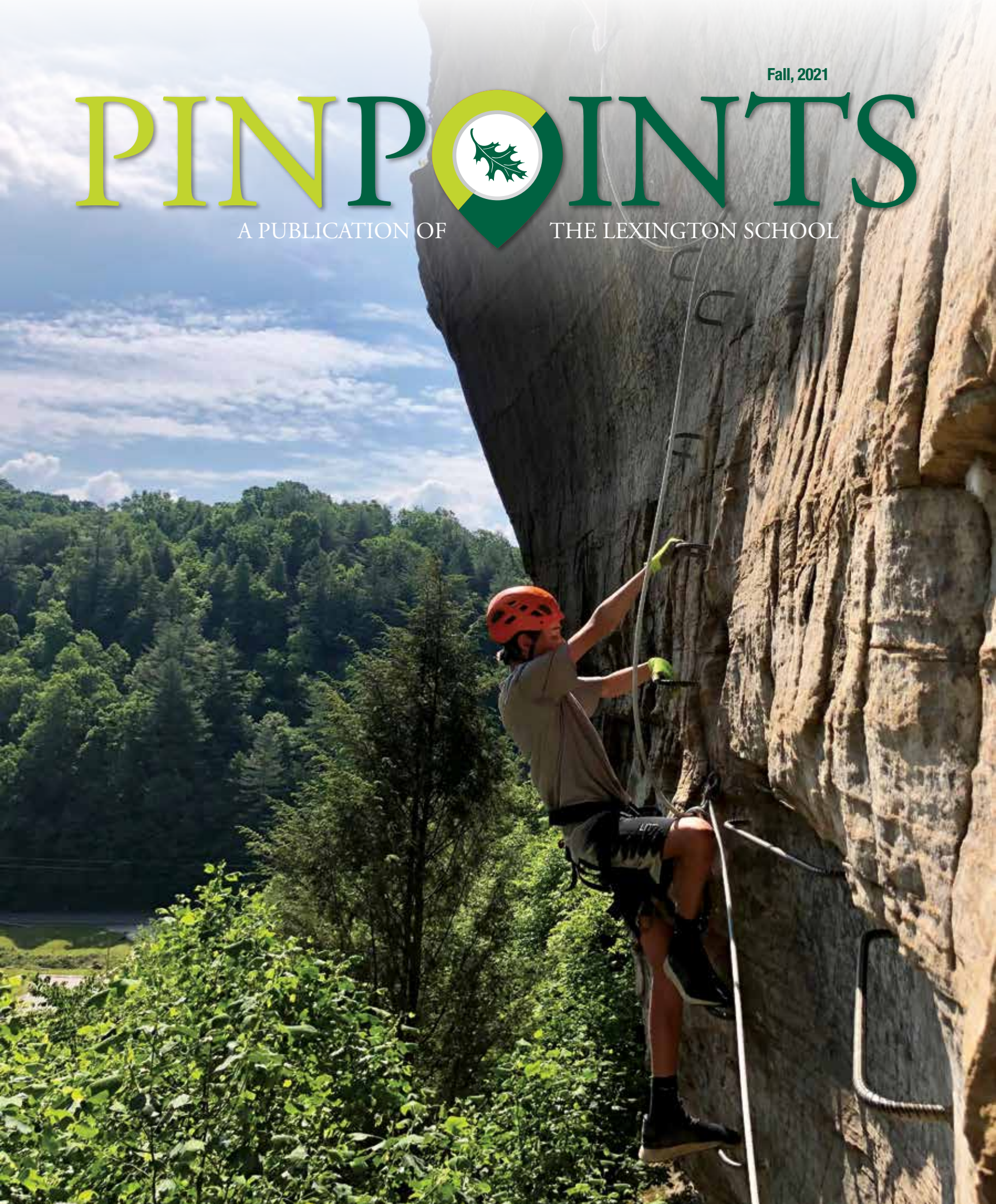
Fall, 2021

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





Ms. MacCarthy addresses the **Class of 2021**.

HEADLINES

June 4 was a spectacular day. Early morning rains moved out at the last moment leaving a cool and sunny morning, and with Scarlet Gate as the backdrop, The Lexington School celebrated its 60th graduation. The day's weather reflected the journey of the **Class of 2021**, as the ups and downs of being a student for the last two years concluded with a wonderful closing. With final milestones like Etiquette Dinner, Candlelight Ceremony, Tribute Night, and our class trip, we were together, in-person, and it was fantastic. The **Class of 2021** had the proper sendoff each student deserved.

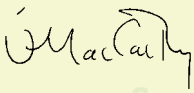
Our graduates have left their mark on TLS, and I have been lucky enough to watch their childhoods unfold to this moment. Thirty-two of the class started in Preschool, with four as young as three years old. Four classmates actually started in diapers in our former daycare program, two as young as seven weeks old. Eighteen more came in Lower School, nine joined in Middle School, and the **Class of 2021** became complete in eighth grade when the last two students entered the paddock. It does not matter if a student arrives in diapers or in eighth grade. Once here, we are all TLS Colts and therefore forever linked.

I love how lives and stories weave together at The Lexington School regardless of when someone arrives at 1050 Lane Allen or where they are from. Standing on stage addressing the **Class of '21** was a most impressive alum, **Dr. Ting Ting Fu '00**, whom I remember as a new third grader many years ago, someone who had recently moved to Lexington from Beijing. On stage with Dr. Fu sat James Clay, son of **Case Clay '89**, who, just by chance, was Ting Ting's graduation speaker in 2000.

Time moves forward, children grow, leave, and change occurs, but the rich traditions of The Lexington School continue, year in and year out, with sixty unique classes of graduates. I can't help but imagine who in this class will be back addressing our future graduates.

Congratulations to the **Class of 2021**.

I hope you enjoy this edition of *Pinpoints.*



Una MacCarthy
Head of School

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Lauren and Clara discuss the finer points of TLS's diploma.

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Lucy J. McKinstry '66

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Cover photo: **James Clay '21** navigates the Via Ferrata climbing route above the treetops on the eighth grade trip to Red River Gorge. Photo by **Chris Johnson '89. Please address comments to lmckinstry@thelexingtonschool.org.**



The Class



Row 1: Charlie Watson, Lola Mason, Laura B. Friesen, Eva Quinn, Sukriti Kapoor, Louisa de Beer, Catherine Sutherland, Rachel Newton, Lauren Neuman, Casey Bottoms, Morgan Wilson, Caroline McGregor, Amelia Ryan **Row 2:** Cailyn Rogers, Maggie Rogers, Caroline Beiting, Virginia Love, Sophia Haddad, Malika Bhavsar, Nadiya Washington, Alejandra Gomez, Ali Ramsey, Katherine Monohan, Clara Nicol, Olyvia Mead **Row 3:** Donovan Stone, Shailen Zimmerman, Harper Monohan, Chase Nurick, Love Pierre-Louis, William Inabnet, Alexander Crothers, Graham Luchtefeld, Jackson Minner, Ben Fallon, Wyatt Lutz, Lukas Tsappis **Row 4:** Xav Reeder, Hudson Rogers, Jonathan Tshibangu, Graham Harris, Zachary Fullerton, Dawson Myatt, Holden McCoy, Braden Peevy, Jaden Chambers, Jack Liau, James Clay **Row 5:** Pierre Kauffmann, Gui Torrealba, Owen McChord, Roman Comi, Andrew Campbell, Matthew Banks, Hassan Kahloon, Wade Johnson, Cian Shah, Mustafa Khan, Cole Lookabill, Wes Taylor **Not Pictured:** Claire Glenney

# of 2021



At their sunshine-filled graduation on the Scarlet Gate lawn, the Class of 2021 had countless reasons to celebrate. Faculty and staff, members of the board of trustees, family, and friends joined heartily in that celebration – in person, no less! The Lexington School's 60th commencement continued the tradition of togetherness, as Martha Anderson, lower school music teacher, played "Pomp and Circumstance" on the piano for the processional. Elizabeth Wooster, fourth grade and middle school music teacher, led the 61 eighth graders and the assembled group in singing "The Lexington School Alma Mater." Una MacCarthy, Head of School, welcomed all "to this very important moment." Her words were reminiscent both of students' first days as TLSers as well as of their last evening, around their Red River Gorge campfire: "You'll be forever linked to our hallways with your childhoods forever woven together. …We want you to know how much we have enjoyed you, both individually and as a class as a whole."

Jeff Truitt '85, board of trustees president, gave heartfelt thanks to faculty and staff, saying, "All gratitude goes to you for giving not only this class, but all of our students as normal a year as possible. It could not have been done without you." Tim Alford, Middle School Head, presented academic awards.

Ting Ting Fu '00, 27th alumni commencement speaker, shared memories and wisdom from her life's path. Born in Beijing, she and her mother moved to the U.S. to join her father when she was five. She began TLS in Mrs. Geddes's third grade class, and, as she told the group, "I think no one will be surprised when I say it was Ms. Lounsbury's anatomy class that sparked my interest in medicine and first led me down my career path." She matriculated to Dunbar's Math Science Technology Center, Massachusetts Institute of Technology, and the University of Kentucky College of Medicine. She is now a neonatologist at Cincinnati Children's Hospital, where she and her group oversee all neonatal ICUs and the majority of well babies in the Greater Cincinnati area. Her advice was timeless: "Choose kindness and compassion. We are all human beings, and while our experiences and circumstances may set us apart from others, we have so much in common as well. We love our families. We want to be treated with respect. We all have fear, sadness, hopes, and dreams. Through empathy, we first recognize these commonalities in others and then understand their differences. By showing kindness and compassion to others, a small token of effort on your part can make a lasting impression."

Stepping onto the stage, Mr. Alford announced, "Now it's time for 'the Main Event,' as Ting Ting called it." As he read each student's name, Ms. MacCarthy presented the well-earned diplomas to deserving students amid enthusiastic applause.

Hearty and healthy congratulations to the **Class of 2021!**

Opposite page: Dr. Ting Ting Fu '00. Far right: Ms. Lounsbury and Dr. Fu.



“NOW IT’S TIME FOR THE MAIN EVENT”

BUILDING A BRIDGE *to the Future*



Sukriti Kapoor: "Do you think about the bridge that helps you reach your destination? At The Lexington School, we have been building that bridge since day one, using our courage and strengths."



Cole Lookabill: "We start to cross the bridge we have built in order to test our independence."

Shailen Zimmerman: "The most important part of the lower school building process was the memories that strengthened our bridge more. Every memory helped us prepare for the next big step in our lives."



Cian Shah: "When TLS incorporated The Learning Center, the bridge expanded and became stronger. We needed something special to make the bridge unique. The Learning Center fills this role perfectly."



Legacy Students: James Clay | Ben Fallon | Wade Johnson | Lola Mason | Lauren Newman | Clara Nicol



HIGH SCHOOL MATRICULATIONS FOR THE CLASS OF 2021

Matthew Banks ..... Lexington Catholic High School
Caroline Beiting ..... Lexington Catholic High School MST Scholars Program
Malika Bhavsar ..... Paul Laurence Dunbar High School
Casey Bottoms ..... Lafayette High School Pre-Engineering Program
Andrew Campbell ..... Lafayette High School Pre-Engineering Program
Jaden Chambers ..... West Jessamine High School
James Clay ..... Henry Clay High School
Roman Comi ..... Baylor School
Alexander Crothers ..... Lafayette High School Pre-Engineering Program
Louisa de Beer ..... Saint Mary's School
Ben Fallon ..... Sayre School
Laura B. Friesen ..... Westminster School
Zachary Fullerton ..... Lexington Catholic High School
Claire Glenney ..... Lexington Catholic High School
Alejandra Gomez ..... Sayre School
Sophia Haddad ..... Sayre School
Graham Harris ..... Sayre School
William Inabnet ..... Lafayette High School Pre-Engineering Program
Wade Johnson ..... Lafayette High School Pre-Engineering Program
Hassan Kahloon ..... Paul Laurence Dunbar High School MSTC Program
Sukriti Kapoor ..... Paul Laurence Dunbar High School MSTC Program
Pierre Kauffmann ..... Lexington Catholic High School
Mustafa Khan ..... Lafayette High School Pre-Engineering Program
Jack Liau ..... Sayre School
Cole Lookabill ..... Baylor School
Virginia Love ..... Lafayette High School Pre-Engineering Program
Graham Luchtefeld ..... Lexington Catholic High School Fine Arts Exemplar Program
Wyatt Lutz ..... Sayre School
Lola Mason ..... Lexington Catholic High School
Owen McChord ..... Lafayette High School Pre-Engineering Program
Holden McCoy ..... Sayre School
Caroline McGregor ..... Frederica Academy
Olyvia Mead ..... Sayre School
Jackson Minner ..... Lexington Catholic High School
Harper Monohan ..... Sayre School
Katherine Monohan ..... Sayre School
Dawson Myatt ..... Paul Laurence Dunbar High School
Lauren Neuman ..... Westminster School
Rachel Newton ..... Sayre School
Clara Nicol ..... Lexington Catholic High School
Chase Nurick ..... Paul Laurence Dunbar High School MSTC Program
Braden Peevy ..... DePaul College Prep
Love Pierre-Louis ..... Lexington Catholic High School
Eva Quinn ..... Lexington Catholic High School
Ali Ramsey ..... Lexington Catholic High School
Xav Reeder ..... West Ridge, Austin, Texas
Cailyn Rogers ..... Ethan Allen Prep
Hudson Rogers ..... Lexington Catholic High School
Maggie Rogers ..... Lexington Catholic High School
Amelia Ryan ..... Baylor School – Cartter Scholars Program
Cian Shah ..... Sayre School
Donovan Stone ..... Woodford County High School
Catherine Sutherland ..... Lexington Catholic High School
Wes Taylor ..... Lexington Catholic High School
Gui Torrealba ..... Lexington Catholic High School
Lukas Tsappis ..... Henry Clay High School Liberal Arts Academy
Jonathan Tshibangu ..... Henry Clay High School
Nadiya Washington ..... Paul Laurence Dunbar High School MSTC Program
Charlie Watson ..... Lexington Catholic High School
Morgan Wilson ..... Sayre School
Shailen Zimmerman ..... The Lawrenceville School

— DOORWAY TO THE —
OUTDOORS









RED RIVER GORGE

Jump Rock – that 20-foot-tall rock next to the 20-foot-deep swimming hole – *was only part of the horizon-broadening five days.* The **Class of 2021** took full advantage of jumping into learning at Red River Gorge.





With strong and devoted support from Una MacCarthy and faculty and staff, **Chris Johnson '89**, seventh grade science teacher, and Tim Alford, Middle School Head, both seasoned educators and outdoorsmen, organized all three trips (sixth, seventh, and eighth) to Red River Gorge for Middle School. Wisdom from TLS's Philosophy Statement guided the planning, as the supportive environment of each trip had elements of developing courage, taking risks, and embracing growth that emerges from success and failure.

For eighth graders, the COVID departure from the traditional Southwest trip held its own goodness. Students became knowledgeable about a part of the Daniel Boone National Forest close to Lexington, and they grew comfortable in its wilderness. As Mr. Johnson said, "We wanted to create an experience for these kids that they won't forget, to create a roadmap for them, to teach them how to do this and pull this off on their own, to lead their own trips." He went on to point out, "It's super accessible. This forest is a place they can go for the rest of their lives, in high school, college; they can take their parents this summer, and come back when they have kids, themselves."

Via Ferrata rock climbing, with its six sections getting progressively harder, offered, as Mr. Johnson described, "the sense of the exposure and the airiness of climbing, and how to climb safely." Underground cave kayaking in clear, LED-lit kayaks at 50° was an other-worldly sensory experience. Backpacking overnight gave firsthand experience in determining and carrying what campers needed for 24 hours in the backcountry, with no support from a nearby campground. Carrying a 35-to-40-pound pack, hauling water and food, splitting wood, building a fire "from scratch," brought camping to a new, and unforgettable, level.

The eight-mile, five-hour kayak paddle down Red River added its own adventure. Because of low water level, it was a physical activity that involved learning how to navigate and sometimes getting into the water to pull the kayak. The course, refreshingly, included a stop at Jump Rock, for students to test their mettle. The zipline, too, gave that opportunity for overcoming fear and feeling earned pride.

The campfire, an honored TLS eighth grade trip tradition, provided time for reflection and gratitude for classmates and for teachers and their shared experiences. Mr. Johnson accentuated, "These kids now know somewhere close to home to go camping, backpacking, and swimming. They know trails to go on with their friends. When they drive through Nada Tunnel, that will bring back these memories. They can camp again where they camped in Middle School."

In thinking back to the outdoor classroom of Red River Gorge, Mr. Johnson concluded, "These trips are about opening doors. Some students say that's a door they never even knew existed, and here it is. It's not just cracked open a little bit. It's wide open now! I'm happy we were able to give our eighth graders a capstone finale experience as the culmination of a challenging year."



"I didn't like taking the time to do these, I'm not gonna lie, but now I love looking back at it and seeing all the memories. This is full of memories I would have forgotten."

— Olyvia Mead

"I looked back at all I wrote and couldn't believe how much I had to say about the projects we did. Seeing the pictures, I see how much I've grown."

— Owen McChord

WRITE ABOUT NOW...

Dear Future Self, "I LOVE TO LEARN THINGS...."

Adored TLS sixth grade anatomy and physiology teacher since 1993, Tomi Lounsbury knows the importance of writing things down, of chronicling.

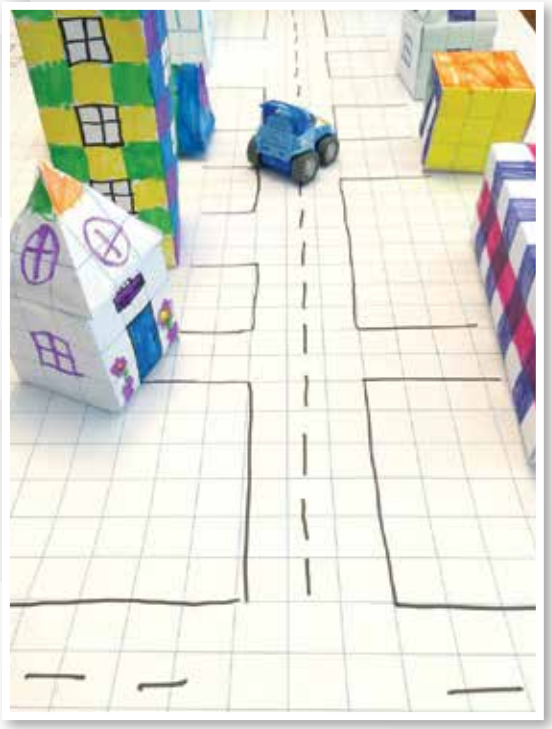
She also knows the importance of the sixth grade year, transitioning from Lower into Middle School, saying, "I don't want them to forget the things that went on in sixth grade: their TLS family; what they were doing and thinking and feeling; this moment in time. It's a community-reinforcing project. I want them to know they always carry a little piece of me with them, and, through these journals, they have that." Always aware of the importance of tradition, Ms. Lounsbury presents the journals to the students at the end of their eighth grade year, adding to the excitement of those last days as TLSers.

Bookended by first- and last-day pictures, they include many photos and often pages-long descriptions of every project in between. The journals are treasures, careful and detailed narratives of their shrinky dink cells, pasta skeletons, no-vaping posters, digestive system aprons, to the celebrated fetal pig dissections.

Ms. Lounsbury explains a favorite topic woven throughout: "The kids never forget homeostasis! We do homeostasis for every unit because it's the basis of the body and how it works." Students heed her advice: "Write so when you come back in ten years, you can be precisely back in the moment." She continues, "The kids were so close with each other that it was a joy to see. I want them always to remember that joy."

a City Made OF MATH

True to his belief that "geometry is a fun class, and even more fun when students get to be hands-on," **Andrew Schwartz '00**, middle school math teacher, assigned an imagination-inspiring 3D cities project for one unit rather than the usual exam.



Eighth graders studied parallel lines, angles, and quadrilaterals. Their project was to design a city with particular parameters: the school had to be a trapezoid; a gas station would be a square pyramid; there needed to be three parallel streets, one perpendicular street, and one transversal street. Buildings were required to be in specific locations; for instance the grocery and a house had to be at alternate exterior angles.

Discarded cardboard from dining hall food boxes of all shapes and sizes provided the cityscape building materials. TLS urban planners determined an overall vision, cut out 3D shapes, and spray-painted them. Students earned bonus points for themed cities. One group's focus was a party, with layout in the shape of a festive hat with bright colors. An inviting, bouncy castle was a main center of attraction. Another group took inspiration from Eric Carle's *The Very Hungry Caterpillar*, with structures painted as fruits the caterpillar devoured in the book. An eye-catching four-foot caterpillar was a skyscraper with a restaurant in it.

As caterpillars develop into butterflies, Mr. Schwartz might well have seen a metamorphosis of some of his students into future architects or city planners. Far from the run-of-the-mill test, 3D cities that grew in the Middle School Commons added a new view and a new way of looking at things. With a proud smile, Mr. Schwartz said, "The students really seemed to like it, and it was fun to see their creativity grow."

happy Retirement

JONI CALKINS



Taylor Riordan and Mrs. Calkins

Tributes from former students touch teachers' hearts, and often describe the teacher in a crystal clear way. Since 1997, Joni Calkins, teacher of third grade, then first, then third again, has created meaningful relationships with her students. Toward the last days of school, she received this gift of most touching words:

Dear Mrs. Calkins,

I am entering my last year at TLS, feeling reflective of my growth. A memory from your third grade classroom comes to mind; my mother had sent me to school with my hair in two little Princess Leia buns, and I was so proud. I walked into class with my head high; however, the joy didn't last long. Once I finished putting my backpack in its cubby and stepped into the room, my heart sank as the class erupted in laughter that seemed never-ending. Now it must not have been as bad as I recall, but for my nine-year-old self, it was the end of the world. I began the walk of shame to my seat, and began to unravel the buns my mother had done that morning when I looked up and saw you motioning me over. I stood next to you at your oval desk as you wiped tears trickling down my face, and you told me something I will never forget. You said, "You're so beautiful, don't let anybody tell you what you can't be." You probably inspire young girls every day, and you may not even remember; however, I will never forget. It changed the way I see life, and I have since never let anybody tell me how to live my life. It is all because of you. Thank you.

Always keep inspiring, and happy retirement. You deserve it.

Sincerely,
Taylor (Riordan '22)


Mrs. Calkins in the Cu Chi Tunnels in Vietnam

Mrs. Calkins has brought her classes enriching lessons from TLS travel opportunities to Vietnam, the Oregon Trail, and Ellis Island. She says, "Learning continues well beyond a formal education, and professional development is essential in our ever-changing world. I have always wanted my students to become lifelong learners."

Mrs. Calkins also headed Applied Music Lessons, recalling, "We had up to 120 students, and I looked everywhere to put a piano, so someone could have a private lesson during lunch or after school."

Pinpoints echoes Taylor Riordan's words to Mrs. Calkins: "Always keep inspiring, and happy retirement."

With Greatest Pride and Much Respect. She knew everybody in the school and had for decades. There is not a class or closet or playing field at 1050 Lane Allen Road that hasn't been under her watchful care. From 2003 until 2016, as Director of Admission, she warmly welcomed countless visitors in a thousand or so admission tours.

For many years and for many people, Beth Pride was The Lexington School's first face, first smile, first connection. Mrs. Pride, mother of **Eliza Pride '12** and **Lewis Pride '15**, now points her way toward a number of other creative endeavors.

After she helped form the strength and goodness of the TLS student body from the admission office, in 2016 she became TLS's inaugural Director of Marketing and Communications. She has spread the good news about The Lexington School, and her stats speak powerfully in their own right.

Marijo Foster (H'16), dear friend, mentor, and former Lower School Head, says from her heart, "A few years ago, TLS was named the #2 school of its type in the country. This was a legitimate ranking that was well deserved, but I found it surprising that our school would have been noticed. It took me about two seconds to realize how this had happened. Beth Pride had been writing about, filming, photographing, promoting, and just plain showing off TLS so well that its reputation of excellence had grown to the point of national prominence. Now, that's some legacy. Thank you, Beth."

Geriann Blevins, Director of Admission, emphasizes, "She always makes everyone around her better."

As Mrs. Pride, known for her many and positive TLS mottos, says, a welcome to The Lexington School "starts with a handshake, ends with a hug." Her countless friends and admirers send her warmest hugs.

1 National Ranking; Second Best Private Elementary School in the United States

3 Viewbooks

50 Webpages

10 Head of School Podcasts (created 2019)





Mrs. Pride with Catherine Kellogg and with Dean Smith



2,084 Tweets

1,200 Instagram posts (including "stories"), almost 2,000 organic followers

350 videos; YouTube, Vimeo, Spark

80 Branching Out blogs (created 2016)

72 albums on Flickr

2,000 Facebook posts, almost **3,300** organic followers



Mrs. Hetman with members of the **Class of 2021** as Kindergartners

Tracy Hetman knows just what it's like for kindergarten students to leave their familiar preschool hallway and enter first grade, a new area of the school. TLS teacher since 2003 of Kindergarten for 14 years, then first grade for 4 years, she says, "Since I've been on both sides, too, I hope I brought some connection for the students and made the transition into Lower School a little easier for them."

Mrs. Hetman deeply values the solid and sustaining relationships she has made with her students, parents, and families. She is quick to say, "I am still in contact with many of them and keep up with my kids as they go through high school and into college." Too, she treasures her friendships with her colleagues, accentuating, "They are family to me, lifelong friends. It has been a blessing to work here."

Mrs. Hetman has a special interest and a special talent of meeting each child where that student is, as she points out, "You find their strengths, and play to those strengths, understanding what they love, what they're good at, then learning happens much easier for them. It builds a trusted student-teacher relationship, that connection I'm really proud of with the students I've had."

Luke de Castro '15, now a rising junior at MIT studying aerospace engineering, concentrating in autonomous systems, illustrates exactly that. With clear recollection of Kindergarten in 2006, he recalls, "Kindergarten was a long time ago for me, but I always remember the kindness and enthusiasm Mrs. Hetman brought to the classroom. One specific memory that has stayed with me occurred during a handwriting lesson. We were practicing writing letters on small chalkboards when I wrote my best "F" yet. The lines were straight and perpendicular. Mrs. Hetman praised me and showed the entire class. It was just an "F," yet my kindergarten teachers turned it into a lasting moment of pride. In this moment and many others, Mrs. Hetman made a significant impact on my confidence and created a positive notion of school that has carried me all the way to university. Thank you, Mrs. Hetman. I don't I think I've ever been more proud of a single character."





Mrs. Hetman with her last TLS class

Happy Retirement

LISA GUMM-GRAY

"What's Your Favorite Part of First Grade?"

Four days after school opened in August, 2020, a first grader answered that question with not one bit of hesitation, "My Teacher. She's kind. She speaks in a calm voice."

Anybody who knows Lisa Gumm-Gray would agree she's definitely kind. Some might quibble a bit (with a smile) about the "calm voice" part, because to know Mrs. Gumm-Gray is to know grand enthusiasm, her hugely positive outlook on life, and a deepness of tender feeling that she shares honestly with those around her. Mrs. Gumm-Gray is a people person from the word go. In a reflective moment, and, yes, with a calm voice, she says, "One of my favorite things about teaching is weaving together a community of learners who love and respect each other. I hope my children will let their light shine in their corner of the world wherever they go."

Marijo Foster (H'16), former Lower School Head, dear friend, and mentor of Mrs. Gumm-Gray, captures LGG's essence well: "Before she ever taught students anything academic, Lisa made them feel loved and valued. Character development was as important as reading comprehension. Kindness and thoughtfulness became second nature for those children. Hugs were as much a part of the day as math and spelling. It's not surprising that Lisa has a mile-long list of past students who adore her. Wherever she goes, she is warmly greeted by her formers. Mrs. G-G will always be their sunshine."

Since 2006, Mrs. G-G has nurtured and encouraged her TLS students, some now out of college, who have grown up knowing her mantra, "What do we learn from? … Our mistakes."

All along, Mrs. G-G has given her students strategies for problem solving and for life – how to use their manners, how to treat other people. She says, "Many children are hard on themselves, are perfectionists, so we talk about our mistakes, that we have to make them to learn from them. I also tell them if you knew everything already, then we would never have had this fantastic year together."

In fact, it's been a fantastic **15 years** for Mrs. G-G's students and colleagues. Thank you, Mrs. Gumm-Gray.

Mrs. G-G with the Alfords, Virginia, Montessori; Gray, rising third grader; and Stella, Montessori; her neices and nephew





Mrs. Gumm-Gray with her first TLS class, the **Class of 2014**



FIELDEN **WILLMOTT SWIMM '00**

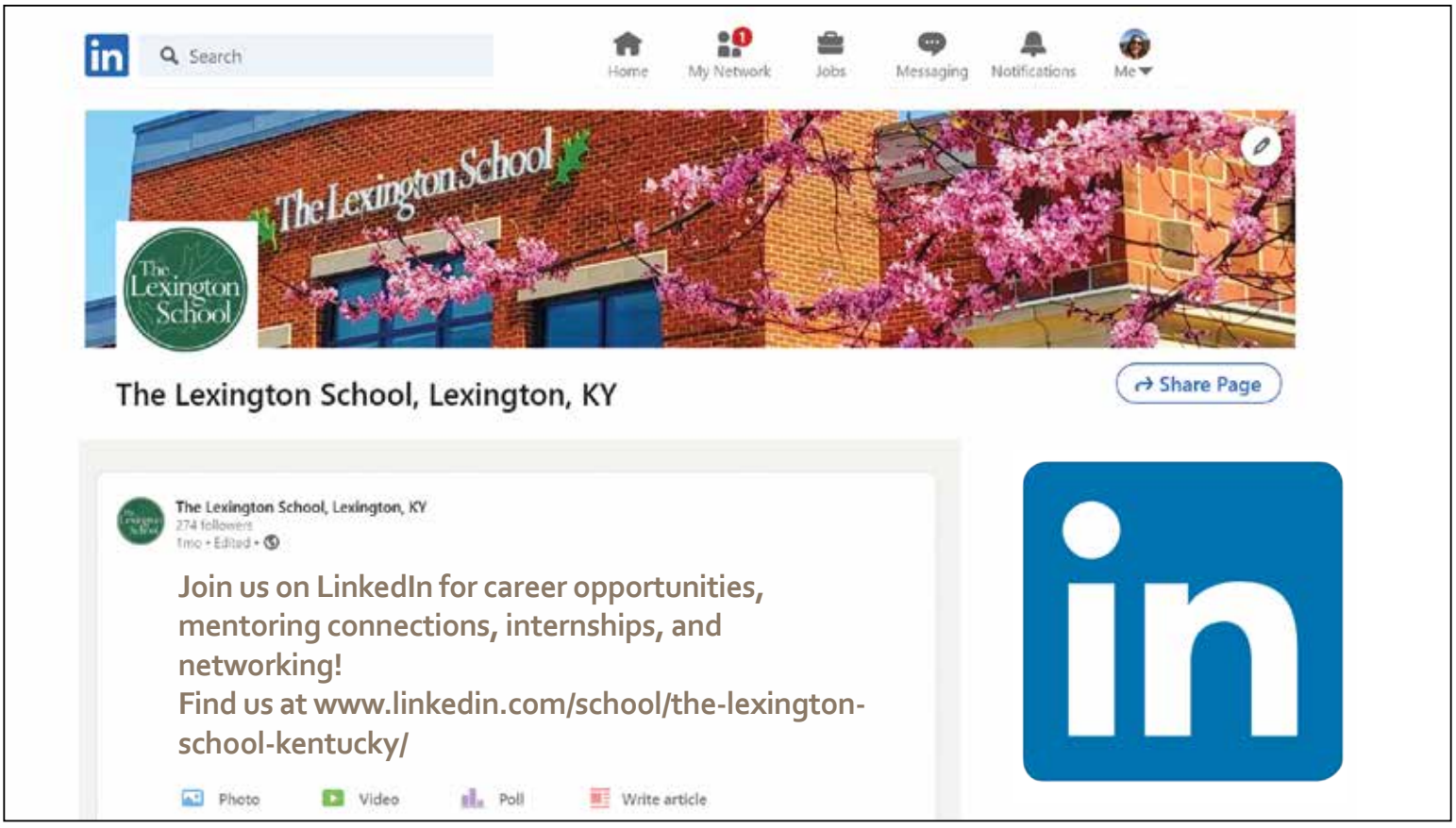
Fielden Willmott Swimm '00 is a TLS lifer, walking these hallways practically since she *learned to walk,* beginning in Camp Curiosity and Mary Beers's prekindergarten class in 1989.

There have been many of her family's footsteps throughout the years in these halls to encourage her pathway – those of her grandfather, Robert W. Willmott, active advisor in TLS's founding years; her mother, **Beth Robinson Willmott '74**; dad, **Webb Willmott '72**; uncle, **John Tom Willmott '63**, in TLS's first graduating class; and aunt, **Sarah Robinson Cowden '78**. Mrs. Swimm paved the way for her sister, **Emily Dale Willmott '04**, and of course cousins added to the grand familial mix.

After Chatham Hall, Centre College, and with her Master of Arts in Teaching from Morehead State University, in 2014 Mrs. Swimm returned to where she began, teaching seventh grade English in her old sixth grade classroom. She emphasizes, "Having the long arc of institutional knowledge has been rewarding. I'm proud I was able to contribute toward the strong continuation of The Lexington School, that I was able to come in like an archive and tell the students stories to move that long arc forward." In reminiscing about her teaching years, she says, "I'm proud of the camping trips I chaperoned with Joe Conley. I'm proud that we took students on breaks – Thanksgiving for the Gobble in the Gorge. Over spring break, we took kids rafting in West Virginia. For fall break, we did a backpacking trip through the Big South Fork, slogging it out, 30-something miles through the rain, finally taking refuge in a haunted barn. I'm proud of chaperoning the ski trips. I'm proud of the spirit of adventure of TLS that I was able to engage in and thoroughly enjoy. I have loved having the opportunity to create memories and share experiences with students outside the classroom.



Mrs. Swimm with **Jacob Ehl '18** and **Ben Pund '19** in Breckenridge, Colorado


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Welcome to New Faculty and Staff

Get to know our new community members through their choices of several prompts.



DAVIS ALEXIS
EXECUTIVE ASSISTANT TO THE HEAD OF SCHOOL

Best advice received? Never burn a bridge you may have to cross. Originally from my grandfather, Tommy Huffman, but passed on to me by my father.

What might surprise your colleagues? I can tap dance. My best, and favorite, teacher was a former New York City Rockette.

Favorite teacher? I always knew I wanted to be a teacher, but Señor Leal, my high school Spanish teacher, inspired me to teach Spanish.

Lesson learned from a challenge you've risen above? There's no place like home. COVID brought me back to Lexington after more than a decade in New York City, and I am so happy to be here with you all.

Pictured Above: Davis Alexis and her nephew, Thomas Wheeler, with his mom, Anne, in the background



JENNIE ANDERSON
DIRECTOR OF PRESCHOOL

Core values? School has always been the place where I feel most at home, a space where I can serve my favorite people – kids! During my time as a classroom teacher, I valued and practiced empathy and patience, whereas the years spent as a Division Head (toddler through elementary) were where I discovered the power and necessity of true collaboration. The evolution of my path from classroom to administration has largely been driven by my willingness to accept any challenge that was presented to me when called upon, whether that meant serving as an Interim Head of School, plowing the school parking lot when we were temporarily without a Director of Facilities, or being the school mascot for the day! I am truly honored by the opportunity to be a part of the TLS community where I look forward to building new relationships with a school community while continuing to lead with heart, passion, and as a servant to students, staff, and families.

Pictured Above: Jennie Anderson and Louie, her son



ELAINE COLLINS-HANSFORD

SIXTH GRADE SOCIAL STUDIES

Core values? I have been away from Lexington for almost ten years and am overjoyed that my two kiddos will be growing up in, not only my hometown, but my family home. When we came back to Lexington in 2020, we purchased my grandparents' house and are steadily making it our own. It was vital to me that my children be surrounded by a family and community who will challenge and support them. Moving home and to The Lexington School is an incredible opportunity for our family. I have taught in a wide variety of educational settings all over the country, from public to charter, as a consultant, teacher, and director – and I am thrilled that sixth grade social studies is my next grand adventure!

Pictured Above: Elaine Collins-Hansford with her children, TJ and Ally



TAYLOR COX

FIRST GRADE

What might surprise your colleagues? I graduated from the University of Kentucky with a dual degree in Marketing and International Business and worked as a recruiter for a few years before I decided to become a teacher. I also have lived in Dallas, TX, for the last eight years and just relocated to Lexington.

Best advice received? It was from my dad, who always told me luck and fortune come from hard work. When you are driven and focused, the timing will always work in your favor.

Pictured Above: Taylor Cox with former students Sam and Odie



MEGHAN FEDOR
FIRST GRADE

Best advice received? To listen more than I speak. In every conversation, I make it my mission to walk away having learned something new. I've found when I stay quiet and allow my students the opportunity to share with their classmates and me, they make strong connections and learn to communicate their ideas in meaningful ways. Listening more than speaking allows me to guide my students' learning based on their interests and prior knowledge.

What might surprise your colleagues? I always read a book's last chapter right after the first chapter. I also "Google" the ending to shows I watch. It's my most horrible habit. I do not do well with being surprised! I like being prepared for what's to come.

Favorite book? *Mindset: The New Psychology of Success*, by Carol Dweck. This book explains that your skills and intelligence can be improved with effort and persistence. In the classroom, I teach the power of the word "yet." Instead of saying, "I can't do multiplication," we say, "I can't do multiplication, *yet!*" If we put forth the effort and practice, we can do anything we set our minds to.

Pictured Above: Meghan, Case, and Charlotte Fedor



MEGAN HASTINGS-RUSSELL
FIFTH GRADE MATH: VOLLEYBALL COACH



Core values? My teaching relies heavily on strong student relationships. I enjoy when a lesson goes on a tangent and then spirals into stories or jokes that the students or I share. Those moments bond me with my students, and I hope to make everyone feel comfortable and welcome in my classroom. I've taught many students who claim they are "not math people," but I couldn't disagree more. Everyone can be a math person; each student needs to have success in the subject and the confidence to do it.

What might surprise your colleagues? I grew up with two math teacher parents. I remember sitting at our dining room table working on my math homework for the day and not remembering/understanding what my teachers had taught me. Then, my mom would sit next to me and reteach the concepts in a different way. I was shocked that there were different ways to solve a single problem. Moments like that encouraged me to become a teacher.

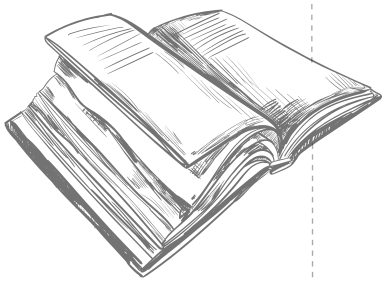
Pictured Above: Megan Hastings-Russell, Matthew Russell, and Maverick





SHAMA HINARD
DIRECTOR OF THE LEARNING CENTER

Favorite books? I LOVE to read. When asked which book I would recommend, call my most influential, or name my favorite, I find it hard to pick just one. *Because of Mr. Terupt*, by Rob Buyea, is one I revisit for inspiration and reminders of how we all have hidden struggles that influence our actions and how one person can make a huge impact. I have read *The Night Circus*, by Erin Morgenstern, multiple times, and each time something different speaks to me, gives me a reason to stop, think, and adjust the way I move through my day. Flavia de Luce *(Flavia de Luce Mystery Series*, by Alan Bradley), one of my all-time favorite characters, is spunky, smart, empathetic, independent, and grows with each adventure she embarks upon. She's someone I hope to be when I grow up. I could list several more books that have left an impression that I think others would enjoy, but I'll stop after just two more – *Tuesday*, by David Wiesner, and *Journey*, by Aaron Becker. Neither of these books has any words in them, allowing you to tell the story you see. Stop by, introduce yourself, and tell me your story.



BECKY JOHNSON
LOWER SCHOOL HEAD

Best advice received? I was a cultural anthropology major at Sewanee, so I've long been drawn to studying the guiding principles, proverbs, and philosophies of societies that came before. I gleaned excellent advice from several stages of human history. Two stand out in this place and time.

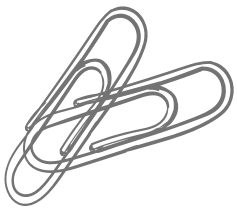
1. "Be like water" is an ancient Chinese proverb popularized by the inimitable Bruce Lee. The competing yet complementary properties of water are fascinating – it has no rigidity, is flexible, and will take the form of whatever vessel it is given; yet, not much in nature is more powerful than water. It carves valleys, moves mountains, and nourishes life, all without hard edges. From this proverb, I learned it is possible to be adaptable and patient, but at the same time, I can make a strong impact with long-lasting results.
2. The Four Agreements, traced to the tenth century Toltec civilization are 1. Be impeccable with your word; 2. Take nothing personally; 3. Make no assumptions; 4. Always do your best. These are pretty self-explanatory. I appreciate the simplicity and the emphasis on behaviors that foster positive interpersonal relationships.

Pictured Above: The Johnson Family: **Becky, Maren '18**, **Wade '21**, and **Chris '89**



AARON KEETON
IT SUPPORT

Favorite teacher? I can remember in my junior year of high school my AP Art History teacher cared passionately about her students and their interests. At that point in life, I was interested in architecture and building design. One of our units was specifically on architecture through the ages. I can remember the classes leading up to that. She'd stop me in the hall and let me know it was coming up, and she could just feel I was going to love it. She was 100% correct. She would ask me what I knew about the buildings covered in the unit and what I had known about the architects who designed them. Having my interests both known and reciprocated was simply one of the many wonderful things that made me appreciate her as a teacher and is reason enough to stop by and say hi when I get the chance.





GREG ROBINSON
DIRECTOR OF COMMUNICATIONS AND MARKETING

Core values? A native of Eastern Kentucky, I began my professional career as a morning anchor and reporter in Hazard, KY. As a reporter, I received my favorite quote from the subject of a story who was attempting to share a bit of wisdom. The older gentleman told me, "Sometimes a dog can run the wrong squirrel up the right tree," and, though I was not certain of the meaning, you will hear me use this saying often. Later, I used my knack for storytelling to inform and promote relationship building with prospective students and their families at the University of Kentucky as Director of Recruitment in the College of Design and the Lewis Honors College. I have always delighted in helping students and families, and I now look forward to sharing The Lexington School story, highlighting the good works of our students, families, and faculty.





MARGOT SCHENNING
FIRST GRADE

Core values? If my kids leave my room being better humans, I've done my job. Yes, I want the ultimate growth academically for them, but it's fundamental to teach beyond the curriculum and teach about the real world. I show my students two videos every year. One is of two people stuck on an escalator, screaming because they can't get off. The next is of a dog who wants chicken nuggets out of a toaster oven but can't get to them. The dog ends up finding a way to get them. That's what I tell my kids is crucial. If I can teach the curriculum, I'll feel content. If I can teach the curriculum AND teach students how to be problem solvers like the dog, I'll feel I'm successful as their teacher.

Pictured Above: Margot Schenning and her students



TIM SOUDERS
SEVENTH GRADE ENGLISH

Favorite Books? For anybody who knows me, my favorite literature to read is medieval epic poetry and fantastical tales such as S*ir Gawain and the Green Knight*, the "Nibelungenlied," and the *Kalevala*. My personal favorite is "Beowulf" (when it comes to English, you can't beat the originals). I own eight translations of the book, and strangely enough, the passage where Grendel gets his arm ripped off made me fall in love with the English language as a middle school student. Fie on anyone who finds literature boring!

Core values? There is an early 18th century Shaker song that says "'Tis the gift to be simple," and I think there is nothing wiser than trying to simplify your life, your thoughts, and your practice to find the true essence of who you are. Of the many students who have walked through my classroom doors, I haven't met a single one who couldn't have benefited at least a little bit from simplifying their life and connecting more with themselves and the world around them. As another line in the song claims, I believe, there is a good deal of freedom in simplicity.

Pictured Above: Tim Souders and son Kazimir, "named after a fabulous 12th century monarch"





ELISABETH STRONG
ASSISTANT TO LOWER SCHOOL HEAD

What might surprise your colleagues? As the former director of a childcare learning center, I have a background in child development as well as marketing and public relations.

Best advice received? "If serving is below you, leadership is beyond you." Life is built on relationships.

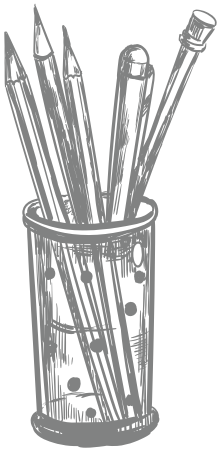
Core values? Surround yourself with great people and bring the joy – never forget the joy! Another core value is faith over fear; sometimes you just have to jump.

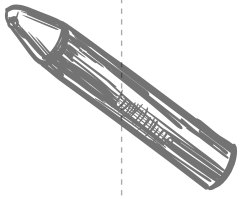
Pictured Above: Elisabeth and Andrew Strong with Grant and Ally Blaire



LUCAS TOMLIN
IT SUPPORT

Core values? One core value that guides me is helping others always. Everything good that has happened in my life is the result of trying my hardest to help people where I could and being there for people if they need me. One of my favorite memories helping someone was when I was a kid. My grandpa got me a small riding mower to teach me how to drive and operate that type of equipment. He would mow with his large mower, and I would follow behind him on my small one. Looking back, I probably made more of a mess swerving through his lines than I was actually being productive, but I'll never forget the smile on his face seeing how excited I was just to help. This value has stuck with me as I have become an adult, and now it is a driving focus that constantly helps me grow as a person. Helping people just makes me happy.

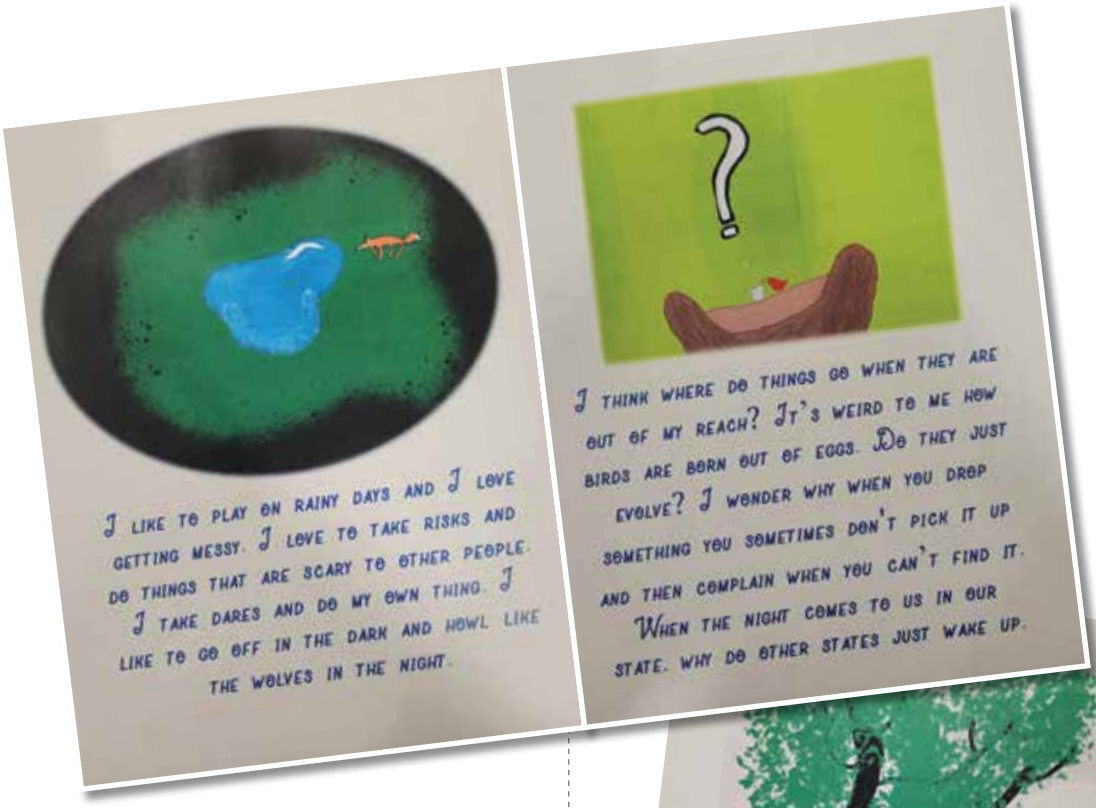






The Learning Center continues to change lives – students' lives and families' lives – as it has since its founding as its own division of The Lexington School in 2010.

Learning Center third grader Elliot Murry has language-based learning differences. Elliot's mother, **Shelton May Murry '91**, says, "The Learning Center has been nothing short of a miracle for Elliot. She has become a different child whose self-worth and self-esteem have flourished in the smaller setting that the Center provides. Elliot struggled in Kindergarten with reading and writing. As a result, she fell behind her peers. She was frustrated and down until The Learning Center came to her rescue. The never-ending support of her teachers and friends





Elliot with her grandparents, Mr. and Mrs. Robert May, and the cupcakes

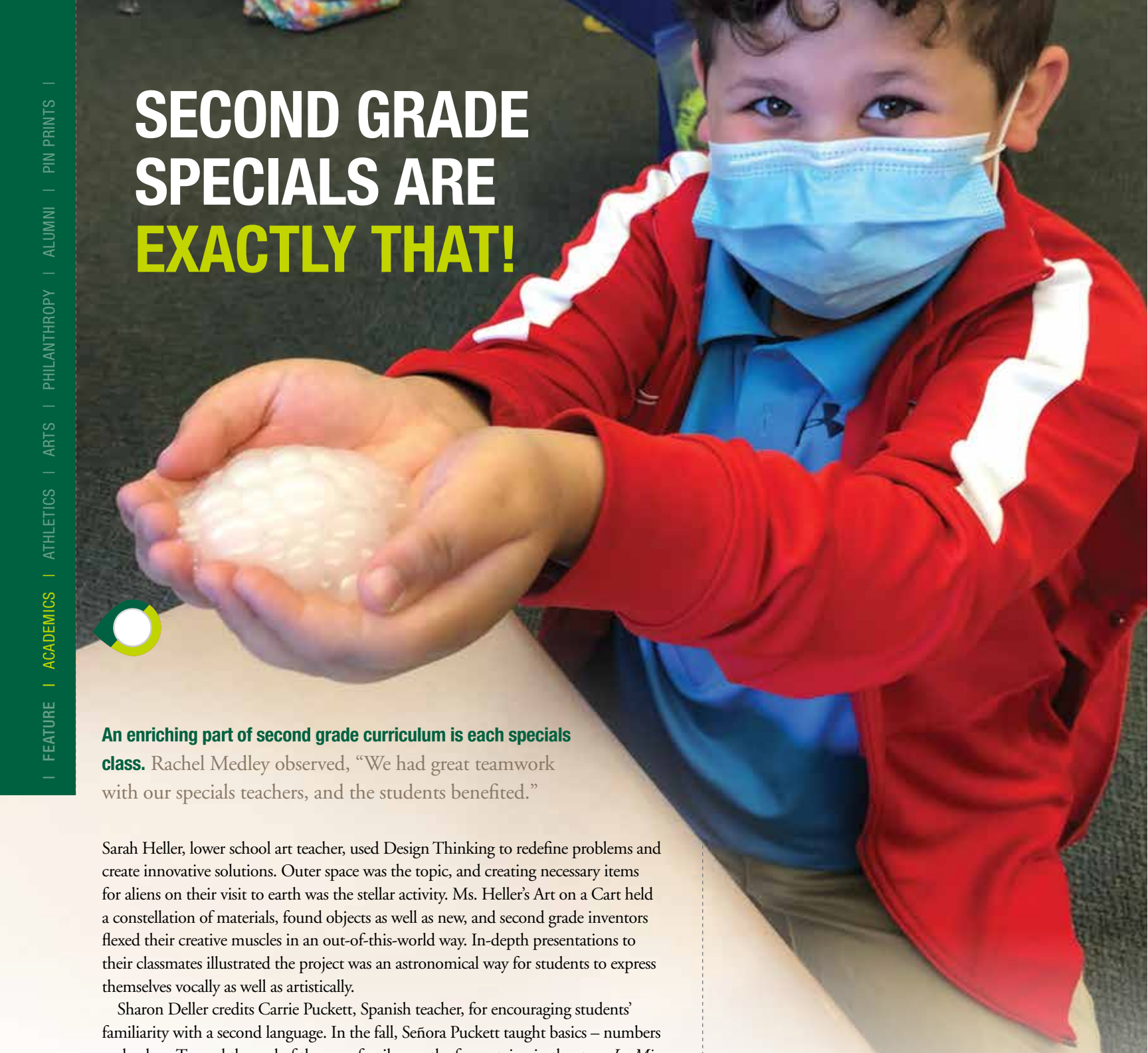
culminated in this amazing story that she wrote and drew all by herself. My husband, Steven, and I couldn't be prouder of her accomplishment!"

"I look for places that are just for me. Peaceful places. Places that fascinate me." says Elliot, in "This is Me," her illustrated story. Elliot takes her reader by the hand and invites accompaniment as she explores places and thoughts. At one moment, she is a typical third grader, confessing, "I like to play on rainy days and I love getting messy." The next page, wise way beyond her nine years, Elliot asks questions that can never be answered and that can always be answered, "I think where do things go when they are out of my reach?" Her creative and honest ideas make the reader feel the two of them are friends. She ends with, "I am curious," which just might be the beginning of her next illustrated story.

Whitney Neuman Ward '91 and Maggie Clement, Elliot's teachers, asked their students to write about a TLS mission skill they felt most identified themselves. The third graders did their writing at school. Mrs. Ward says of Elliot's creation, "It is nothing short of amazing. It is a stunning piece of work." Because of the excellence of her piece, Mrs. Ward and Mrs. Clement suggested Elliot enter Kentucky Educational Television's Young Writers Contest, where she was awarded second place in the Commonwealth in the Third Grade Illustrated Story category.

Elliot speaks for herself as well as she writes, explaining, "This was a school project, and I was excited to write about my curiosity in the world around me. When I found out my story came in second place, I was stunned and joyful at the same time. My grandparents came over and gave me chocolate cupcakes to celebrate, and even my older brother [Levi Murry, rising sixth grader] said 'WOW, Elliot!' This big win makes me want to be a writer when I grow up!"

SECOND GRADE SPECIALS ARE EXACTLY THAT!



An enriching part of second grade curriculum is each specials class. Rachel Medley observed, "We had great teamwork with our specials teachers, and the students benefited."

Sarah Heller, lower school art teacher, used Design Thinking to redefine problems and create innovative solutions. Outer space was the topic, and creating necessary items for aliens on their visit to earth was the stellar activity. Ms. Heller's Art on a Cart held a constellation of materials, found objects as well as new, and second grade inventors flexed their creative muscles in an out-of-this-world way. In-depth presentations to their classmates illustrated the project was an astronomical way for students to express themselves vocally as well as artistically.

Sharon Deller credits Carrie Puckett, Spanish teacher, for encouraging students' familiarity with a second language. In the fall, Señora Puckett taught basics – numbers and colors. Toward the end of the year, family was the focus, tying in the story *La Mia Famiglia* the class had read during their Journeys chapter. That story was the springboard for conversation about names of various family members, how those are used, and how they came to be. Lessons on fruits and vegetables led to the study of nutrition. Unsurprisingly, Odin, son of TLS's Chef Ryan, said, "It was fun to learn names of fruits in Spanish," then reeled off *manzana*, apple; *plátano*, banana; *naranja*, orange; and *uva,* grape. Mango and kiwi were way too easy as they are the same in both languages.

Science teacher Jacob Chen helped second graders understand blustery springtime weather in his unit on how the water cycle changes, going from solid, to gas, then coming down as rain or snow. One of Mrs. Russo's students shared that knowing how storms are formed made her feel calmer; she had been fearful of the unknown. Bubbles, too, were popular, especially Mr. Chen's experiment where girls and boys held bubbles by the handful. Made with oil and detergent, Mr. Chen's – then the class's – bubbles were larger and longer lasting than most children had seen. Mrs. Russo remarked, "They were very resilient bubbles; they didn't pop easily."

Specials classes are aptly named. Fun, engaging, inspiring, they encourage creativity and, just as The Lexington School's Mission Statement says, "a joyful pursuit of learning."





Left: With Mrs. Hancock and Mrs. Downing are Caleb Arms, Brielle Shively, Andrew Draus, Davis des Cognets, and Carys Moore

Right: With Dr. Beatty are Davis des Cognets, Carys Moore, Saylor Mitchell, Brielle Shively, Andrew Draus, and Caleb Arms

BATTLE OF THE BOOKS:

DEFINITELY **NON-FICTION**

Six enthusiastic third and fourth grade bibliophiles represented The Lexington School in the countywide Battle of the Books competition, breaking into the finals, a TLS first, and booking a third place win in the Fayette County event. Caleb Arms, Andrew Draus, Brielle Shively, Davis des Cognets, Saylor Mitchell, and Carys Moore carried the pride and support of the rest of their 48-member team. The shining trophies are impressive, though more impressive were the dedication and fun the kiddos had along the way.

The early morning TLS group has always been popular (something about that tray of doughnuts next to the book stacks), but COVID protocols shut the book on those treats this year. Students signed up to feed their imagination and their quest for knowledge. Allison Downing, fourth grade language arts and social studies teacher and team leader with librarian Lori Hancock, says, "Lori and I are privileged to be a part of this every year. We feel fortunate to talk about books to kids who love books. I love how these students bring conversations about books into our classroom." Battle of the Books expands horizons, as Lower Schoolers read from a variety of genres, and students collaborate with others they might not see on a regular basis. It builds community, especially in the "upper" lower school sector.

It's no surprise to hear that Lower Schoolers are already excited to get their list of next year's twelve books.

Writers Guild



Aleeza, third grade, with her book



Faustine with seventh grade buddy Finley

SHARING POETRY

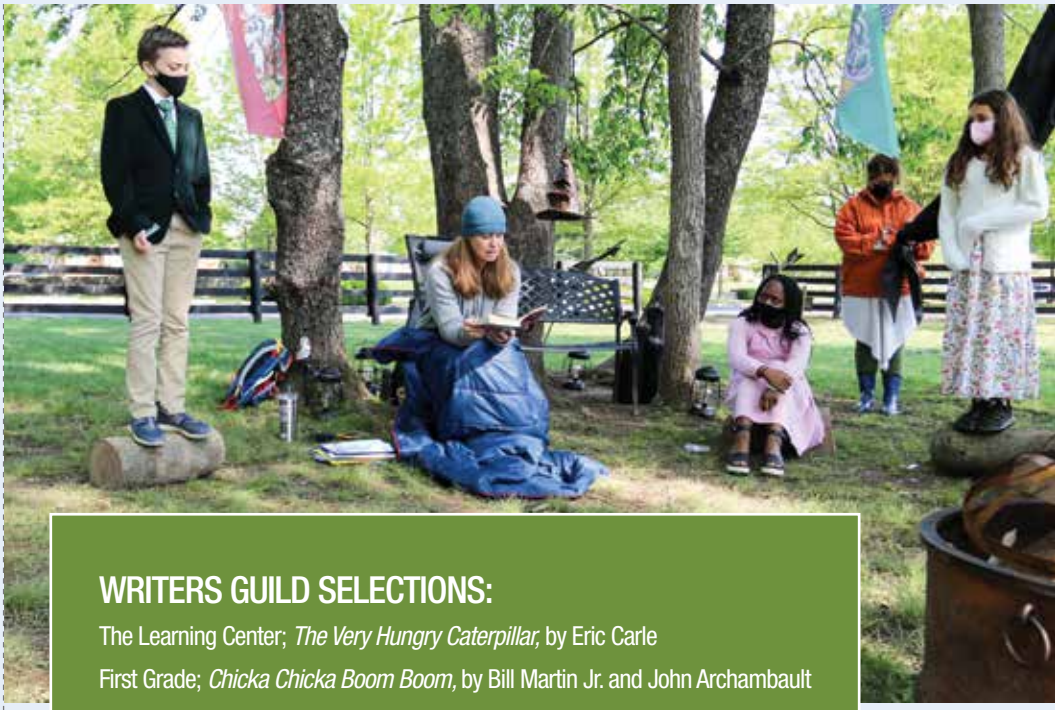
First graders of **Alex Parrish '03** and Lauren Troiani are proud of their Writers Guild poetry books. Each Learning Center student wrote and illustrated five to six poems. This is a favorite annual project as it shows students' marked improvement in writing throughout the school year. Seventh grade buddies, with same pairings for Little Kentucky Derby, offer thoughtful pointers and encouragement.



Davis with seventh grade buddy Nick

I AM AN AUTHOR

A lower school favorite since 1993, Writers Guild was reinvented this year, reminiscent of its early days. Instead of a visiting author/illustrator as in recent years, students themselves were the celebrated authors, the honored guests.



Depending on grade level, Lower Schoolers spent weeks or months creating their impressive books. Though families were unable to come into school for the traditional literary gathering, librarians Lori Hancock and Laurie Nawor wanted to replicate the convivial atmosphere for each author. Party bags of sugar cookies and lemonade, pencils, erasers, and You Are an Author bookmarks, created by Sarah Heller, lower school art teacher, recreated the festivity at home for the authors to share their writings.

With immense appreciation, Ms. Nawor emphasized the hard work and devotion of the Parents Association, saying, "They were outstanding for us this year. They had the opportunity to do something creative, and they certainly ran with it. They decorated each grade level with a different book theme." Since *Harry Potter* was fifth grade's theme, in a strictly parent-driven initiative, class representative Ms. Laurence Jobaze, mother of Amelie Longbottom (no relation to Harry Potter's good friend Neville Longbottom), spearheaded the complete transformation of the large, wooded area beside lower school's upper parking lot into an enchanted and inviting Hogwarts, where witchcraft and wizardry abounded. The areas corresponded to specific book themes, with décor weatherproofed, naturally. Next to dementors hanging from the trees, children played quidditch with made-for-TLS brooms, bludgers, and quaffle. Colorful house banners waved in the wind, as witch hats and artificial candles added to the scene. In describing the extraordinary setting, Ms. Jobaze explained, "We tried to create a magical environment, and it all came together for the kids. It was quite exciting when they saw themselves in the book; they felt they were the characters because the area echoed details of Hogwarts's locations. I hope it will inspire those who have not yet read *Harry Potter.*"

Dr. Eunice Beatty, Lower School Head, had but one request: provide an area where student authors could come together and read – alone or with classmates and buddies. The Parents Association arranged logs in a circle around a campfire, and scheduled times for classes to come out, enjoy frozen wands (ice pops), and listen to Becky Johnson, incoming Lower School Head, read the first chapter of *Harry Potter* in TLS's Harry Potter Woods. She began with the first sentence, "The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive."

WRITERS GUILD SELECTIONS:

The Learning Center; *The Very Hungry Caterpillar,* by Eric Carle

First Grade; *Chicka Chicka Boom Boom,* by Bill Martin Jr. and John Archambault

Second Grade; *Flat Stanley,* by Jeff Brown

Third Grade; *Charlotte's Web,* by E. B. White

Fourth Grade; *I Survived the American Revolution, 1776,* by Lauren Tarshis

Fifth Grade; *Harry Potter,* by J. K. Rowling

WHAT A HERITAGE!



Celebrating the Moment and the Continuum

With a new twist, this year the decades-long fourth grade Kentucky Heritage Day tradition featured an international parade of colorful native costumes for students in Lower and Middle School.

In previous years, fourth grade families and friends were the main audience, but COVID restrictions encouraged out-of-the-box thinking by fourth grade teachers, John Platt, Allison Downing, Megan Conley, Jennifer Jones, Liesl Fischbach, Courtney Sizemore, and Morgan Keeler. Consequently, the festival atmosphere along the fourth grade pathway near the playground echoed the best of previous Heritage celebrations.

Planned annually to correlate with the study of Kentucky and the overall immigrant experience, Heritage Day is a multi-faceted, collaborative learning experience. Detailed research with Lori Hancock, librarian, and with family members provided ancestry information and countries of origin descriptions. Genealogy lessons inspired written family trees, featuring generations and many branches. Sarah Heller, lower school art teacher, took family trees a step farther, as fourth graders did observational drawings of trees throughout campus. Each student chose a special tree and painted it. Using a template, artists layered their genealogy information atop their watercolor tree.

Mr. Platt and Mrs. Downing, language arts and social studies teachers, gave their charges inspiration for "Where I'm From" poems, which became the foundation of collages with self-portraits positioned on top. Ms. Heller explains, "Each student has a mirror on the desk. We study how to draw a face and then personalize it. They learn proportions, eyes, nose, hair; it's a true self-portrait." The self-portraits hung in the fourth grade commons, creating an impressive art and artists showing of both the art and the artists, who have now created their own artifacts for generations ahead.



Lucas and Jason



That Double Helix of Life

DEOXYRIBONUCLEIC ACID

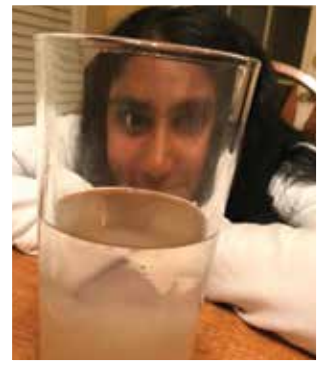
"My favorite part of the experiment was mushing up the bananas in the Ziploc bag."

Who wouldn't love that? Vidya and her fellow sixth graders in Tomi Lounsbury's anatomy and physiology class finished the year studying genetics. While lessons were virtual because of quarantine before and after their Red River Gorge trip, Ms. Lounsbury planned experiments in extracting DNA that students could do with their parents and siblings in their own kitchens to create special memories. Students of both generations mashed half a banana and mixed household items – dish detergent, water, salt, and very cold rubbing alcohol. Following Ms. Lounsbury's instructions, at-home scientists used wooden stirrers to gather cloudy-looking material that was actually a collection of DNA strands. Learners of all ages gave enthusiastic experiment endorsements.

Vidya said, "That was one of my favorite experiments we've done this year. It was fun, but it also took time and patience. The part that took patience was when my mom and I filtered out liquid DNA from the banana with a coffee filter. I had to do it twice, because when I tried to remove the coffee filter, it fell into the glass and messed up the whole thing. I did it again, and waited patiently for the cloudy DNA to come together in the glass, and got it out with the wooden stirrer. It was a fun and exciting experiment, and I was glad when it was successfully completed."

Ms. Lounsbury's DNA study still resonates with alumni, who continue to be inspired and influenced by lessons learned at her classroom tables. **Dr. Ashleigh Long '96**, with both her M.D. and Ph.D. degree, in molecular biology and physiology, from Vanderbilt University School of Medicine, was the subject of an archival *Pinpoints* piece. In the summer of 2004, she interned with the preeminent Dr. James Watson, Nobel Prize winner for the discovery of DNA.

In the midst of moving to Tampa recently to begin training as a cardiologist, Dr. Long took time during her drive back to Kentucky to share thoughts: "The study of DNA is an incredibly fascinating journey into the molecular basis of life, and though the human genome has been sequenced for many years now, there are new and dynamic revelations into the genetic underpinnings of human disease every single day. It was in Ms. Lounsbury's classroom at The Lexington School that I first developed my interest in molecular biology, and my first realization that I wanted to become a physician. These foundational experiences at TLS allowed me to pursue my goal confidently, through both college and medical school, and even today, as I help my patients better understand their health diagnoses, and how we will work together for their best possible outcome."



Scientist Vidya





ON TOP OF THE WORLD

Q&A with Frank Gooding, Seventh Grade

WINNER OF TLS'S GEOGRAPHY BEE

When did you become interested in geography, and were you inspired by a particular person, event, or place?

I am not sure how I became interested in geography. I do know I am a bit of a spatial thinker, so geography came fairly easily to me when it came to thinking about where countries go and what their names are and such.

Where is a place you've not yet been but have seen on a map and want to visit?

I really want to visit the whole world, not just one place! There are so many places to see and so much to do, but, if I had to choose, I would go to South Africa.

You've likely been in previous TLS Geography Bees, and have you enjoyed them and done well?

I have been in two previous Geography Bees, and I did OK, but not great.

How did you study for this one, and were you nervous?

For this particular Geography Bee, I decided not to study. In the past, I was really nervous about the Geography Bee and ended up not doing well. So, for this one, I decided just to relax. I entered the qualifiers trying not to worry about qualifying, and it worked. Then, during the competition, I told myself I shouldn't worry about winning, just focusing on the question at hand. I came in a little nervous, but when there were only two of us left, I was pretty nervous.

What was your winning question, and did you think you were right?

The winning question was "What is the world's largest desert?" I said, "the Sahara," which I was pretty sure was correct.

What advice do you give younger geography enthusiasts to prepare for a Bee?

My advice to younger people who are passionate about this sort of thing is to do what you think is best for you. Don't stress, and don't doubt yourself. If you think you should study, then do that. Also, pay attention in your World Studies classes, because those will help you a lot.

The Lexington School is proud of its faculty members who hold doctorate degrees. Get to know more about these featured teachers in this first of a collection of Ph.D. articles.



DR. KEEN BABBAGE

"Now that you're back in Lexington, you should go to UK and earn a doctorate." Those vital words were spoken to me by my brother, Bob, in the summer of 1988. His advice was brilliant and was followed.

I had been a teacher for seven years prior to entering the UK doctoral program in January, 1989. I had accumulated a long list of questions about education. Because of the four-and-a-half-year doctoral experience, all of those questions and many others were answered.

Through earning a doctorate, I became aware of the power of in-depth academic research. Writing a dissertation enables the author of that document to create new knowledge. It also teaches the author about disciplined standards for research.

To complete all doctoral assignments while also working full time required getting up earlier each morning and staying up later each night. It meant saying no to some other uses of time. Earning the doctorate was 100% worth the sacrifices, the occasional frustrations, the time, and the effort, which were mandatory.

The understanding of education which resulted from earning my University of Kentucky, College of Education doctorate – the Ed.D. or Doctor of Education – will be with me forever. The doctorate is a life changing gift to give yourself.



DR. LAURA BONZO-SIMS

"What's your hobby?" I always dreaded that question because I didn't have an answer. Surfing, hiking, tennis . . . all my friends had solid answers, but I couldn't really pinpoint anything. When I asked my husband what he thought my "hobby" was, without pause he said, "Learning." Wait, what?! That's not a hobby, is it? Turns out, Teague was right. I love learning. Being "Dr. Bonzo-Sims" wasn't necessarily a goal. It was an inevitability. In 2010, I applied to the Ed.D. Educational Leadership program at University of the Cumberlands. Soon enough, I was no longer just a giver of tests, homework, and grades, I was also a recipient. "Walking in the shoes" of a student again was a good reminder that effective teachers know when to challenge their students and when to show grace and empathy. I had so many great professors, and my family was incredibly supportive. I'm pretty sure Teague and Griffin ate more pizza than they cared to during those three years! The work was definitely hard, and the nights were sometimes unbearably long, but I would do it all again – and since learning is my hobby, I just might.

IS THERE A **DOCTOR** IN THE HOUSE?

Out of the BLUE

BY DR. JASON HURST

For many, the term "Appalachia" conjures up images of coal mines, dirt roads, and moonshine stills. An often misunderstood place, Appalachia's rich yet isolated culture and notoriously economically disadvantaged population has inspired many movies, books, and plays. For me, it was home. I grew up in a rural region in eastern Kentucky. My grandfather worked in a coal mine for fifty cents a day. My father was one of eleven children in his family and my mother was one of seven. Neither finished high school. My father was taken out of school in the fourth grade to help on the farm.



Nevertheless... from the earliest I could remember, he was passionate and adamant to me about two things: the value of education and "taking care of [my] teeth."

"Some may say being from Appalachia with parents who did not have higher education is a disadvantage, but for me, it was a gift."

— Dr. Hurst



Something so lacking in his life, he knew education could be a pathway to opportunity. I have been blessed with numerous opportunities in my scholastic career. Some may say being from Appalachia with parents who did not have higher education is a disadvantage, but for me, it was a gift. They pushed me and wished for me to achieve the educational dreams they never could. Through their support, I developed a passion for education and learning – just like my father had, but had never been able to pursue.

In middle school, I was given another gift. I was chosen as one of the recipients of a scholarship to the residential program, The Bluegrass Boys' Ranch, for high achieving students who were socio-economically disadvantaged. I learned how to study, play chess, discuss literature, use my intuition, and most profoundly, to love learning. Through this program, I was awarded a four-year scholarship to The Lawrenceville School in Princeton, NJ. The experience of being transported from my world in Kentucky to one of the most prestigious preparatory schools in the nation is a story in and of itself. At the end of high school, I was offered several choices to continue my education in higher learning. But I chose to return to Appalachia on a full scholarship to Berea College. One month before my high school graduation, my father died unexpectedly of a heart attack. His sudden passing left me with a giant void. He had already bestowed on me the gift to value education and he knew I would keep pursuing it. I would be one of the first in my family to take a college course, let alone earn a degree.

After finishing my degree in chemistry at Berea College, there was an opening at The Bluegrass Boys' Ranch. I jumped at the chance to work at the same program that had helped jump start so many opportunities for me. I was the Residential Educator at The Bluegrass Boys' Ranch for five years. I knew if I could instill in these young men a love of learning, just like I had been given, they too could go on to live fuller and richer lives. Many were accepted with full scholarships to various private secondary schools throughout the country and most went on to four-year universities. This was gratifying, but the most important part of my work was seeing hands-on how access to education, and gaining a love of learning, can change the life of a bright young student. I discovered then that I wanted to commit myself to helping others feel passionate about learning. I went on to complete an additional undergraduate degree and Master's Degree in Education. As a science educator and coach, I find the utmost gratification in passing on a love of lifelong learning to students.

After teaching with The Lexington School for seven years, I knew I wanted to gain more skills to enable me to have a greater impact on education. I had seen firsthand how the idiosyncrasies of the classroom, curriculum, and a teacher's resources can have a huge impact on whether a student walks away enjoying the learning experience or not. I wanted to know more about developing curriculum, pedagogy, and informing educational policy for 21st-century learners. Deciding to complete Peabody College's Doctor of Education (Ed.D.) was no easy decision. The time and attention dedicated to the program came from sacrificing a lot of free time and family time over the past three years. But I know it will be worth it. The challenging curriculum has empowered me with an array of new tools and skills. My next dream is to be able to empower others.

I was lucky to have been taught to appreciate education, enjoy learning, and I hope with my Ed.D. I can continue to do the same for many others.



SCARLET GATE SPECTACULAR

RUN JUMP & PLAY

Soccer + basketball + frisbee + football = fun, sports-centered activities to get students running, playing, exercising, and participating outdoors.



Fourth and fifth grades took some pages from the playbook of Middle School's hugely popular Colt Cup Challenge and came up with their own unforgettable highlights to remember this year. The Scarlet Gate Spectacular, springtime after-school athletic competitions, gave opportunity to stretch legs and to practice skills – shooting, dribbling, accuracy drills – to use in specific sports. The four-week program culminated on the day of Little Kentucky Derby, adding its own excitement to that more-than-four-decade TLS tradition – a day for everyone to get out there, to participate in, and to enjoy. It built teamwork. It emphasized the sense of connectedness and community during a COVID year. Each cohort had its own color t-shirt, and students earned points for their group.

Organizers of the events, David Farmwald and **Heidi Zimmerman Simons '03**, fifth grade language arts and social studies teachers, and Megan Conley, fourth grade science teacher, especially enjoyed "that cross communication throughout the whole upstairs of Lower School," as Mr. Farmwald said. He continued, "We wanted them to enjoy just being a kid a little more. It let them branch out, and everybody benefited. It went phenomenally well. I don't think I saw a single day or a single moment that kids were not engaged or not having a good time. All I saw were smiles and laughter the entire time." Spectacular indeed.







NOT-SO-LITTLE Kentucky Derby

Begun in 1979, TLS's all-school Little Kentucky Derby continues the honored tradition of oldest students mentoring the younger ones. Three-year-olds, with their stick horses and with much enthusiastic encouragement, began the racing on the turf.

Meredith McCoun, Athletic Director and LKD organizer, says, "It's always incredible to see all the students out there, either participating, or cheering in the crowd, or being coaches. Little Kentucky Derby never, ever loses its specialness. Each year, it's wonderful to see the circle come together."

Mrs. McCoun continues, "This day is student-focused. We give as many jobs as possible to our students, to show them how to run it and pull off an event like this. Sixth graders were my helping hands; they all had different jobs, announcing or bringing trikes and scooters back to the starting line from the finish." Taylor Riordan, rising eighth grader, sang *My Old Kentucky Home.* During a live broadcast, Una MacCarthy, Amanda Hale, and Kayla Monohan, Parents Association president, interviewed the winners of each race.

Preschoolers arrived at LKD especially confident with their trikes this year, since their new playground featured an improved and hugely popular track. First graders using scooters learned about exercising their core strength. Mrs. McCoun points out, "We continue to ensure the tracks are safe for all ages. I talk about bike and helmet safety, looking both ways, traffic, spatial awareness. It fits nicely into our curriculum."

Little Kentucky Derby fits perfectly into TLS's calendar every year.



Kayla Monohan

HOW TO TEACH PERFORMING ARTS WHEN THERE'S NO PERFORMANCE



Performance/Informance/On Stage

By Martha Anderson, preschool music teacher

In our daily KinderKlasse and Montessori music classes, we didn't have the lights and camera, but we did have the action and quiet singing while masked. Every day was a performance of our expanded repertoire of 20+ songs. Whether solo performance or cohort group, my classes enjoyed music making with song, instruments, and puppets. My KK/Montessori students have not had much stage experience, so fortunately they didn't know what they were missing being on a stage! I can safely say though, that the students have become knowledgeable and impressive little musicians without the lights and camera, but lots of action!



What does performing arts education look like in a pandemic?

By Dr. Michael Preacely, lower school music teacher

TLS is a positive, forward-moving, forward-thinking learning environment. In teaching first through fifth grade, I planned for every eventuality – suppose I have to teach everything virtually. How do I provide an enriching curriculum? That's what we do as artists, we enrich. I choose what song we can do, and also in that song, I teach theory; I teach history, highlighting different musical eras.

Fourth and fifth grades sang "A Million Dreams," from *The Greatest Showman.* It's all about closing your eyes and dreaming of a place you like to be, a place where there is art, where there is fun, where you can grow. In addition to the score and lyrics, I taught music theory: bass clef, treble clef, note values, and pitch versus dynamics, music history, and the exploration of various musical genres.

Third graders, as it was recorder season, recorded renditions of "Hot Cross Buns," which were fantastic. Second and first grades combined art, dance, and song as their theme, celebrating life.

These different themes are important as we think about where we are in our school and where some of these kids are in their lives. Some students couldn't leave home because of health complications. Students had many different emotions we teachers had to help them work through. If you give students a glimpse of knowledge, they'll take it. As long as they have that, you've done your job. It's been a wonderful learning experience.



Creating New Playlists

By Elizabeth Wooster, middle school music teacher

This year we pivoted from instrument playing and singing to the digital world, where middle school students encounter music daily.

To explore musical interdependence, eighth graders listened to Medieval and Renaissance music in conjunction with their history curriculum plus rap, hip-hop, classical, alternative, country, jazz, and gospel. Students created a webpage and hook video to promote their genre choice.

Seventh graders enriched their geography curriculum by studying national anthems. Within the theme of integrity they looked at how music shapes the integrity and citizenship of a people. Students examined our national and state anthems, as well as historic anthems for social change. They studied our "TLS Alma Mater" to see how its lyrics describe our community.

As incoming members of Middle School, sixth graders explored identity and created a slide deck with songs to "introduce" themselves. They examined movie music to discover how pieces influence character definition and scene development.

Our capstone for the year was a melodic and harmonic composition. Each student wrote a piece with notation software using literacy skills.

COVID required new ways to educate. This year our community learned to work comfortably within the digital world while we exercised greater flexibility and thought even more creatively. At TLS, we celebrate the process of learning!



Speaking of Speaking

Dr. Laura Bowling, middle school speech and drama teacher

At The Lexington School, there are lots of ways to teach and to learn performing arts when there's no performance, and that's no surprise. As Dr. Laura Bowling, middle school speech and drama teacher, says, "The performing arts with no performances means that all you're left with is the arts, and that's a great thing." Unsurprisingly, she treated each class or cohort as its own performance group, performing for each another. Students learned to stand in front of an audience, butterflies in the tummy, and to live through it and control it. Sixth graders celebrated their 15th annual Storytelling Festival, videotaping outdoors without masks in front of their cohort. Coach Bowling pronounces, "That was a true win." Improvisation took on new emphasis, and eighth graders benefited from the new impromptu speaking unit, based off quotations. Beginning with groups of four, then three, then two, speakers took increasingly more responsibility providing personal or historical examples related to the quote. Coach adds her applause, saying, "It was hugely successful. It got them up in class, performing." Accentuating the positives of this past year, Dr. Bowling emphasizes, "The most important thing is kids having the experience of performance, regardless of size. They had the opportunity to get up in front of an audience and speak with confidence. They were articulate and clear; that is invaluable. My aim is to produce a lot of confident public speakers."



ELEVATING THE ARTS

Maddie and Max and their artwork



OVER 70 PROJECTS WITH KINDERGARTEN AND MONTESSORI III STUDENTS THIS YEAR? How in the world could they be so fortunate?

Lori Barnett, their teacher, feels she is actually the fortunate one. She has had these young artists in her classroom every day this whole year, and both generations have had a ball. It's no surprise that her room is a happy beehive of colorful creation and activity – lots of creations and lots of activity. Preschool artwork is all over the place. Some still wet with paint, others finished last week, two dimensional, three-dimensional pieces. A visit to her class might be a day Kindergartners are absorbed in using Phillips screwdrivers and hand drills with a partner while they fashion wire and beads into showpieces. Mrs. Barnett says, "During this amazing time, I really got to know each of my students and help bring out their strengths in creating artwork, teaching them about the different processes, different artists, elements of art, and principles of design." Yayoi Kusama, the contemporary Japanese artist known for her wild polka dots, is a household name for Mrs. Barnett's students, as are Paul Klee and Mark Rothko. When her artists go to a friend's house or to a museum, they know the difference between abstract or realistic artwork. They are interested in what's on the wall or a piece of sculpture on display.

One of Mrs. Barnett's goals is to create special moments for her students. Recently, she has shared their work for exhibit with Lexington coffee houses to enthusiastic acclaim. She says, "We have such amazing artists that it's important we go beyond the TLS walls to share the creativity of our students." Mrs. Barnett and her students are doing their part to elevate the arts.

Spring it on! CELEBRATION '21

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EVERY DOG HAS ITS DAY

TLS Goes to the Dogs on its first annual DAY OF GIVING

By Amanda Hale

"EVERYONE THINKS THEY HAVE THE BEST DOG, AND NONE OF THEM ARE WRONG."

— ANONYMOUS

The hallways at The Lexington School have, for many years, been home to a collection of furry friends, favorites of adults and students alike. Josie, the Border Terrier, accompanied **Marijo Foster (H'16)** to school daily in the years before her retirement. Lucy, an early mascot of Camp Curiosity, "shepherded" many a camper while trotting alongside Coach Meredith McCoun. Gixxie, Ms. Lounsbury's Wheaton Terrier, has assisted sixth graders for nearly a decade as they memorized the finer details of mitosis and meiosis. And Winston, favorite sidekick of **Elizabeth Marshall Taylor '80**, loves listening to children read for hours on end on the days he visits the Resource Room.

Each of these faithful friends has enhanced The Lexington School and the experience of its students, but on March 23, Ms. MacCarthy's dog Scarlet took being a #TLSDOG to a whole new level as she became the "face" of The Lexington School's first annual Day of Giving.

While nonprofit organizations throughout the country participate in "Days of Giving" each year, The Lexington School's version channeled the fun and love for The Lexington School through the eyes of Scarlet. Dogs in carline received TLS Dog Biscuits, lovingly made by Lower School Assistant Annie Anderson. Throughout the day, Scarlet visited students, highlighted exciting news from campus, announced giving challenges, and encouraged her friends to support The Lexington School through gifts to the Annual Fund.

Inspired by Scarlet's excitement, Ryan Bowers, Martha Anderson, and Donna Hutton challenged young alumni and preschool parents to give – agreeing to paint their hair green when the challenge was met. TLS's Facebook, Twitter, and Instagram pages turned green with #TLSDOG posts, favorite TLS memories and moments, and stories of why TLS feels like home. Kelly and Joe Craft, **Josephine Abercrombie (H'00)**, and other anonymous donors issued a combined $125,000 in giving challenges, which when met, led to a total of $237,000 being raised in a single day. What an exciting day to be a #TLSDOG!





By Amanda Hale

ready for SOME FUN?

Reimagining traditions and creating brand new ideas this past year has required resilience, teamwork, and a whole lot of creativity. These essential skills played an equally important role as The Lexington School community began planning for a second virtual CELEBRATION.

The first challenge: How to engage a community with Zoom fatigue and a strong desire to gather in person to join another virtual event? With the help and leadership of committee chairs Donna Shively (Theme, Concept, and Design), Kayla Monohan (Live Auction), Kristin Lawson (Silent Auction), Cindy Delk (Advertising), and "Team Milward" (Sponsorship chairs **Jeff Milward '99**, **Kav Milward '95**, and **Will Milward '99**), the Development Office tossed out the traditional CELEBRATION "playbook" and set about the task of "reinventing" this signature end-of-year party.

Sponsors and advertisers maintained their support, providing more than $125,000, with White, Greer & Maggard Orthodontics recommitting for its fifth year as the event's Title Sponsor. CELEBRATION week kicked off with live "Derby Coverage" from the Little Kentucky Derby, featuring hosts Kayla Monohan, Amanda Hale, and Una MacCarthy who promoted auction items and interviewed winning jockeys and trainers throughout the exciting morning.

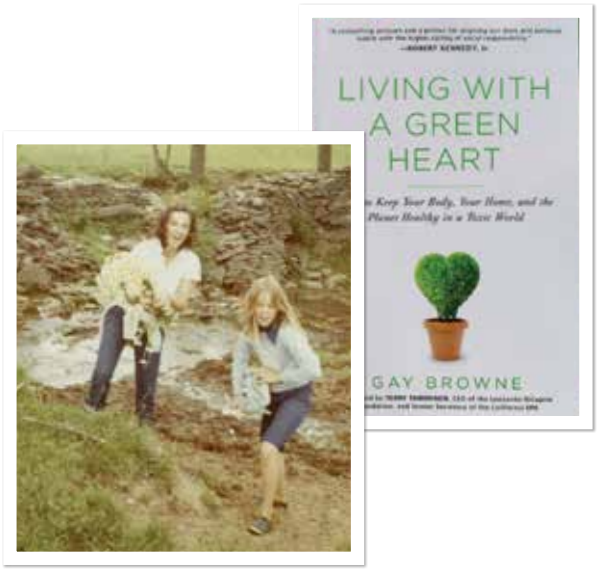
On Wednesday afternoon, students took home "VIP Event Kits" to every family, complete with items from sponsors, recipes for Ale-8 cocktails and mocktails and appetizers from our Division Heads, and a "Golden Ticket" for drawings to take place during the live broadcast. On Friday night, Matthew Mitchell and Kristi Middleton graciously (and bravely!) hosted the CELEBRATION Broadcast LIVE, joining Ms. Mac from Scarlet Gate. They kept CELEBRANTS entertained and laughing throughout the hour-long broadcast, which kicked off the live auction and included a series of retrospective short-films produced by (now former) Marketing Director Beth Pride. These vidoes featured students and teachers telling the story of our unique school year.

The evening closed with a "Raise the Paddle" to kick off the final ONE School Project Challenge designed to raise the last $500,000 needed to finish the campaign. (This $100,000 Challenge runs through August 15.) At the final gavel, more than $300,000 had been raised for The Lexington School. While the TLS community eagerly awaits the return of an in-person party, CELEBRATION '21 demonstrated the attitude of The Lexington School community when faced with any challenge: *Spring it on!*

Teaching accomplished writing has been a solid hallmark of The Lexington School since 1959. Enjoy background, insights, and some TLS stories by these alumni authors who have published recent books.

Write On!

TLS Alumni Authors



Even at the TLS fifth grade picnic in 1971, **Gay Kenney Browne '75** loved green spaces. On the farm of **Cy Alexander '75**, gathering flowers with Betty Ann Doyle, mother of **Elizabeth Doyle Dick '75**, Gay felt the importance and the influence of clean air, clean water, and good friends.

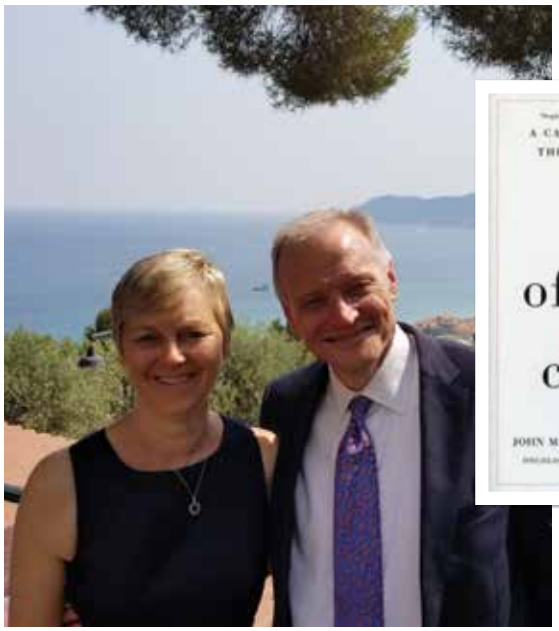


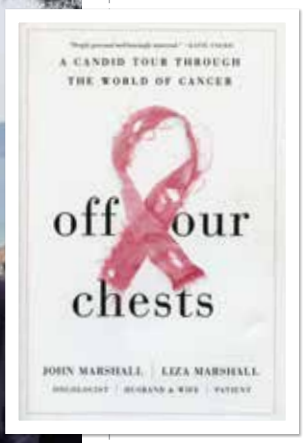
By **Gay Kenney Browne '75**

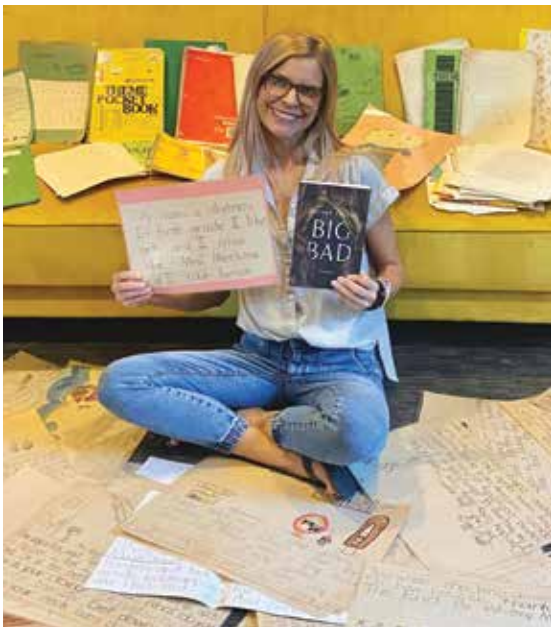
After the release of *Living with a Green Heart,* it seems like everyone asks the same question: "When did you become an environmentalist?" Depending on who it is, I answer with as much relevance as possible, because 20-to-30-year-olds don't have the same historical references as people my age. However, the one part of the answer that never changes, is telling them "I grew up in Kentucky, where I spent most of my childhood outdoors and started my love for nature."

At 61, reflecting on my younger years, many of the things I did then – walking or riding my bike to school, taking TLS trips to Cumberland Gap and Natural Bridge in Red River Gorge, camping out with Girl Scouts, taking canoe trips with Tom Grunwald, and hanging out at friends' farms, like **Gloria Gaines '75** or **Salli Playforth '76** and **Kathy Playforth '74** – started me on my green path. I didn't get interested in the environment and health until after I became a mom of a child with learning issues.

Being in nature and working to preserve it are things I will continue to do until my last day on this earth. Whether sitting on a bench or a tree stump, biking, walking, or picking some flowers, my favorite days are still spent outside with good friends.







By **Liza and John Marshall '76**

Liza and I had never really shared our most personal thoughts about our experiences during her treatment for breast cancer. When we made our first attempt at writing, we stalled – not enough time, too many distractions. But a few years later during my sabbatical, 15 years after Liza's treatment, turned out to be the perfect moment. We knew we each remembered events differently, and that our roles and perspectives changed over time. To capture this, we decided we would each write our own versions, using our own voices and then somehow put them together at the end. So, for the first few months of the sabbatical, we spent most mornings writing. Liza in the flat, me in the library. While we shared our drafts with our close friend and editor, Marianne Szegedy Mazak, we did not read what the other had written. Not until we were done.

It took us each a couple of days to read what the other had written. And it took a few days more for us to talk through the many emotional (and sometimes factual) issues we raised. It was here we first understood that we had not shared some of our deepest feelings with one another. We also understood the 15 years that had lapsed were important, lowering the intensity that may have sparked more negative emotions if expressed in real time.

We were very excited as we thought we had written something that would be useful to others. While editing, we found a partner publisher, picked a cover, a title, and entered a foreign world of book publishing. One year later, we went public, publishing *Off Our Chests* in early April, 2021! We are so grateful for our lifelong relationship with The Lexington School, and the community's ongoing support of our work!

By **Whitney Martin Collins '88**

I knew I wanted to write at the ripe age of three. I walked into Sunny Side Day School on Nicholasville Road in 1975, and there was Mrs. Warnock reading from Dr. Seuss's *ABC* book. It sounds crazy that I would remember that, being so young, but I vividly recall the illustration of the "ten tired turtles on the tuttle-tuttle tree." It was then that something major went off in my brain. "Ok. How do you get to grow up and do this?" I remember asking myself. "Because this is what you have to do."

My TLS teachers were just incredible in encouraging this young dream. I still have every piece of creative writing and every journal from my Lexington School years. My writing/art/reading teachers (Cordy, Collier, Meekins, Lastinger, Jones, Thomas, Stith, Eames, Bishara, Ireland, Kasperbauer, and Apple) gave me so much encouragement to pursue my dreams from 1978-1988. I am forever indebted to them.

I continued to write in high school and then majored in Creative Writing in college. About five years ago, after years of nonfiction writing and raising my sons, I finally returned to my first passion, fiction, and earned an MFA from Spalding University. Having my debut story collection, *BIG BAD*, published has been a lifelong dream come true. I have literally been writing stories since I was six years old in Mrs. Meekins's class. Forty-two years was a long time to wait, but I wouldn't change a thing. Turtles are slow, and that's where we started, right?

My advice to aspiring writers? Read authors you love. Write a page a day. Submit to dozens and dozens of literary magazines. Get to be good friends with rejection! Love the word "NO," because you are gonna hear it. Don't be afraid of what readers will think. Put all your emotion and wild ideas on the page. And most importantly: get to the action immediately in your work. People don't have all day! Don't waste their time! Always start with the big, bad explosion and end with the description of the tree.

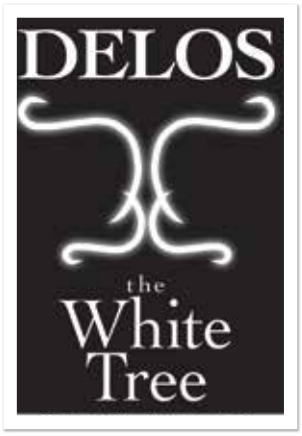
Above is a picture of me with ALL my TLS writing. I'm holding my newly published book and a note from first grade that says "My name is Whitney. In first grade I like art and I also like Mrs. Meekins and I like lunch."



By **Blake Miller '91**

Don't be fooled: writing professionally is a job. True, writing will always be a wonderful and creative outlet, a way to express one's thoughts and exercise the mind. But writing for an audience, for a reader, is not a casual endeavor. It requires the same focus, hard work, and attention to detail as does every other profession, from attorney to architect. If you're not willing to put in those kinds of hours and keep yourself on a daily schedule, you'll find success to be quite elusive. But *if you are willing to,* then…

You'll get to create worlds, journeys, and experiences. You'll get to take readers on grand adventures through the perils of unknown lands and the mysteries of fantastical forests into the darkness to meet those things that go bump in the night and then back out into the light of revelation and upon new friends, to the heights of new loves, and across the paths of evil villains set on their demise.



Thanks to teachers like Miss Cowling, I was able to put my "imaginative" (aka restlessly ADHD) mind to learning, and then to knowing, and then to having something to say … to write about.

A TEASER FOR *DELOS: THE WHITE TREE,* MR. MILLER'S MOST RECENT BOOK:

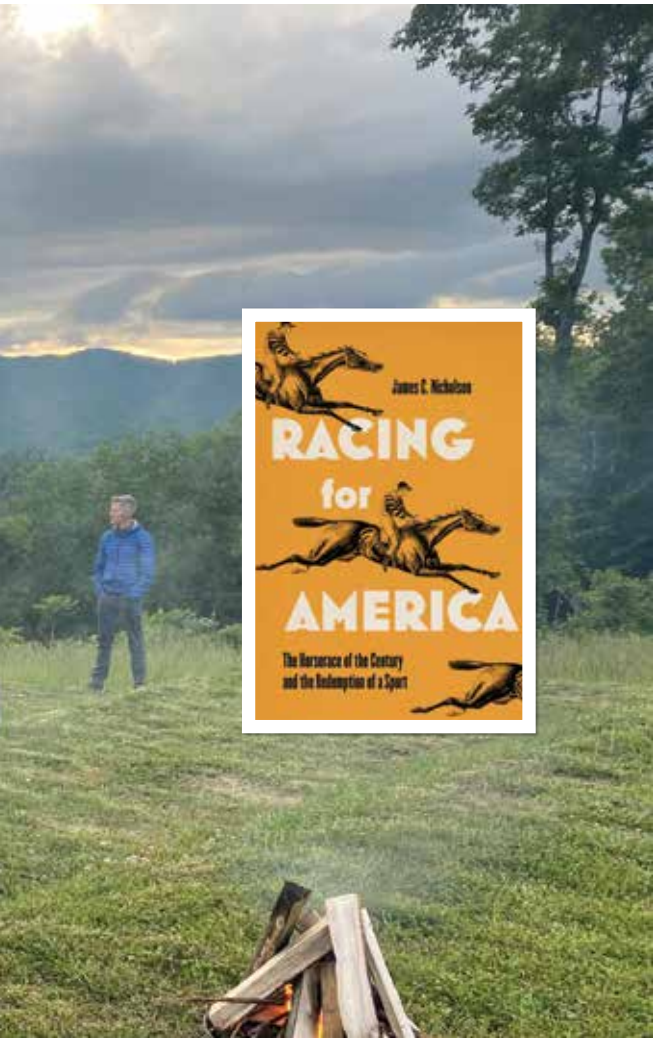
The gripping and exciting story of impossible 16-year-old twins, a black girl and a white boy, who find themselves being called on by a mysterious source to come to its help. Answering this call, however, reveals that they are part of a world much larger than our own, one filled with deep mysteries and life-changing revelations; with Lurkur Witches and evil shadowraiths; with new loves and devastating betrayals; and with battles for survival and a realization of their own momentous destinies.



By **Jamie Nicholson '94**

Racing for America is a story about the people and horses involved in one of the most-hyped sporting events of the Roaring Twenties – the 1923 international showdown between Kentucky Derby champion Zev and English Derby winner Papyrus at Belmont Park in New York.

This book contains many of the elements I look for in a writing project, including a historically significant subject and a cast of characters that will hold a reader's interest. While doing research for a book, I continuously revise an outline of the broader narrative. This provides some reassurance that I will have a complete story to tell when I am ready to start writing.



While I'm not sure exactly when my interest in writing began, I do know that my first research assignment came in Pat Kline's third grade class at TLS. The year before, Mrs. Kline had wisely noted that I might benefit from another year of social development and recommended that I repeat the grade. So I would not have to retrace all my classwork, she would periodically send me to the school library on special missions. I recall writing short reports on various topics, including the Wright brothers, Harry Truman, Ronald Reagan, and Pelé. Thanks to her foresight, I gained some rudimentary familiarity with historical research. More importantly, I found myself in a class with the people who remain my best friends.



By **Brooke Folley Counts '96**

This summer marks the tenth anniversary of my first book, *Bluegrass State of Mind*, which began my publishing journey. By year's end, I'll complete my fiftieth book. Ten years ago, I went from being a lawyer to a full-time writer.

Many aspects of my day I utilize skills I learned at TLS. My TLS teachers taught me about plotting, how to take research notes, and how to outline. The best advice I can give aspiring authors to develop their voice is to keep writing. Everyone's first book will sound different from their fourth book. The more you write, the more you find your voice. I write faster now than I did ten years ago because I'm secure in my voice as an author. My first book took a year to write. Now, it takes two to three months. You find your voice; you find the rhythm of writing.

Mrs. Groves's second grade was when I first became excited about writing. She encouraged me when I came to her with a different story idea for our free writing time. I was a huge *Murder, She Wrote* fan and wrote a sequel to that popular TV crime drama. The lead detective was Inspector Don, **Don Offutt '96**; we still joke about that. It was just like a *Murder, She Wrote* episode, but with our class in it! Mrs. Groves suggested we do a class play in 1989 since the entire class was in the story. Some people were suspects versus witnesses, all trying to figure out what happened. I still love mysteries. All my books have some elements of mystery, action, crime, or suspense. That's been with me since Mrs. Groves's class.



Editor's Note: *Mrs. Counts, under her pen name of Kathleen Brooks, is a* New York Times, Wall Street Journal, USA Today *best-selling author.* Bluegrass State of Mind, *her first book, has been read over 1.25-million times.*

OCTOBER 15-16, 2021

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ALUMNI & REUNION WEEKEND

The Lexington School
ALUMNI
WEEKEND

WE LOOK FORWARD
TO SEEING YOU
IN OCTOBER!

All Alumni are invited to attend.
Featured reunion classes are as follows:

Class of 1971	**50** Year Reunion
Class of 1981	**40** Year Reunion
Class of 1991	**30** Year Reunion
Class of 2001	**20** Year Reunion
Class of 2011	**10** Year Reunion

Friday, October 15: Reception and school tours | **Saturday, October 16:** Class-specific reunion activities
For more information or to get involved in planning, please contact Mary Buckles at mbuckles@thelexingtonschool.org



The TLS Alumni Association invites
you to enjoy food, fun, and
BIG BLUE EXCITEMENT!

UK vs. Chattanooga

TAILGATE



Saturday, September 18, 2021

9:00 A.M. Tailgate | Noon Kickoff

New Location:
Kentucky Proud Parking Lot

All friends of The Lexington School are welcome!



Jonathan Miller '82 has been named Member-in-Charge of Frost Brown Todd's newly opened Washington, DC, office, leading an impressive bi-partisan roster of attorneys and government relations professionals. The move keeps him closer to the action in his role of General Counsel to the U.S. Hemp Roundtable, which he continues to enjoy. Mr. Miller says, "I look forward to reconnecting with old friends and TLS alums in DC and meeting new ones. With both daughters moving back to Lexington, the Bluegrass State will always remain home, but Lisa and I are really excited about this new adventure."



Boston University Assistant Professor of Sociology and African American Studies, Dr. Saida Grundy '97, received the Neu Family Award for Excellence in Teaching in the College of Arts and Sciences. Dr. Grundy, with her B.A. in Sociology, Anthropology, and Comparative Women's Studies from Spelman College and her M.A. and Ph.D. in Sociology and Women's Studies from the University of Michigan, was lauded for the commitment and care she demonstrated in teaching this year.

In the midst of her teaching, she took time to recall her learning at TLS, saying, "Mr. Christie [John Christie, English and history teacher] struck a nerve of human and academic curiosity for me. He made me dream and want to become a scholar. It had everything to do with the questions we would ask ourselves before getting to know a subject. I was always curious and a reader. Mr. Christie encouraged me to take my intellect to another level. This was around seventh grade, when I began to visualize a life steeped in research and scholarship that would help heal the planet. It was about this time, too, that I began to discover great Black and women scholars. There was no turning back! I needed a few lightbulb moments at that point in my life to point in the right direction. I found enough of those moments in Mr. Christie's class to help develop the confidence I needed to move forward."



Heidi Zimmerman Simons '03, Leanne Zimmerman, and **Eli Zimmerman '99**

Life is good if you are part of the Zimmerman family! Leanne retired in May 2020, after 41 years of teaching – the last 26 years at TLS. She misses the curious students and her colleagues but is enjoying not setting an alarm, lunch that lasts longer than 30 minutes, volunteering for her synagogue, and taking care of her grandchildren.

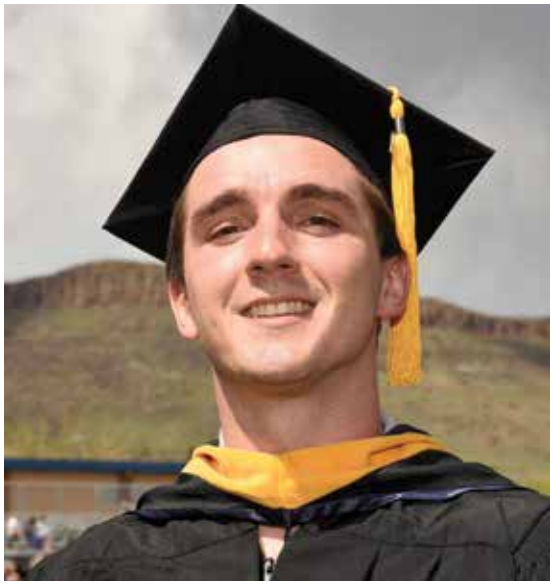
Heidi Zimmerman Simons '03 continues to teach fifth grade language arts and social studies at TLS. Heidi loved working alongside her mom for five years at TLS and is excited for all the new and exciting things happening in the Lower School. She and her husband, Matt Simons, are the parents of Adina '32 (who starts TLS this fall) and their newest addition, Ezra.

Eli Zimmerman '99 is a neurologist and stroke specialist at Vanderbilt University Medical Center in Nashville. He also carries the Zimmerman teaching gene and spends a large part of his time teaching medical students, both in the classroom and in clinical settings. He and his husband, Daniel, who married in 2018, are proud dog parents to Louis and Honey.

Since the Zimmermans' 1994 arrival, their fondest memories will always include the people they've met through their TLS community.



Above: Addie's first day at Camp Curiosity. Ezra's first smile



With his M.A. in Advanced Manufacturing from the Colorado School of Mines in Golden, CO, Carter Gray '11 is a Control Systems Developer at Matrix Technologies, Inc., an engineering company specializing in automation for pharmaceutical manufacturing facilities. From Denver, where he now lives, Carter says with a smile, "After nine years of dormant study skills and habits, what I learned at TLS got me through grad school!"



Caitlin Hinds '17: Throughout my time at TLS, I learned many things about success, hard work, and determination. One of my strongest TLS memories was the constant support and encouragement I received. This memory guided me through so many important events in high school [Frederick Douglass] where I graduated with a 4.0 unweighted GPA at the top of my class, passing my national certification test for EMT, as well as being on student council my junior and senior years. Most importantly, I want to thank Ms. Zimmerman for inspiring my love for science in fourth grade, which is the reason I am proud to say that while attending the Mahurin Honors College at Western Kentucky University, I will be studying Biology with a Pre-Med Concentration.

How TLS Influenced My Success, by Shaun Anderson '14



One of my best memories of The Lexington School is the freedom to learn. I am convinced that without this open learning and the push to take risks at a very young age, I would not have stepped out of my comfort zone. The first time I went to a preschool open house I would not leave my mother's side. When I entered The Lexington School for first grade, I was still scared. My teacher, Lisa Gumm-Gray, was my first introduction to TLS. She stayed after school with me to help me level up my reading. We bonded immediately. She is just one of many teachers over the years who helped mold me and care for not just my education but me as a person. By first grade's end, I had authored my own book for Writers Guild, which ended up being one of the most fun events at TLS!

Over the years, I had many opportunities to build courage, speaking in front of my classmates, playing sports, the many performances, and eventually my job as an Extended Day employee. I went to Carter G. Woodson Academy, where I built on what I learned at TLS. I loved the brotherhood of Carter G. Woodson, and along with the teachers, we are like family now.

Fast forward to today, where I am now a senior honor student at Tennessee State University in Nashville. I have been initiated into the Collegiate 100, elected Mr. Senior of the Class of 2022, and selected as a Walt Disney Scholar. Earlier this year, I was selected as a Spectrum Scholar, sponsored by Spectrum/Charter Communications, Inc., one of 20 college students in the U.S. I received a $20,000 academic scholarship and have monthly meetings with fellow Spectrum Scholars where we speak with executives, learn about career opportunities, personal branding, and have other training. I was invited to interview for their prestigious marketing internships in Denver, CO, and Charlotte, NC. I was fortunate to be accepted for both locations and chose to spend the summer in Charlotte, learning about marketing and working on a project for the company.

I am grateful for my family as well as my education that has led me to this opportunity. I give back whenever I can and enjoyed my Zoom with TLS students during Black History Month. Thanks, TLS. I still Totally Love School, and my experience there set the stage.

The Lexington School
Friday, August 27, 2021 | 6:30 P.M. - 8:30 P.M.

JOIN US TO CELEBRATE ONE

FINAL BASH!

Let's celebrate being "back together" in-person and the conclusion of our ONE SCHOOL Project.

Be a part of TLS history! Give a gift of $1,000 or more and have your name added to our ONE School Donor Wall.

ONE

ONE SCHOOL | ONE FAMILY | ONE GOAL

ONE HUNDRED THOUSAND DOLLAR CHALLENGE

For each gift of $1,000 received to the ONE School Campaign before **Sunday, August 15,** we will receive $1,000 in challenge funds, up to $100,000!

The Lexington School

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

HISTORICALLY SPEAKING



As **Jeff Truitt '85**, board of trustees president, stepped to the commencement podium to congratulate the **Class of 2021**, he carried with him memories of his own beginnings at The Lexington School. TLS friendships are still strong for many students in that 1975 - 1976 kindergarten class, the **Class of 1985**.

First Row: Greg Anderson, Jeff Truitt, Glenn Gabbard, Miller Montague, Thomas Buckley, Rodgers Palmer, Bradley Tune, Drew Ludlow, Rob Brewer, Luke Fallon, Drew Zent. **Second Row:** Gatewood Arnold, Bradley Nemer, Katie Polk, Tracie Thurston, Alyssa Rippy, Allison Poole, Emily Adams, Kim Daugherty, Monica Noe, Shelby Hobbs, Jennifer Smith, K. C. Wallace. **Claire Macfarlane (H'79)** was their teacher, with Brenda Hughes as assistant.