
After science class, eighth grader Brayden shares feelings similar to Ms. Heller's when he says, "I like drawing the cell because it's easier for me to remember things visually." Sixth graders see it that way too, as Love points out, "When we draw and build things like the cell, the muscle memory helps me remember the shapes." Catherine agrees, "It's calming to build and draw the shapes." Maggie adds, "It makes a permanent picture in my brain."

Arts and sciences – often illustrated in the da Vinci style – are a valued combination at The Lexington School.









"When we draw and build things like the cell, the muscle memory helps me remember the shapes."

— Love, sixth grader

WELCOME NEW FACULTY AND STAFF!

Welcome, new faculty and staff, as you join a group of respected and beloved persons at The Lexington School, educators who have made, and continue to make, life-enhancing – and in many cases, life-changing – differences in the lives of their TLS students. Alumni and current students have said over and over and over again how very much the deep and abiding relationships with their teachers mean to them. Members of the **Class of 2014**, now college freshmen, have written lovely tributes to their teachers; see page 44.

You are grand additions to The Lexington School family. We're glad you're here!



Who? Megan Conley

Where? I'm in the science room, AKA Mr. Mohan's room, across from the library.

When? My first memories of loving science are from participating in 4-H and Girl Scouts as a kid. I'm from a rural town in Ohio where I was surrounded by farmland, and raising pets, gardening, and exploring outside were how I spent much of my time when not in school. I became a proud science nerd and went on to pursue my degree in chemistry. I first gained experience teaching as a freshman chemistry lab instructor during my junior and senior year at the University of Dayton. After graduating, I explored options of veterinary and medical fields, as my father was a physician, mother was an RN, and my brother is a doctor today. In the end, they were not the right fit for me, and I was reminded of that initial teaching experience while in college. I followed a master's plus teaching certification program at The Ohio State University and knew I had the right path from the start. I'm now beginning my tenth year of teaching, and I love it. I have taught high school and middle school students but was so excited to learn of the opening in science here at TLS. I teach Kindergarten through third grade science, and I love the enthusiasm and natural creativity this age group brings to the classroom every day! It takes me back to when I first developed my love of all things science. The excitement is contagious, and I am so happy to be working here!

How? "Welcome Scientists!" – is the greeting on my classroom door. I hope all students see themselves as scientists as they explore, question, and connect to the entire universe around them. I focus on expanding their genuine curiosity and excitement for topics relevant and interesting to them all, while developing skills to take on to future endeavors. I invite you to come by our room and see engaged students processing or applying their knowledge in hands-on, collaborative situations that push them to think on their own and problem-solve.

Wow! I grew up riding, starting with ponies in 4-H and then competing across the country with Quarter Horses, mainly with the western seat discipline called reining. Get me in my cowboy hat, chaps, boots n' spurs, and I am in my element! I love the smell of barns and enjoy the chores of grooming my horse and cleaning stalls.

In addition to my side passion for horses, I'm crazy about science and I love working with kids! The genuine love for learning here at TLS makes my teaching position so enjoyable. I knew how great this community was as Joe [Señor Conley, middle school Spanish teacher] and I developed our relationship, and it's pretty cool that we get to be here together. I'm thankful for this opportunity, and Joe Frank is a lucky boy to feel the community love as he continues to grow as well!



Who? Brooke Conrad

Where? I can be found standing, sitting, and sometimes singing and dancing around in The Learning Center. If I am not there, chances are I am somewhere around the building, walking students to their special classes or monitoring everyone's favorite spot on the playground – the woods!

What? I teach language, math, and literacy to my first and second grade students.

How? I love an active classroom! I feel students learn best when they are "doing." That's why, at any given moment, you may see my students moving around and making noise. I believe that is learning at its finest. I also work to incorporate "math talks" into my math lessons. This is a time where I present a problem to students and allow them to solve it using whatever strategy makes sense to them. After solving the problem, students share their thoughts and reasoning with each other. This allows students to see different ways to solve the same problem. Essentially, they are learning from each other during this time.

Wow! At the age of 24, I have 19 years of teaching experience! Not really, but that's what I like to tell people. I have known from a very young age that teaching was my passion. From the time I was five years old, I loved to line my teddy bears down my grandmother's hallway and play school. I would like to think that I had the most educated stuffed animals in the state of Kentucky. My passion for teaching has only grown and been solidified through my recent years of course work and classroom teaching.



Who? Philip Lillelund '07

Where? During school hours, you'll most often find me in the middle school commons tutoring individual students or small groups in math. If I'm not there, I am in one of three middle school classrooms – Mrs. Shaver's, Mrs. Jefferson's, or Mr. Schwartz's – providing extra support for students who benefit from additional instruction. Then after school, I'll be jammin' inside the mini-room in Dr. Bowling's classroom, teaching guitar!

When? I studied astronautical engineering at the University of Southern California. However, math wasn't always my strong suit. It wasn't until I spent a summer being tutored by one of my favorite TLS teachers, Mr. Gunn, that it all started making sense, and I began to excel, changing the course of my life forever. Now, years later, it's clear to me that this is the case for all types of learning: once you "crack the code," the sky is the limit. Teaching at TLS is an opportunity and a privilege for me to give back to the very community that helped build my intellectual foundation and shaped my understanding of how to set and achieve goals by passing on the lessons I learned as a student here.

How? The way I see it is students all have different learning methods that work best for them, even if they don't know what they are. My approach as a teacher/tutor is to discover these methods for each individual and to teach them accordingly.

WELCOME NEW FACULTY AND STAFF!

Wow! I was born in Denmark (SAY WHAT?!), meaning my first language was Danish, which only about 5-million people in the world speak! In fact, by the time I started at TLS in the fifth grade, I had already lived in three different countries (Denmark, England, and France) – a very multicultural upbringing. So, if you haven't heard someone speak Danish before or you just want to hear about Europe, come find me! I'll tell you all about "hygge" and how to pronounce it :)



Who? Courtney Sizemore

Where? I am in the fourth grade Learning Center, next to IT, engaging with students in fun math and language activities or running around outside helping with Girls on the Run! I also enjoy taking "quick field trips" with my students to the third grade Observation Deck, so we can formulate questions and create "wonders" about what the new building will look like!

When? When I was two years old, I told my teacher I wanted to be a mom and vacuum when I grew up ... but after some realizations, I decided my real passion was for teaching! I have the pleasure of teaching fourth grade language, math, and writing this year in The Learning Center. I love finding new ways to make learning engaging and new ways, too, to help students make connections throughout the real world!

How? As cliché as it sounds, I want my students to know everyone makes mistakes. I always point out when I make a mistake (unless my students find it first). I think it's important for students to know they can take risks and make mistakes; mistakes help us all grow.

Wow! My parents made it a goal to take my brothers and me to all 50 states. We haven't quite made it to all 50 – yet – but I have been to 43 states and 8 countries! I love to travel, and I bring into the classroom both my students' and my own traveling experiences. Traveling provides opportunities to try new foods, experience new cultures, and meet amazing people. When I was in college, I had the opportunity to study abroad at Regent's College in London, England. It was a life-changing opportunity I will never forget!



Who? Tammi Webb

Where? At school, I keep busy in the kitchen and dining hall, and at home I live with one of my daughters and two granddaughters, so I keep busy there too.

When? I learned to cook at an early age by watching and helping my mother and grandmother, who were very good cooks. I enjoy seeing the little children when they come in for lunch, and I've made friends with a lot of them. Every day when Charlotte, my special fifth grade friend, comes over to say thank you, we give each other an elbow-bump since I wear my food prep gloves and we can't do a high-five.

How? I worked at Transylvania University for 11 years, and I also worked at Walmart in the deli. After I retired from Transy, I attended school at the Food Chain [a Lexington nonprofit forging links between the community and fresh food through education and demonstration of sustainable food systems]. When I completed school, I came to school here to work with the kitchen staff.

Wow! I am a 66-year-old young woman. I was born January 1,1952, New Year's Day, at 12:01 A.M. I have three daughters and one son, 13 grandchildren, and 7 great-grandchildren.

THERE'S NO PLACE LIKE HOME.

Watch ours grow.

ONE

ONE SCHOOL | ONE FAMILY | ONE GOAL





ANOTHER SPECTACULAR HISTORY LESSON

FROM MARGARET COWLING '64



Maybe it was the "The Highwayman" by Alfred Noyes or the novels of Rafael Sabatini. Maybe it was the moment I first met Winnie the Pooh. But for as long as I can remember, I have been a wholeheartedly happy Anglophile. Then, when I was in eighth grade, the epic film *Lawrence of Arabia* appeared, and it left me with an unending fascination for one of England's greatest heroes, T. E. Lawrence. Research into his life and career has been a boundless source of joy ever since.

Last spring, as I was researching for our upcoming TLS student trip to London, I came across a riveting discovery. There was a T. E. Lawrence Society in England, and they met every other year. In mid-September 2018, they would gather at Oxford University! Knowing our school has a history of generosity, as well as a profound understanding of the rejuvenating aspects of professional development, I made a proposal for the first time in my 44-year TLS career. The response was beyond my imagining. Not only did Chuck make it possible for me to attend the T. E. Lawrence Symposium, but I was encouraged and enabled to see other parts of the United Kingdom. I also give extra thanks to Nancy Grimes [mother of **Andrew Grimes '95** and **Reed Grimes '98**, and former TLS board chair], whose expertise and guidance made it possible for me to move with ease from one highly anticipated location to the next.

At the end of a school assembly on the Friday before I left, my wonderful former student and now respected colleague, **Griffin Miller '07**, escorted me to the front. On the screen was a background of the British flag with the Queen and me looking like the beaming buddies we would soon become! To my enormous surprise, the faculty had united to create a beribboned basket of travel goodies. Among the thoughtful delicacies, I discovered a comfortable pillow, a guide book, a book of crossword puzzles, a beautiful cover for my passport, and a box of bourbon chocolates. I even found a white baseball cap with an outline of the state of Kentucky. Within that treasured blue shape was simply the word "Home." No one ever departed from our Bluegrass state with more hugs and good wishes!

I arrived at Heathrow Airport on Wednesday morning, September 19, and immediately journeyed to the little village of Woodstock to see the magnificent palace of Blenheim, the birthplace of Winston Churchill. As Nancy Grimes had said, I could walk down the street from my 13th century



coaching inn to Blenheim. It was a bright, blustery day, and the sun struck the stone in such a way that the stately building seemed almost golden. At first my impression was that many kings would not have grown up in such luxury. I even found myself taking pictures of the doorways! Yet there was, among all this grandeur, a wonderfully human touch. I discovered this first in a display of Churchill's toy soldiers. It reminded me vividly of my own three brothers and the precise formation of their soldiers until they scattered them apart with accompanying whoops and noises. It was also interesting to note that some of the miniature soldiers were attired in Civil War uniforms. This made me think of Churchill's American mother, Jennie Jerome, and her influence on Churchill. It was said by Franklin Roosevelt that Churchill astounded him at a political luncheon by replaying the entire Battle of Gettysburg with the hastily absconded salt and pepper shakers from every available table. I could envision a young Churchill seeking out hidden nooks and crannies among the 187 rooms or running around the 2000 acres of wooded fields with his imagination and ambitions ablaze.

The next day, from Blenheim, I traveled by train to Warwick Castle. This was the only time it rained, and the soft shower and enveloping mist added a special dimension of magic to this stone castle, built by William the Conqueror in 1068, only two years after his Norman army had defeated the English at the Battle of Hastings. Here I saw an enclosure with "Birds of Prey," in which an eighteen-year-old American Bald Eagle with an eight-foot wing span flew from the ground enclosure to the top of a 130-foot tower and back again. I also enjoyed a demonstration by an archer, who described the different bows and arrows and the complicated use of the deadly crossbow. I witnessed the use of the much-feared trebuchet, and even dared to tread into the vaunted Dungeon Tour, where a placard boldly declared, "No Refunds for Sniveling Wimps!" Having frequently abjured my students to be brave Spartans, I felt I could not resist such a challenge! As dastardly knaves and fearsome varlets jumped out at me from the darkened crevices, I sallied forth with the intrepid spirit of a TLS Colt and managed to squeak only a few times – but, really, I was just displaying Southern kindliness and didn't want the knaves and varlets to feel their efforts had been in vain!

Such endeavors left me in need of sustenance, so I walked out of the castle's parking lot and into a village so charming it seemed to emerge out of a storybook. Encouraged by the satisfied smiles of customers exiting a tea shop, I entered to find myself literally seated next to a knight in full armor. He turned out to be an impeccable gentleman, only ever-so-slightly rusty, and a most engaging conversationalist, as you can see from his appearance in the photo. I even purchased an adorable rose-covered bib apron to use for later baking in my own kitchen. Two ladies at a nearby table encouraged me to see the 14th century church up the street. I was immediately struck by





the beauty of its stained-glass windows and the vivid display of knitted red poppies, each one denoting the death of a villager in World War I. I would see a similar display in many places, a poignant reminder of the decimating effect this war had on the population of the United Kingdom.

From Warwick, I took a train to Oxford University, the oldest university in the English-speaking world, dating back to the early 1100s. Some would even say that classes began as early as 1095. Here the T. E. Lawrence Society Symposium began on Thursday evening, September 20. I acquired my swatch at the Porter's Lodge, built in 1550, and headed to my dormitory room in Kendrew House, a veritable stripling of a building, having been built in 2010. While heading down the cobbled street and dragging my two-tiered suitcases behind me, I tried to watch my feet, but was constantly distracted by the beauty of every building I passed. Suddenly I heard my name called, and I looked around. There was Susan Vincent, the Director of the Dorset Branch of the T. E. Lawrence Society, with whom I had exchanged pictures. I liked her in her emails, and I liked her even more in person. There was a goodhearted, quick-witted, enthusiastic, fluttery, Miss Marple quality to her, and she had a warm, graceful way of bringing people together. We walked together down the street and met another group for dinner at The Eagle and Child, a pub suggested by my former student **Thomas Gaines '83**!

The next morning, members of the society broke into small groups and went to Magdalene College, Oxford, where we were privileged to meet the Archival Director of the T. E. Lawrence Collection. We perused letters both by and about Lawrence, including his original drawings for his thesis on Crusader Castles, when he had been an undergraduate at Oxford University. It was a treasure trove of memorabilia. I was especially fascinated to discover how many of Lawrence's original belongings and papers were owned by the University of Texas at Austin!

Throughout the next few days, our group of nearly 350 heard extraordinary speakers whose tenacious and dedicated research, enthusiasm for Lawrence, and articulate presentations were an enormous joy.



One of the presentations involved a viewing of an upcoming PBS/BBC documentary about the explorer Gertrude Bell, titled, "Letters from Baghdad." The speakers were the two writers and producers of the film, and they highlighted not only the career of this amazing woman, but also showed how she and Lawrence had worked closely both in the Arab Bureau as well as later in the Paris Peace Talks, where she was the only woman. It was a sad, funny moment when it was pointed out that in trying to compliment her, one of the French diplomats at the Peace Talks described her as "a clever girl with the brains of a man." One of my favorite photographs showed Bell, Churchill, and Lawrence on camels near the Sphinx. The year was 1922, and at that time the only part of the Sphinx that was visible was the neck and head! The world had not yet realized the body of the lion that was still hidden underground.

Whenever I think of the amazing Gertrude Bell, I recall a comment she made about Lawrence that is a great favorite of mine: "He lit so many fires in cold rooms."

"At the end of a school assembly on the Friday before I left, my wonderful former student and now respected colleague, Griffin Miller '07, escorted me to the front. On the screen was a background of the British flag with the Queen and me looking like the beaming buddies we would soon become!"

— Margaret Cowling '64, Revered History Teacher

Our dinner on Saturday night, September 22, was held at St. John's College in a dining room lit entirely by candles. It was simply magical. The speaker that evening was a man from Chicago, Illinois, who was an outstanding Lawrence scholar, and he made me think vividly of The Lexington School because in his closing comments, he encouraged everyone to remain curious about Lawrence, research, and the world at large. Curiosity, he maintained, was an empowering commodity, and I couldn't agree with him more.

The next morning a new-found friend and I decided to be bold. We knew that Lawrence's boyhood home was in Oxford at 2 Polstead Road. Not only was the house still there, but it was for sale. For a mere 2.95-million pounds, this piece of history could be yours – and mine, too! So I called the realtor and said, as my compatriot Griffin Miller had suggested, simply to declare that I was "interested." Whether that meant I had 2.95-million pounds to spend, or whether I had 2.95 pounds, the truth was that I was definitely "interested." With enormous excitement we went to see the house, still located in a beautiful part of Oxford. It was, like my entire trip, even better when seen in person. It backed up to what is still known as the Port Meadow, a 300-acre tract of land given as a permanent gift to the freemen of Oxford by Alfred the Great in gratitude for their help in fighting off the "marauding Danes" in the late 800's. The land has never been ploughed and remains an open area with the occasional rambling sheep or cattle. I stood entranced and could envision Lawrence as a young boy there, with all the world and all his dreams before him. It was an extraordinary moment that I had waited a lifetime to experience!

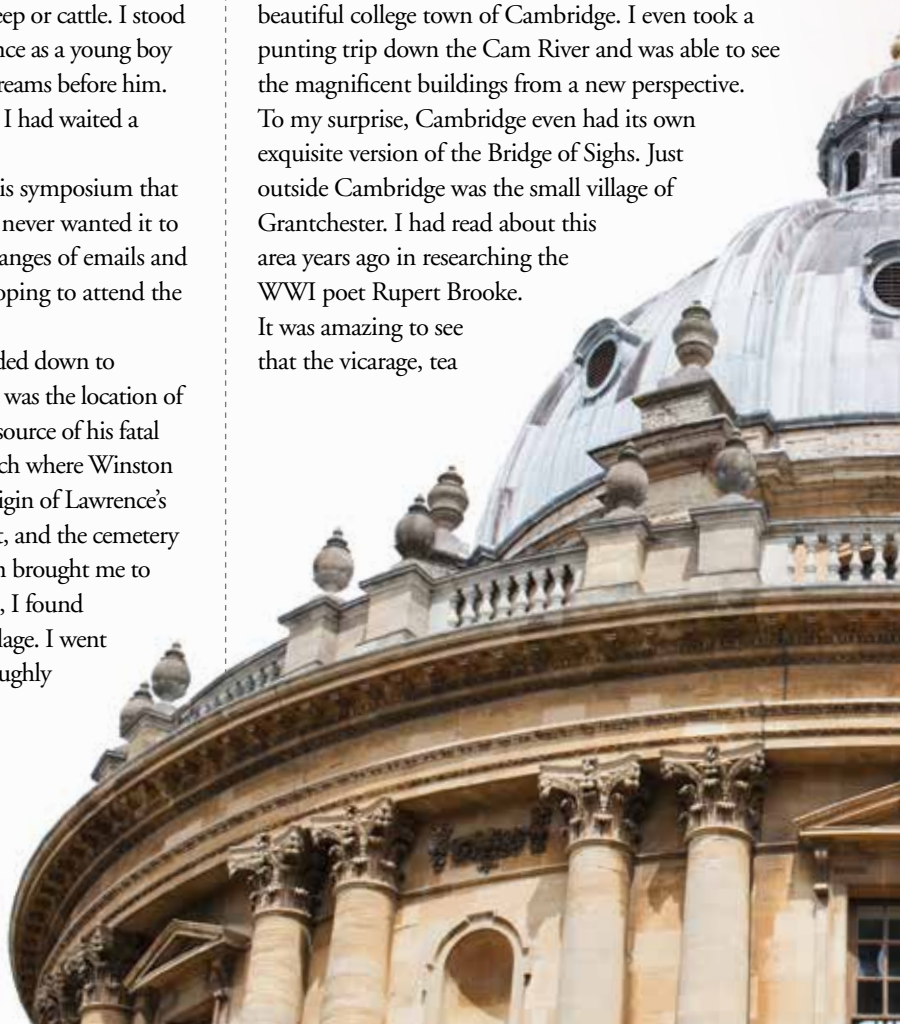
I loved every single moment of this symposium that so engaged me in heart and mind. I never wanted it to end! Happily, there were many exchanges of emails and home addresses, and I am already hoping to attend the next symposium in 2020.

On Monday, September 24, I headed down to Dorset in the south of England. This was the location of Lawrence's cottage, Clouds Hill, the source of his fatal motorcycle crash, the site of the church where Winston Churchill delivered his eulogy, the origin of Lawrence's effigy in the style of a crusader knight, and the cemetery where Lawrence was buried. My train brought me to Wareham, Dorset, where, once again, I found myself in a wonderfully charming village. I went first to Clouds Hill, which was thoroughly fascinating. I could see immediately why Lawrence had loved it. After the war, it must have seemed the perfect haven for him, restorative both physically and emotionally. There was also an ongoing newsreel from 1935, showing Churchill arriving at the church along with the pallbearers carrying Lawrence's coffin. In stylized tones the newscaster declared that Lawrence had "at last arrived home from the sands of Arabia to rest forever in the soil of Mother England." Yet in that overblown hyperbole, I found myself thinking that there was a great deal of truth. I also couldn't help thinking how history could have been different if Lawrence had not been killed in a tragic motorcycle accident. What if he had lived and joined the government as Churchill was urging him to do?

I also visited the church and saw photos of the devastation of the structure after it was bombed by Germany in 1940. Amazingly, the people of the small town rebuilt the church in a monumental display of human fortitude. Interestingly, they chose not to replace the original stained-glass windows; instead, they replaced them with ones bearing beautiful etched crystal designs. Down the country road, I found the cemetery with Lawrence's very simple grave, decorated by a bouquet of fresh flowers. No pomp, no flourishes, only a very unassuming tombstone, just as he had wanted. On it, in Latin, was the motto of Oxford, the school that meant so much to him.

On Tuesday, September 25, I journeyed to the beautiful college town of Cambridge. I even took a punting trip down the Cam River and was able to see the magnificent buildings from a new perspective. To my surprise, Cambridge even had its own exquisite version of the Bridge of Sighs. Just outside Cambridge was the small village of Grantchester. I had read about this area years ago in researching the WWI poet Rupert Brooke. It was amazing to see that the vicarage, tea





room, and apple orchard he so vividly described were all still there! On the other hand, there was one newer restaurant that had named their latest culinary dish after him: The Rupert Brooke Burger! I also saw the village church, frequently featured in the recent PBS series titled "Grantchester." Just as I entered the church, and standing behind the 12th century baptismal font, there was a six-foot cardboard depiction of all the main characters in the television series! I walked throughout the country lanes and enjoyed every aspect of this small town, where trust and friendliness were in great abundance.

On Thursday evening, September 27, I traveled by train and bus to Edinburgh, Scotland. Over the years, I had heard my mother tell many stories of her Scottish ancestry, and I was eager to explore as much as I could. My train arrived late at night, and my first impression Friday morning was an immediate sense that the landscape was so much more rugged than the gentle hills of England. The sight of Edinburgh Castle at the end of the Royal Mile was stunning. Built on a 700-million-year-old extinct volcano known as Castle Rock, it is no wonder that the castle's location has made it one of the best defended fortresses in Scottish history. It also has been a royal castle since at least the 12th century. I was further delighted to see that the oldest building of the castle was a chapel dedicated to St. Margaret! This small but inspiring building even impressed Robert the Bruce so deeply that when he stormed the castle in 1314, this was the one building he left intact.

Once more, I discovered the power of family and home even while abroad. I was delighted to meet **Lucas Lillelund '13** for dinner on my first evening in Scotland, he proudly attired in a TLS hat and me in my Kentucky Home chapeau. It was wonderful to catch up with this terrific young man as he begins his studies at the University of Edinburgh.





There was one more site in Edinburgh I could not miss. I had read about a bronze statue of Alexander the Great with his horse, Bucephalus, who carried him to the end of the world as the Greeks knew it. But Alexander, of course, never traveled to Scotland! So why this statue of Alexander in Edinburgh? I have not yet discovered a definitive answer and hope that perhaps one of our readers will be able to tell me why this was commissioned in 1832. Always in search of a good story, I was interested to read that, before its completion, the sculptor was told he would not be paid the promised fee. In a fit of whimsical spite, the sculptor decided he would make the ears of Bucephalus those of a pig instead of a horse! So perhaps the moral of this saga is never to mess with an artist!

On Saturday, September 29, I took a wonderful nine-hour tour that combined Stirling Castle and the mysterious, foggy beauty of Loch Lomond. The further we traveled into the Highlands, the more I was struck by the rough beauty of the land; it was craggy, mountainous, and indomitable. Stirling Castle sits prominently on what was referred to as "an intrusive crag" by our guide, and the castle itself dates back to 1110. From the ramparts of Stirling Castle, one could see the monument dedicated to William Wallace, one of Scotland's truest heroes. Wallace's sword proved to be one of the most highly guarded items on display, especially since it has been stolen three different times! However, the new safeguards obviously do not intend for there to be a fourth attempt!

I flew back home on Sunday, September 30, with a heart, spirit, and mind totally and completely rejuvenated. My gratitude is beyond description! I had the time of my life and will now float with renewed joy down the hallways of TLS! Thank you, Thank you to my TLS family!



WINNERS ALL!

Word is out about TLS volleyball. It's a fun team to join; lots of learning the sport, lots of playing time, lots of wins, and – best of all – lots of friendship on and off the court.

This year's team was setting records before the first game. About 40 girls tried out, topping last year's own record-breaking number, with more fourth and fifth graders than ever before, enough fifth graders, in fact, to make their own B team. Coaches Kathleen Rogers, of the A team, and Tracy Young, of the fifth grade B2 team, recruited the help of Coach Candace Cole for the fourth and sixth grade B1.

Coach Rogers, in her fifth year at TLS, explains, "This year is different from all preceding years. We had eight eighth graders on the team, an unusually high number. That's pretty rare. We began the season with two seventh graders and one sixth grader. Later in the season, we added fourth and fifth grade players to the A team. Usually we never have younger girls on that team, but you do like to move them up

if they show hustle. It's also amazing that fifth grade has such a large group of girls interested in volleyball. It'll be fun to see how they all progress together."

A particular focus for all three teams is good sportsmanship and how to act under pressure. The A team had a specific game when players were under a great amount of pressure. The atmosphere was difficult, as the competitor's gym echoed and TLS girls couldn't hear each other calling the ball because of the acoustics. Down by ten points, through gritty teamwork, they were able to come back and win that set. Coach Rogers elaborates, "The echo was really trying. We had to figure out how to play the game without talking. It was so interesting. It was a story of real perseverance. It was a tough game. I'm not going to lie."

For the B teams, because there were so many young players, the focus was on foundational skills, passing and serving. By the end of the season, both B teams had multiple three-contact volleys.

The undefeated A team, defending champs and number one seed in the Central Kentucky Middle School Girls Volleyball Conference tournament took the honors again. Along the way, they won every set they played in competition this year. Says Coach Rogers, "That's unheard of that the A team didn't lose one set this year. You have to win two out of three sets in a match. All seven teams were out to beat us. We went out there and played like we know how to play and worked together."

In a scrimmage during the last practice of the season though, the A team did lose one set … to their parents, who suited up to give them a run for their money.

TLS volleyball has the last word in teamsmanship and fun and learning.

Emma Stanley, Peyton Beatty, Mia Telechbush, Olivia Kobak, Leah Keelen, Avery Sullivan, Penelope Kwun, Katherine Croce, Veronica Hancock, Maggie Pulliam, Lucy Woodworth, Coach Kathleen Rogers

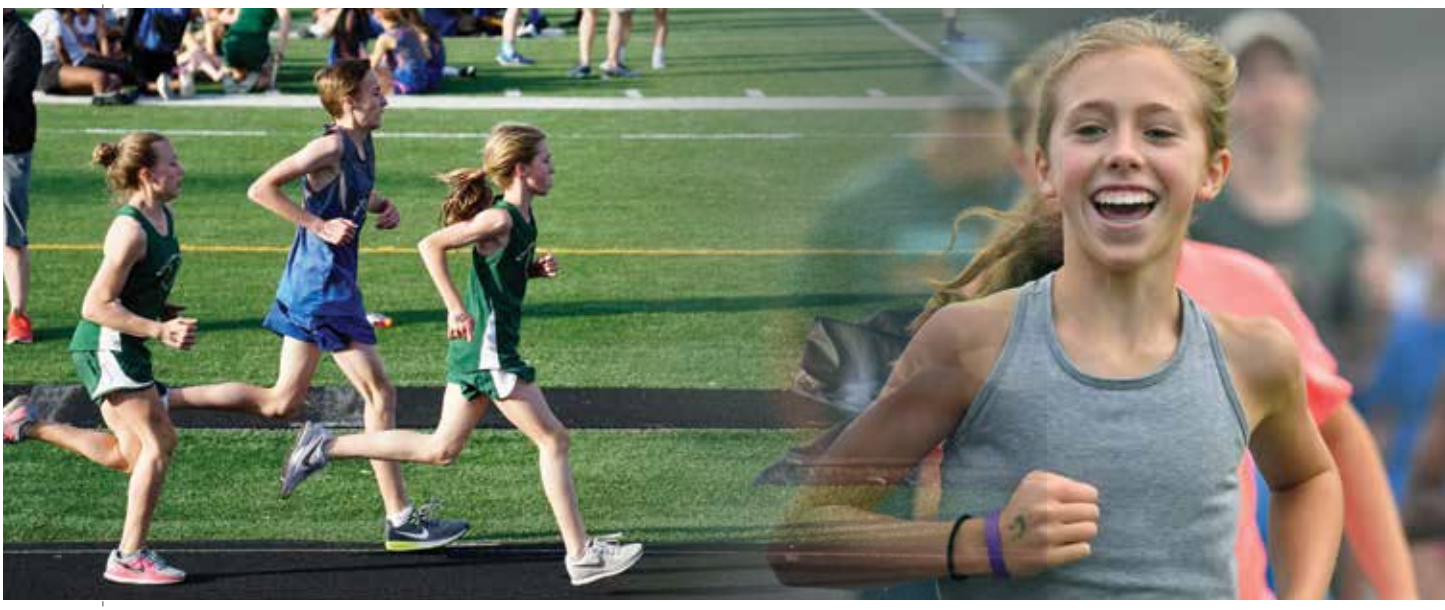


Maggie Pulliam, Avery Sullivan, Lucy Woodworth

Back: Katherine Croce, Olivia Kobak, Mia Telechbush, Leah Keelen, Maggie Pulliam. **Front:** Piper Birkman, Kennedy Harris, Jalen Rogers

TLS RUNNING:

SPOTLIGHT ON CAROLINE BEITING, SIXTH GRADE



Caroline credits her great TLS teammates and coaches for her track success. She's gained confidence from Coach Kaiser's trackside coaching and motivating with each turn of the track.

On May 12, 2018, Caroline Beiting, then in fifth grade, dominated the State Elementary Track and Field meet in the 1600- and 800-meter events, and Jim Kaiser coached TLS runners to two more state championships, now totaling six. Although that statement packs a punch, Caroline's race to that finish line began years ago.

She first ran the mile in Lower School, when everyone did it for class. Because she's competitive, each year she ran faster. Her first grade time was 7:14, and each semester she improved, with Coach Meredith McCoun as inspiration at that early stage. In fourth grade, Coach Tom Parlanti asked Caroline to run for the cross country team. She ran strongly in her age group at TLS's home XC event with good friend Cate Conklin, then in fifth grade, and both medaled. Caroline was hooked on competitive running.

Caroline continued training under Coaches Kaiser and Parlanti with the fall XC team that year, finishing 19th in the state cross country meet in fourth grade. In her fourth grade spring, she joined the track team. Coach Kaiser did a great job molding her into a good distance runner. She improved her distance times, placing fifth in the State Elementary Track meet in both the 12-and-under 800-meter and 1600-meter races as a 10-year-old.

By her fifth grade fall, after excellent coaching from Coaches Kaiser and Parlanti, she had the tools needed to win races. She improved her XC time, and by the end of the season finished fourth in the state for the 3000-meter with 12:14.27. She was again pushed by Cate Conklin, who finished second in the state, and the entire TLS team, who finished fifth in the state in girls 6th-and-under division.

Throughout fifth grade, Caroline continued to improve her mile times. She was part of the talented middle school relay team of Amelia Monohan, Zoe Schaeffer, and Justine Lofwall, who pushed her to compete hard in the 400- and 800-relay. With Coach Kaiser's guidance, she focused on 800- and 1600-meter distances. Coach set her goal for a sub-six-minute mile, and she was hooked. By May, she finished her best mile, 5:51.19, at Scott County, leading into the State Elementary Track and Field meet in Goshen, Kentucky. There, she competed against top Kentucky 11-

and 12-year-old girls. As an 11-year-old, she finished the 1600-meter with a personal best of 5:50.86, winning 25 seconds ahead of the second place finisher. Caroline then won the 800-meter final on the same day with a personal best of 2:43.67.

Caroline credits her great TLS teammates and coaches for her track success. She's gained confidence from Coach Kaiser's trackside coaching and motivating with each turn of the track. She credits Mr. Parlanti for hooking her on running at that initial fourth grade XC meet, when she realized her love for the sport and the great



atmosphere of TLS team sports. Caroline's teammates have been key to her success. Amelia Monohan '19, her trackside coach during the State Elementary meet, challenged her to obtain the sub-six-minute mile, and Cate Conklin '20 was her pacing partner for XC meets. Support is invaluable from all her teammates, parents, and other TLS fans who cheer on each of the school participants regardless of ability or place.





THOUGHTS AND ADVICE FROM CAROLINE BEITING:

What have you learned about good sportsmanship and competing through sports at TLS?

I've learned not to worry about it and just to try my best and know I'll have another chance next time. We always talk about good sportsmanship and how important it is to congratulate the other team and to respect them.

Do you compete via the Triple Crown, 100% effort, positive attitude, and good sportsmanship?

I learned about the Triple Crown at my tennis camp in Minnesota. Colleges look for when you did your best and had a positive attitude. I try to control the things I can control, like the way I treat my teammates and opponents. I try not to worry about things I can't control, like hot or rainy days.

Do you eat healthfully and have a regular exercise/practice regimen?

I try to eat one protein/grain/fruit/veg/dairy per meal to stay healthy. For preparation, I come to practice as much as I can, and other sports – swimming, tennis, and soccer – help me stay in shape too.

What are your future goals for running?

After each race, after I beat my personal goal, I set new goals – 5, 10, or 15 seconds faster. I try to stay positive and remember we all have bad days. Sometimes I forget goals aren't achieved every single time we set them.

Who is your favorite professional athlete and what characteristics do you admire?

I got to see Roger Federer at the Western & Southern Open in Cincinnati this past summer. After his matches were over, he was unhurried and spent a lot of time with his fans. He smiled a lot and signed a big tennis ball for me, which was really nice. He appreciates his fans and has very good manners.



MUSEUM QUALITY

For the third year, seventh graders enjoy a unique experience in the class of Dr. Laura Bowling, drama and speech teacher.

Unlike the sixth grade Storytelling Festival and Greek Myths and eighth grade's Capstone speeches, Night at the Museum is both an interactive performance and a teaching opportunity. A pilot project through the Kentucky Historical Society, this educational outreach production has proven a popular addition to Dr. Bowling's curriculum.



Each student researches and chooses a character born prior to 1930 who has had a significant impact on U.S. history. Learning their individual characters inside and out, the student actors write first-person narratives, introducing themselves in preparation for their fourth grade audience members, who are studying American history and are invited to attend the Night at the Museum. Completely in character the entire time, older students interact with their younger visitors, fielding questions about who these historical figures were, why they were famous, and what the culture was like during their time.

Performances of this nature and magnitude of course require hours of practice and preparation.

Mock Museum time is intentionally built into the schedule, where classes are divided into two groups – characters and audience – as two-minute narratives are performed and polished to perfection.

Fourth graders don't let their middle school friends off easily, peppering them with detailed questions about what factors influenced the celebrated men and women to persevere in their careers of politics, medicine teaching, and the arts.

The museum installation transforms the entire Arts Wing hallway outside the library and into the theater. As the lower school students make their way through the museum, step by step, characters stand five feet apart to give plenty of room for "coming to life" and interacting.

Along the TLS Arts Wing, life is theater and theater is life.





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New TRUSTEES



Above: Laura Bennett and husband Ves with their two children, Caroline and Catherine.

Laura Bennett

Laura Bennett hails from Southern California and received her undergraduate and master's degrees in history from Stanford University. Both her daughters are TLS students: Caroline is a third grader, and Catherine a Montessori III. Laura met her husband, Ves, at Stanford. After they married and moved to Ves's home state of Kentucky, she finished her law degree at UK. She is affiliated with Stites & Harbison and specializes in construction law and business litigation. She looks forward to her TLS responsibilities on the Building and Human Resources Committees.

Renie Ingram Parsons '81 and Ves's cousin Greg Parsons, parents of **Emory Parsons '10** and **Spencer Parsons '13,** introduced the Bennetts to TLS. Mrs. Bennett recalls, "Greg said that if we are so lucky to have a school like this in our town, our children should go there." She emphasizes, "I'm thrilled to have a school of TLS's caliber here. It's a blessing." Fall 2012 *Pinpoints* featured a picture of eighth grader Spencer holding Caroline, then an Acorn, on the playground.

Mrs. Bennett knows TLS in a different light than most board members, since she was the middle school substitute Spanish teacher for Señor Herrington for a week in September during the seventh grade Barrier Island trip. Gracias!

Steve Lawson

Not only is Steve Lawson a TLS board member, he is a TLS teacher of sorts as well. It's not hyperbole to say every one of the 599 students has observed – some quite keenly – the impressive earth-moving equipment of Mr. Lawson and his partners making daily transformational progress on the ONE School project. A good part of the campus outdoor classrooms now provides first-hand opportunity for concentrated learning about construction projects. He explains, "We are involved from the ground up, as one of our companies is doing the site work. Our grading equipment is working on the football and soccer fields right now. My family is proud to be involved with this important chapter for the future of The Lexington School."



Left: Steve Lawson takes time away from school with Quinn, Jake, and Harper.

Father of **Adam Lawson '01** and **Tyler Lawson '04,** Mr. Lawson continues his longtime TLS connection with son Jake in first grade, and grandchildren, second grader Quinn, first grader Harper, and Cooper in KinderKlasse.

"When I was invited to be on the board, I felt it was the perfect time for me to get involved; the ONE School campaign was about to get underway then. After seeing the overall plan, I wanted to be part of such an exciting time at TLS." One might already guess Mr. Lawson is on the Buildings and Grounds Committee, as well as the Finance Committee.

David Reeder

The life path of David Reeder is unfolding as an in-person, around-the-globe geography lesson, yet it all began in Cedarville, Arkansas, a community of 52. "And my family was five of those people," he says. He has taken the strength of the village and run with it.

With a National Merit scholarship to the University of Arkansas, he earned his degree in chemical engineering on the way to his MBA from SMU. From there, he was in technology for 20+ years. As he tells it, he's "the guy sent around the world to fix gnarly problems." In England, he met his wife, Jenny, who grew up in a small town between Manchester and Liverpool. Travels continued, and daughter Morgan, seventh grade, was born in Kuala Lumpur. Sixth grader Xavi arrived on the French Riviera, and Lochlan, third grade, was delivered in Singapore.

Ready to repatriate after more than a decade of impressive Fortune 500 leadership, Mr. Reeder worked in Silicon Valley. With the children at Hillbrook School in Los Gatos, California, the goodness of networking came into play. When Hillbrook's Head of School, a longtime friend and academic colleague of Chuck Baldecchi, learned the Reeders were moving to Lexington, he gave strict advice to Mr. Reeder: "Your kids have to go to Chuck's school." As Mr. Reeder self-effacingly relays, "I went home and Googled 'Chuck's School, Lexington, Kentucky,' but had no luck." It's The Lexington School's good luck that he persevered until he found it.



Above: David Reeder pictured with wife, Jenny and their children Morgan, Lochlan, and Xavi.

LIFE TRANSITIONS
WITHIN THE TLS FAMILY



Above: Olin and O2, father and son, share a hug in their backyard when O2 was about five years old.

Olin Gentry '82

The many friends and admirers of **Olin Gentry '82** mourn his death, on June 16, 2018. He was the father of **Olin Gentry '14** and Angela Gentry; the brother of **Kathleen Gentry Spears '78**; and the uncle of **Thomas Spears '05**, **Chase Spears '08**, and **Chance McKeever '17**.

Price Headley '82, a friend from boyhood, says, "My earliest memories of Olin are interwoven with TLS. The school brought us closer together, teaching us about ourselves and each other. Olin, of all things, was authentic. He easily shared stories and insight with a brevity that offered powerful clarity. His wry wit had a unique way of further emphasizing his fresh perspective. We picked up conversations right where we last left off, with an ease and a comfort that transcended time. That's maybe one of the definitions of enduring friendship, and it reminds me why Olin is missed so much."

Close friend Chuck Baldecchi, Head of School, also shares a reminiscence: "At the end of morning carline, Olin would roll on in around 8:15 A.M. It would signal to me that morning drop-off was coming to an end. Olin's son, O2, as I liked to call him, would hop out of the back seat and continue on to class. Olin would open the window and genuinely ask, "How are you doing? How are things going at TLS?" I would come over, rest my arms on the open window, stick my head inside the car, and chew the fat. He loved TLS, what it did for him, and, most importantly, the education and community it provided for his son. He was especially grateful for Mrs. Foster. He would recall stories about being in her math class, the inevitable trouble he would get in, and the love and care she took to guide him on the right path. He would then make note of the time she was taking to guide O2 through his life. If you know Marijo, she has a soft spot in her heart for the 'naughty' alumni who return to TLS as parents. Paradoxically, it is the trouble they got in as students that allowed for a wonderful relationship to develop. It gave Olin comfort to know that Mrs. Foster was looking out for his boy. And then before I knew it, I would look at the clock. It would be 9:00 A.M. Where did the time go? It flies by when you are having fun. Even after O2 graduated from TLS, Olin would text from time to time and say, 'Can I get you a coffee? I'm in the area; can you talk?' Olin, I miss you, my friend."



Zena Musgrave

Many in the TLS family warmly remember Zena Musgrave, who died on August 31, 2018.

From 1990 until 2000, Zena was a vibrant and beloved part of the preschool team, working with Margaret Barker as kindergarten aid and then co-teacher.



Margaret, at home in Washington State, says, "Shortly before Zena died, I watched some old VHS tapes of our teaching together, when she was reading Big Books to the children, who adored her. She taught all the language activities and was sensitive to each child's needs. She was creative and designed our bulletin boards to display the children's art in an eye-catching way, sometimes in 3-D, sometimes on the diagonal, but always unique. For our Medieval Feast, she dressed as the court jester, which was perfect because of her grand sense of humor."

Zena was the next-door-neighbor of Sharon Sadler, Margaret's previous co-teacher, and Zena became Margaret's aid when Sharon moved to the second grade teaching position. Sharon says, "Zena was a wonderful teacher, friend, and neighbor, and I could always depend on her for a good laugh."

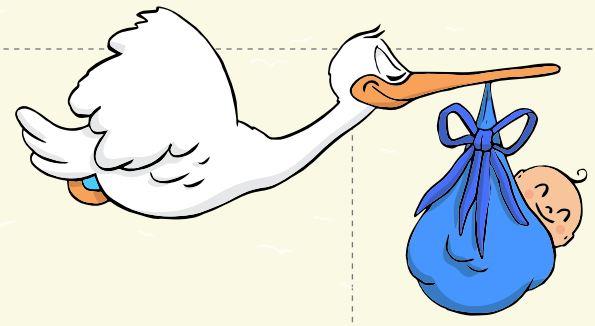
Former colleague Mary Carol Johnson also recalls, "When I began teaching at TLS in 1993 I quickly fell in love with everything about the school. One of the reasons was the privilege of teaching Kindergarten along with Zena Musgrave. Zena made it very easy because of her fun and loving personality that she shared as both a teacher and as a friend. For her students, she guided their learning with patience and celebrated their accomplishments with hugs."

Front Row: Barbara Brogan, Zena Musgrave, Patricia Carney.
Back Row: Mary Beers, Margaret Barker, Vickie Russo, Mary Carol Johnson, Gale Smothers Bhattacharyya.



Congratulations, & Welcome Ronan!

Former Associate Director of Development Mandy Helton has had quite a busy year, beginning August 5, 2017. Director of Development Amanda Hale and family were amongst the guests when Mandy and now-husband Kris surprised everyone at their small "engagement party" with a wedding ceremony in Louisville! The newlyweds welcomed their first child, Ronan Helton Johnson, on June 18, 2018, and the trio are enjoying their new family home in Louisville's Upper Highlands neighborhood. Mandy is currently the Major Gifts Officer at Louisville Collegiate School, and Kris is a senior art director at Power, a Louisville-based advertising firm.







just give it a go

By Chloe Talbott '10

Curiosity drives me to shift my perspective and step foot into the unfamiliar. Courage gives me the power to let go of the familiar in my daily routine. Spontaneity makes me take a chance on a new adventure. Great things never come from comfort zones, and that is exactly why I spent ten weeks 8,500 miles away from my comfort zone in Kentucky.

My passion for teaching and educating was inspired in the halls of The Lexington School. The TLS teachers were my most memorable teachers and inspiring role models. All instilled confidence and courage, and their passion for education radiated visibly throughout the school. Dr. Bonzo built my confidence in public speaking, developed me as a writer, and extended my knowledge of literature. Miss Cowling taught me not only how to take notes, but also the most history I've ever learned in a yearlong course. Ms. Haynes taught the cherry bomb multiplication method I still use today. Mrs. Medley's constant commitment to her students created a safe learning environment.

After my 2010 TLS graduation, my dad **[John Talbott '73]** took me on a two-week trip to France and Italy. I remember gazing at beautiful paintings in the Louvre, eating too many crepes, climbing to the top of beautiful islands in the South of France, touring the Coliseum, and whizzing through small cobblestone streets in an old taxicab. I learned that traveling to new places and learning about new cultures was what I loved most.

As a Henry Clay High School senior, I completed an internship program, EBCE, working off campus two hours every day at the internship site. Mrs. Calkins in third grade and Mr. Johnson in sixth grade were kind to open their TLS classrooms to me for six weeks each to complete my internship. The thought of being an educator was in the back of my mind, but not pressing then. Being in both classrooms, though, I observed the wonderful teaching and learning environment. Mrs. Calkins pushed her students out of their comfort zones to achieve the most success they could. Mr. Johnson challenged his students to experiment with hands-on physics problems and concepts. Both showed passion and commitment, which rubbed off on me. After that internship, I knew I wanted to be a teacher.

Throughout my time at the University of Kentucky, I was fortunate to return to TLS with a different perspective. I was an extended day teacher during the school year and worked two summers as a Camp Curiosity intern. Being back in the environment that shaped the person I am today gave me significant teaching experience organizing students after school, helping with homework, and accompanying them on the playground. Camp Curiosity summers challenged me to think creatively to make the students' experiences the most memorable they could be. I was happy to be back in the environment that teaches students courage to step into the unfamiliar and grow from their mistakes.

When I began to consider student teaching, I wanted to learn from a different education system than one I already knew. Education occurs in our everyday life but occurs differently wherever you are. Countries around the world share the common goal to educate their people but have different beliefs about the best way to do this. How can anyone say one education system is better than another without physically being in the teaching environment? This curiosity inspired me to teach in an open classroom with 70 students.

I wanted to step outside the familiar teaching environment I'd known. I wanted to learn from an education system that challenged me to be flexible, to use new teaching strategies, and teach to a diverse group of learners. For my spring 2018 student teaching semester, I applied to the Consortium of Overseas Student Teaching program. When my coordinator mentioned New Zealand was among the most popular choices, but extremely competitive, I took a chance, bet against the odds, and applied as my number one pick. The day I learned I'd landed the New Zealand placement and would be leaving shortly, my main thought was how far IS New Zealand?

After traveling 27 hours, I stood in customs thinking I've made it all this way, but don't know who'll greet me at the airport. I collected my bags, then heard someone from the crowd yell my name. My New Zealand supervisor, Lynda Boyd, greeted me with a big smile. All the doubt and shyness of flying 8,500 miles from my comfort zone left.

On day three, I started my placement at Kirwee Model School. Nothing prepared me to enter a learning community of 70 students ranging in three different year levels, three teachers, and zero walls dividing the large, open classroom of the Kahu community. During the first morning meeting, I had 73 pairs of eyes looking at me as I introduced myself into my school home for the next eight weeks. By day's end, I felt welcomed by everyone, and my time there became the most challenging and rewarding of my life.

"My passion for teaching and educating was inspired in the halls of The Lexington School. The TLS teachers were my most memorable teachers and inspiring role models. All instilled confidence and courage, and their passion for education radiated visibly throughout the school."

— Chloe Talbott '10

Opposite Page: Chloe looks at the world from a different viewpoint. **Inset:** Chloe and her dad, **John Talbott '73** take in the sights of Queenstown, NZ.

I was immediately thrown into the heat of teaching. My teacher Ms. Hunt asked if I'd ever taught swimming. I said I'd been on the swim team but didn't know any type of swimming curriculum. She said I'd be at the pool each morning to teach swimming, because at Kirwee Model School, everyone gives it a go. That little phrase to "give it a go" stuck with me.

Weeks flew too quickly. I became a global teacher, incorporating worldwide concepts and news into my daily teaching. I challenged students to become responsible for their own learning by setting weekly goals and having a weekly student planner. The differences between my overseas and my Kentucky placements seemed exponential, but the students showed me how similar cultures are through a pen pal correspondence. The Maori language was challenging because it was vastly different from what I knew, but I learned side by side with my students that mistakes are proof of learning.

One of the greatest impacts from my New Zealand time was how the people became so close to my heart. They were among the kindest I've ever met around the world. I stayed with the Shepard family, who went out of their way to make every day comfortable and enjoyable. The mom, Karen, father, Nick, and I talked and laughed about everything. The children were curious about my life back in the states; they made an everlasting impression. On my last evening, the Shepards gave me a key to their house and said I always have a home in New Zealand. I miss them dearly.

Everyday New Zealand life was beautiful and simple. I lived on a small, two-acre plot of land with chickens, a llama, sheep, beehives, and an abundant garden. After school, I picked berries with the children and played cricket in the backyard until the sun set. My host mom cooked unbelievable dinners each night, including the occasional pavlova. Their daily awareness of energy, trash, and the environment inspired me.

Aside from enjoyable classroom days, I spent weekends driving on the other side of the road through Arthur's Pass, along the West Coast, passing beautiful glacier lakes, all the way to Mount Cook. I took a leap of faith and bungee-jumped off the Kawarau Bridge, jumped on a jet boat, zipped in and out of canyons, hiked to stunning beaches along the Coromandel Peninsula, kayaked with seals in the Pacific Ocean, sailed through fiords, climbed glaciers, and sought out whales using echolocation. I went out of my way to immerse myself in the culture. I witnessed a cricket and rugby game, hiked to see silver ferns, saw Kiwi birds, and maybe ate a few too many meat pies!

Now at home, almost every day I wear the pounamu necklace I bought in Hokitika. These New Zealand necklaces, symbolizing unity of cultures, are made from jade, found only in the Pacific Rim and mined only on the West Coast.

New Zealand will impact my life forever. I returned a changed person, professionally and personally. My ten weeks there hold a special memory in my heart.



Inset: Chloe feels a part of the Shepard family, Ruby Rose (13), Beatrix (8), Mom Karen, Dad Nick, and Tom (16). **Below:** Kaikoura, NZ, is a favorite spot for Chloe.

I enjoyed every day, every person I met, and every adventure. My advice is that life begins at the end of our comfort zone; become an explorer of life. Give it a go!

After graduating from UK with a Bachelor's in Arts of Education, I returned as a lower school substitute teacher to the place that originally inspired me. TLS memories of lifelong friendships, learning moments, and significant role models who helped me find my passion for education flooded back as I had 12 pairs of eyes looking at me from the exact seats I'd sat in, years before.

On to the next adventure, I'm currently a master's candidate at Vanderbilt University, to receive my M.Ed. in Reading Education within Peabody College. The program challenges me to learn new theories, strategies, and ways of classroom engagement, as I will be a research assistant, working closely with English-language learners in the Metropolitan Nashville Public Schools. My TLS and New Zealand experiences have shaped me into the person I am today. Thanks to significant role models, I have the courage and ambition to continue my postgraduate studies.

As they say in New Zealand, I am just going to give it a go down in Nashville.



Chloe enjoys teaching 70 students – Beatrix Shepard among them – in the open classroom of Kirwee Model School.



Chase Minnifield '04

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TLSers: YESTERDAY, TODAY,

Above, Left: Terry Hatton '77 is a stylish Malibu Jack. **Above, Right:** Jori and Daniel Sussman try their hand at basketball, with inspiration from **Vernon Hatton (H'81).**

It all began when Levi Sussman, third grade, answered the question, "What fun thing did your family do over Labor Day weekend?" "We went to Malibu Jack's!" was his enthusiastic answer. Not only that, but Andrew, Levi's first grade brother, won free admission for 20 friends to Malibu Jack's grand opening the following Saturday morning. With an act of brotherly love, Andrew gave half of his tickets to Levi, and a group of current TLSers arrived at Malibu Jack's, which is owned by a group of former TLSers, the Hatton family. At 8:00 A.M., as the doors opened with festive fanfare to the new location of Malibu Jack's, the Sussman family – Levi, Andrew, Mom Jori, and Dad Daniel, Head of Lower School – met the Hatton family, and learned a bit of 1960s TLS history.

Alumni from that era remember **Jeff Hatton '76**, **Terry Hatton '77**, and **Steve Hatton '81**, sons of Suzanne and **Vernon Hatton (H'81)** and owners of Malibu Jack's, Lexington's popular indoor theme park. For many who know them, this latest joint business venture is another celebration of brotherly love.

A glance around the early morning crowd already gathered for fun and games showed the extended Hatton family, not just the three brothers, but the three wives and their collective children. The opening was like one giant family reunion, with Vernon and Suzanne quietly taking it all in, and smiling. A basketball "just happened" to appear from nowhere. It was only natural that Vernon – the star of Coach Adolph Rupp's 1957 NCAA championship team, the sinker of the 48-foot-10-inch shot against Temple in Memorial Coliseum – handled it like the four-year NBA pro he was.

The Sussman and Hatton get-together spurred other TLSers from yesterday to share memories.

In Cashiers, North Carolina, **Rod Bussey (H'03)**, fourth and sixth grade teacher, PE coach, and Assistant Headmaster, spoke warmly of the whole Hatton family, recalling, "Vernon and I had a lot of fun together. We two would scrimmage the eighth and ninth grade boys in a 1-on-1 zone, and we could beat them too! Vernon was 6'4" you know, and I could help out some." Of

the younger Hattons, he said, "The boys were bright, well prepared, respectful, competitive, and high energy, which helped them succeed in academics and sports. They studied hard and they played hard. Vernon and Suzanne were involved as parents at TLS and provided a family framework to guide the boys to success." He remembered too, "My daughter **Kelly [Bussey Evans '80]** and Steve were good friends since both were good athletes, and they encouraged each other in races in the gym and in basketball." In closing, Mr. Bussey said, "It's been 43 years since I left The Lexington School, but the bond of friendship always remains in a very deep way, even though the years pass by."

Don Bortz (H'82), history teacher, Head of Upper School, Director of Admission, and Assistant Headmaster, recalled, "It's hard to think of The Lexington School without also thinking of the Hatton family. What a wonderful, strong, and supportive family they were. I can't think of TLS without thinking of the faculty/student basketball games; it was Vern putting on a great show. The kids and faculty loved it. Suzanne was a great mom and was there when needed. She certainly knew her boys and supported us if there were any minor problems, and any problems were only minor. The boys were all boy. Great attitudes, fun-loving, polite, and always with smiles. I have nothing but fond memories of them!"

And from Hopkinton, New Hampshire, **Claire Macfarlane (H'79)**, kindergarten and art teacher, and Alumni Director, reported that she adored all the Hattons, chuckling especially at the recollection of having Steve as a Kindergartner. She remembered there was also a Steven in the class "who said something fresh, so I said, 'You may go into the hall, Steven.' A short time later, I said, 'You may come into the room now.' As Steven walked back into the room, little Steve Hatton piped up brightly and asked [in a voice Mrs. Macfarlane still mimics perfectly], 'How was it out there, Steven?' Those were happy days."

These are happy days still, with the connections of generations of The Lexington School family.

AND ALWAYS

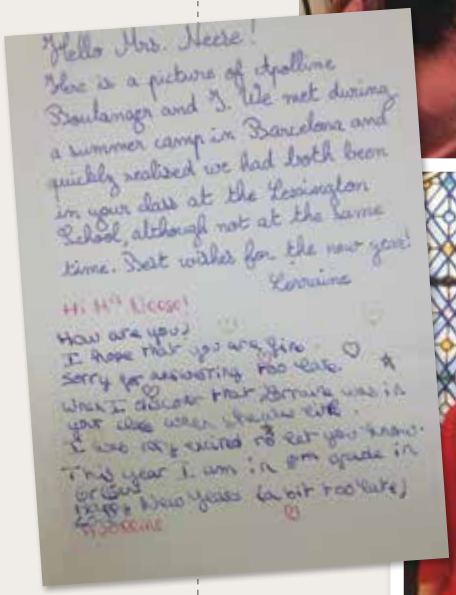


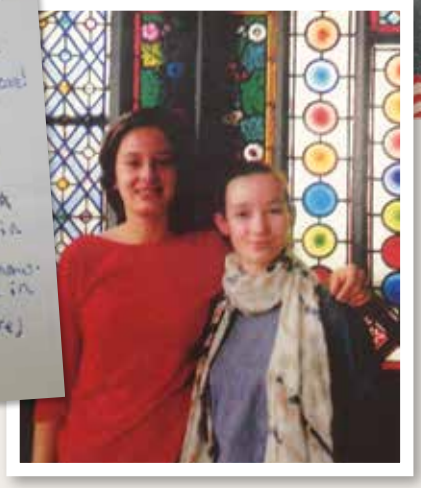




Terry Hatton '77, Suzanne and **Vernon Hatton (H'81)**, Daniel and Jori Sussman, **Jeff Hatton '76**, and **Steve Hatton '81.** Coach Vernon Hatton with his 1969 team in the old gym. Coach Suzanne Hatton with her 1969 team, with Lane Allen Road and neighboring houses in the background.







THE FRENCH CONNECTION

TLS Montessori continues to extend internationally, as Kris Neese, Montessori teacher since 2002, makes a devoted effort to stay in touch with her students long after they leave her classroom, and in some cases, long after they leave the United States.

Lorraine Deberon '16, left, now a high school junior, and **Apolline Boulanger '18**, ninth grade, met in Barcelona and discovered they had much in common. Read their letters, at left, to Mrs. Neese, who says, "These two are really good about keeping in touch with me. I love that!"

This summer Apolline visited Lexington for several days with the family of **Anna Susini '14** and **Zach Susini '17**. Mrs. Susini says, "Apolline immediately asked to see Mrs. Neese. Our family and the Boulangers were friends long before they arrived in the U.S. for their jobs. The Lexington School was a great way for the kids to grow individually and intellectually when they arrived from France. We are grateful for TLS teachers like Mrs. Neese who will always be remembered no matter how many miles are between her students and her."

Mrs. Neese says, "The Susinis invited me for coffee and a chance to see and visit with Apolline. Being together with her again was lots of fun, and I also got a chance to catch up with Zach, which I thoroughly enjoyed."

At Cours Saint Charles High School in Orléans, France, Apolline is proficient in English, one of her favorite classes, along with math. Anna is a freshman at Brown University, and Zach, a sophomore in the Math, Science, and Technology Center at Paul Laurence Dunbar, enjoys his classes and is part of the PLD speech and debate team.

For further Francophile friendship stories arising from Mrs. Neese's class, see Fall 2012 *Pinpoints.*

Celebration 2018

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the CLASS *of* 2014



TLS is a great one.
Philip Allison



Forge good study habits.
Ian Schaeffer

Members of the Class of 2014 are freshmen in college now, across the United States. It seems just yesterday many of them were in KinderKlasse or Montessori. They make us proud. In congratulating them on their next steps in life, we asked them three questions.

There were 33 students who wrote back to share TLS thoughts. Their answers reflect deep devotion to their teachers and to their days and years at The Lexington School. That's the good news. The bad news is because of the overwhelming response, *Pinpoints* does not have nearly enough pages to include them all. It is certainly *l'embarras des richesses* – way too much of a good thing!

The Paddock features their great pictures and excellent replies in full. For a grand preview, enjoy one sentence from each student. Individually and as a whole, these are powerful tributes.

1) How did TLS prepare you for college (or for life after TLS)?



The Learning Center improved me from being behind to excelling and graduating with high honors and on the dean's list. **Kelsay Birdsong**



TLS taught me so many useful skills that if I were to list them all, you would have a full-on novel on your hands.
Isabeau Camp



TLS taught me to stand up and speak in front of a crowd over and over and over again.
Kate Christensen



TLS helped me get an early start on making sure I knew how I studied and learned best.
Jack Cline



TLS gave me skills to achieve any goal I set out to reach. **Zachary Coons**



I was surrounded by academically motivated classmates. **Sam Perez**



Orton-Gilligham helped me learn medical terminology and abbreviations. **McKinzie Smith**



The TLS honor code meant that the Williams Honor Code was no surprise to me. **Emma Draper**



My TLS writing and mathematics foundations were the most important. **Eliza Platt**



My best friends in life are all still from TLS. **Colton Warner**



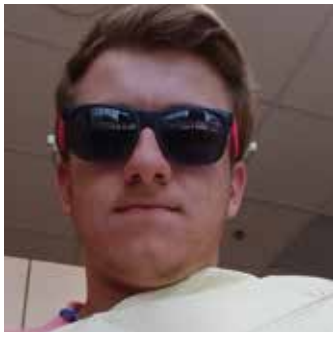
My class had some of the smartest people I know. **Olin Gentry**



I was always thrilled to see my TLS teachers. **Tom Polites**



I miss my TLS family! **Ellie Webb**



TLS taught me to be accountable in the classroom and on the field. **Spencer Kriss**



The Learning Center gave me confidence. **Anabeth Psimer**



I love staying in touch with TLS and I look back so fondly on my times there. **Emerson White**

2) Please share a brief memory of a favorite teacher/class/event.



My favorite memories at TLS are learning how to cook from my P.E. teacher and learning about science in third grade. **Haven Aurland**



My favorite memory was doing a presentation in Spanish class where we cooked a dish and brought it to class and then explained how we made it while the class ate it. **Emma Baker**



My favorite memory was having a fourth-grade science teacher who was such a joy to be around. **Olivia Baker**



One of my most favorite moments with a teacher was on all the class trips we took to Barrier Island, the Southwest Trip, the Southwest Sequel, and the Costa Rica Trip.
Connor Duzyk



My favorite class period out of 13 years of education remains my teacher's explanation of the Battle of Thermopylae (I still remember how to spell it) and the events surrounding it.
Jackson Leach



One of my favorite TLS memories comes from the seventh grade trip. Our chaperone in the house I was in read to us every night.
Andres Mitchell



My favorite memory at TLS was the last campfire on the Southwest Sequel. **Woods Rouse**



I'll never forget playing lacrosse and soccer with guys that I'm still best friends with today.
Ben Schaeffer



I learned how to have a proper Socratic Seminar. **Anna Susini**

3) What advice can you give current TLSers?



Truly, nowhere else can compare to this school of ours.
Halle Cline



Explore hobbies, make art you want to make, be true to yourself; don't let anyone tell you otherwise. **Juliet Criswell-Marco**



Ask for help and never be ashamed or shy away from asking questions because TLS teachers advocate for all students and all learning styles. **Cleve Merritt**



My advice to current TLSers is to cherish and enjoy every moment at TLS. **Marshall Nielsen**



TLS teachers will guide you through high school, college, and into adulthood. **Deacon Thomas**



My advice to current TLSers would be, without a doubt, to cherish your teachers and the relationships you have with them. **Allen Westerfield**

COLLEGE MATRICULATIONS *for the* CLASS *of* 2014

FROM HERE *to anywhere!*

Philip Allison ..... Vanderbilt University
Victor Allison ..... Vanderbilt University
Shaun Anderson ..... Tennessee State University
Haven Aurland ..... Harper College
Emma Baker ..... Colorado State University
MacCarthy Baker ..... Florida State University
Olivia Baker ..... University of Kentucky
Kelsay Birdsong ..... BCTC, Radiology Program
Allington Bowling ..... Tulane University
Nick Calhoun ..... University of Louisville
Isabeau Camp ..... Miami University of Ohio
Kate Christensen ..... Vanderbilt University
Halle Cline ..... University of Kentucky
Jack Cline ..... Louisiana State University
Kedrick Cobo ..... University of Kentucky
Worth Coons ..... Southern Methodist University
Zachary Coons ..... University of Richmond
Juliet Criswell-Marco ..... BCTC, Associates for Fine Arts, Focusing on Film
Emma Draper ..... Williams College
Connor Duzyk ..... University of Richmond
McMillan Fister ..... University of Kentucky
Eden Fry ..... Drexel University
Andres Gedaly ..... Boston University
Olin Gentry ..... University of Kentucky
Megan Goldthorpe ..... University of Tampa
Ruby Kate Gray ..... Hanover College
Spencer Harris ..... University of Kentucky
Caroline Keating ..... University of Alabama
Spencer Kriss ..... Washington and Lee University
Zachary Langdon ..... Macalester College
Jackson Leach ..... Tulane University
Morgan McDonald ..... Wake Forest University
Cleve Merritt ..... University of Kentucky
Andres Mitchell ..... Samford University
Sahar Mohammadzadeh ..... Harvard University
Sarah Morrison ..... Sullivan University
Joey Neuzel ..... University of Kentucky
Marshall Nielsen ..... Davidson College
Morgan Patton ..... Transylvania University
Sam Perez ..... University of Georgia
Ellie Phillips ..... Washington University
Eliza Platt ..... New York University Shanghai
Tom Polites ..... Tulane University
Anabeth Psimer ..... Morehead State University
Woods Rouse ..... Washington and Lee University
Ben Schaeffer ..... Swarthmore College
Ian Schaeffer ..... Northwestern University
George Shashy ..... University of Dayton
Alex Simpson ..... Dartmouth College
McKinzie Smith ..... Nash Academy Dog Grooming School
Anna Susini ..... Brown University
Deacon Thomas ..... NOLS Gap Year; Transylvania University
Matthew Trawick ..... University of Kentucky
Annie Varner ..... Washington and Lee University
Colton Warner ..... Cornell University
Ellie Webb ..... Georgetown University, School of Foreign Service
Allen Westerfield ..... Vanderbilt University
Emerson White ..... Brandeis University
Myles Winkley ..... Cornell University
Clark Wood Jr. ..... Auburn University

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3



"The teachers and kids are friends here in school. When I get stuck on something, I can ask my teachers, and they help me."
– Hari Sethuraman, eighth grader

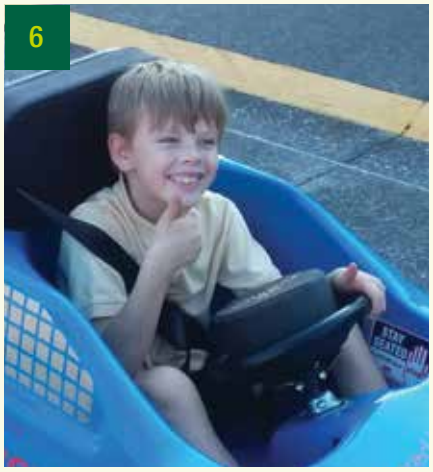
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5



6



"TLS provides a more comprehensive or unique brand of education than other places. The Learning Center has nationwide renown. Students learn more advanced things because teachers tend to be more passionate about education in general."

– Ivan Wood '11,
IT Department

7











1 An eighth grade play requires artistic as well as dramatic work. **2** One of the few times Señor Conley's hands-on, interactive seventh grade Spanish class is sitting still, likely decoding a Spanish meme from Instagram, mastering the preterite tense, or discovering the world of double-object pronoun placement. **3** Reading is a strong part of the sixth grade of Dr. de Beer, who begins each class with quiet, independent reading to cultivate a daily reading habit. **4** In preparation for Founders Day Assembly, current parent **Bret Jones '96** and his first grade helpers do some carline advertising for the Birthday Closet. **5** KinderKlassers use textured stampers to paint their dinosaurs, then, once dry, students add spikes along the backs, like a Stegosaurus, to spell out their names. **6** Safety City has been a popular second grade field trip since the Fall of 1991. **7** A sixth grader exhibits great control and balance – despite being airborne – over a nearly uncontrollable ball. GO COLTS! **8** Colts and Wildcats enjoy the annual Alumni Council tailgate, now in its second decade. **9** Eighth graders gather to celebrate the second day of school. **10** Kindergartners are enthralled with their praying mantis friend on the playground. **11** After a Montessori student constructed a maze with red rods, he invited his friends to join him to walk carefully and slowly to the center and back. **12** Morning Meeting Challenge: Mrs. Hetman's first graders use teamwork to form a circle with their bodies. **13** These Prekindergartners are on top of the world in their playground treehouse. **14** Acorns try out a variety of yoga movements through a story with Dr. Bowling.

WHO?
WHAT?
WHERE?

PIN PRINTS





"TLS is teaching Aleko the importance of friendship and community."

– Headley Butler '89, dad of Aleko, Montessori



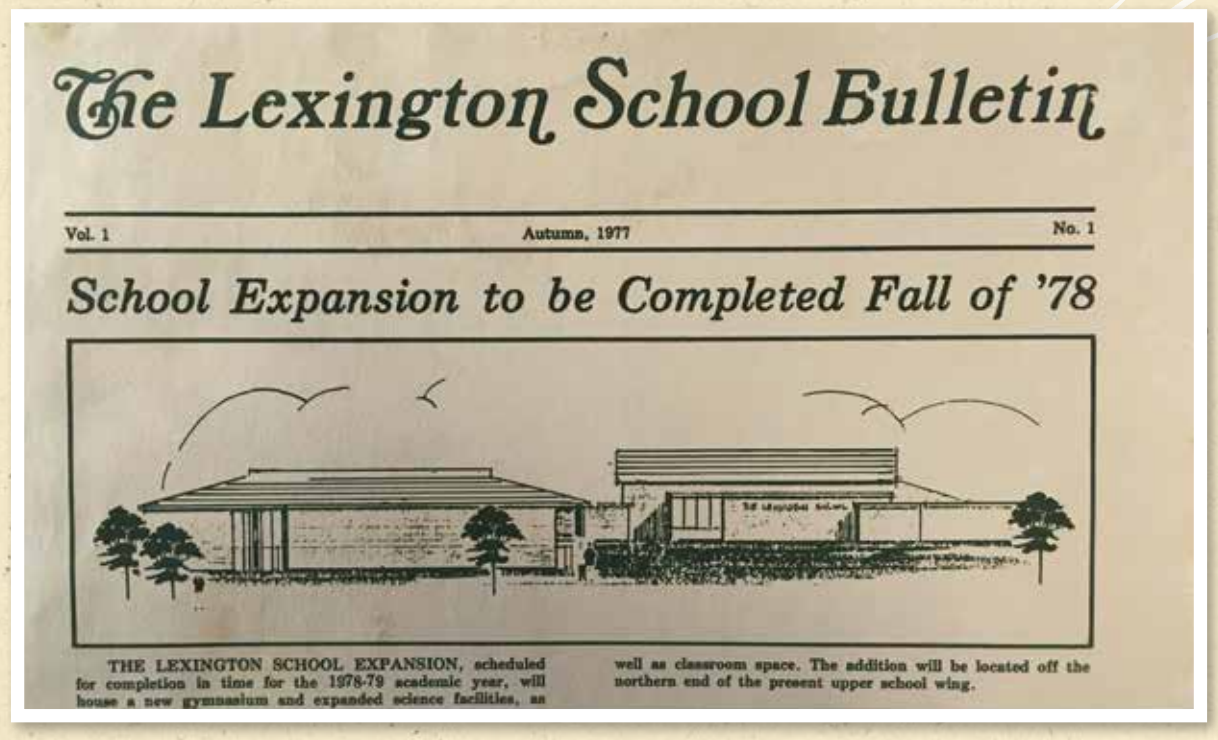
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The Lexington School admits students of any race, religion, color, sex, national, or ethnic origin.

HISTORICALLYSPEAKING



The Lexington School Bulletin

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School Expansion to be Completed Fall of '78

THE LEXINGTON SCHOOL EXPANSION, scheduled for completion in time for the 1978-79 academic year, will house a new gymnasium and expanded science facilities, as well as classroom space. The addition will be located off the northern end of the present upper school wing.

Many in The Lexington School family remember the construction on campus 40 years ago.