Spring 2022

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL

IN MEMORIAM:

Josephine Abercrombie (H'00)

January 15, 1926 - January 5, 2022





Ms. MacCarthy shares a hug with Dean, fifth grade.

HEADLINES

On January 5, 2022, The Lexington School's founder, **Josephine Abercrombie (H'00)**, passed away, ten days shy of her 96th birthday.

In 1959, "Ms. A," as students and teachers lovingly called her, paved the way for The Lexington School to become a center of educational excellence. The vision of an inspired young woman 63 years ago evolved into the proud tradition that The Lexington School has become. Ms. A was a celebrity to our students, and she will be dearly missed by all who have been fortunate enough to be a part of her vision.

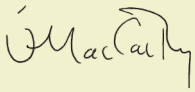
When she visited campus, children lined up to give hugs, and she would enthusiastically hug each one back. Ms. A started more than just a school. She created magic and a place where childhood unfolds.

At our Founders Day Assembly this year, with our students sitting under the trees of Scarlet Gate, I reminded them of Ms. A's story. Challenged by her father to find a way to give back, Ms. A dreamed. One woman with an idea that has impacted us all. I challenged our students to dream like Ms. A. How can we live her spirit – in our halls, in our town, in our broader communities?

Ms. Abercrombie has left us a legacy that will long serve to inspire and empower our community, but perhaps most poignantly, she has given us a place to call home.

In the following pages and stories, you will see bits and pieces of Ms. A's boldness and her spirit that lives at 1050 Lane Allen Road.

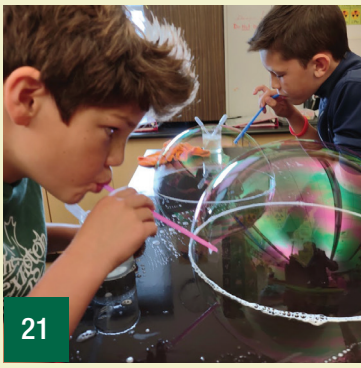
On May 13, we all have an opportunity to help support Ms. A's dream. Please join me for this year's CELEBRATION, "Laugh and Be Merry," named after one of Ms. A's beloved horses. We will celebrate Ms. Abercrombie's legacy, and, with the generous support of this community, we will guarantee her dream will be here for future generations.

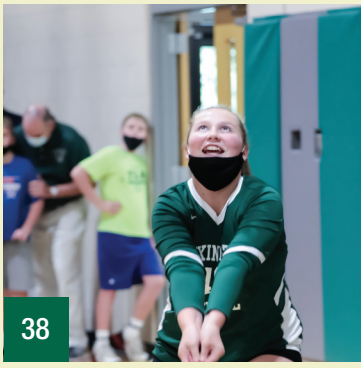


Una MacCarthy
Head of School

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Lucy J. McKinstry '66

Copy Editor
Ann Eames

Design
Steve Parker Design

Photography
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Jo-Ellen Fischbach
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Tom Novitsky
Chris Phebus
Greg Robinson

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Cover photo: **Josephine Abercrombie (H'00)** celebrates her 90th birthday at The Lexington School in 2016.
Please address comments to lmckinstry@thelexingtonschool.org.

In Memoriam; January 15, 1926 – January 5, 2022

"IT BEGAN AS A DREAM"

Josephine Abercrombie (H'00) often said, "The Lexington School began as a dream." Born to parents, James S. and Lillie Frank Abercrombie, who were able to give her a wide horizon from the beginning, she grew up under the limitless skies of Texas with a captivating personality and an unquenchable thirst for learning about and engaging in the world around her. Founder of The Lexington School, with her emphasis on strong academics, nurturing teachers, and small classes, she has widened horizons for countless others.





A woman of wide horizons. From Winter Quarter Farm on a January afternoon, **Don Robinson '63**, stepson of Ms. Abercrombie, reminisces, "Josephine had an incredibly wide horizon. She looked big and far. She taught me a lot about giving back to the community. She said her father hammered that into her, not just 'Josephine, you should do this,' but 'Josephine, what ARE you going to do? Pick something and do it.' For her, the timing was right. She had just had her firstborn [**James Robinson '72**]. My father and she had talked a lot about education, and she said, 'Let's start a school.'"



This song is for you! A different kind of horizon led to Rupp Arena's backstage in 2003. **Anna Webb Petter Egerton '77** relays a phone call from Ms. Abercrombie, who was ecstatic, "Webb, you're not going to believe this! Guess who just called me! Elton called me himself and asked me to go backstage and meet him at Rupp Arena!" When Ms. Egerton called back for more detail post-concert, Ms. Abercrombie said, "It was so great! We went backstage and I met him. He said, 'It's so great to meet you.' We talked about so many things. He said, 'What's your favorite song I sing?' [Ms. Egerton can't remember the song title!] In the middle of the concert, he stopped and said, 'Josephine Abercrombie, this song is for YOU!' and he sang it to me!"

As Don Robinson says, "Josephine was very inspirational to me. She was fresh air and a new look on things."

Pin Oak memories. At home in Charleston, South Carolina, Hillyer Rudisill III, revered Latin, English, and history teacher from 1960 to 1964, shares memories, too, of "a very delightful person." He came to know Ms. Abercrombie better than other Lexington School teachers, as she invited him to the house at Pin Oak, on the Versailles Road, and said, "I want you to teach me." She already had her degree from the Rice Institute, now Rice University, in Houston, but, again showing broader horizons, sought to learn history from Mr. Rudisill. He well remembers going to Pin Oak "more or less weekly for the next several years to teach her history."

In honor and in memory of **Josephine Abercrombie (H'00)**, Pinpoints dedicates this issue to her, our founder.

Ms. A, as she is warmly and respectfully called at TLS, was a woman who made her dreams come true. Her legacy lives vibrantly throughout our campus, inside classrooms and hallways, and within hearts and souls of those touched by the school community. From opening day, September 15, 1959, her indomitable spirit helped shape the character of the school and those learners and teachers, still learners themselves, who are a part of it. This collection of articles, curricular and extracurricular pieces, shows verbal and actual snapshots of her school today, a school she envisioned worthy of natural emulation.







the HEART *of* SCHOOL

The first view was the library. On September 14, 1959, opening day of The Lexington School, students, parents, and visitors walked through the front door, and the library – warm, welcoming, filled with books – was right there to greet. Its placement was solidly intentional. It set the stage at first step. It was the keystone of Ms. Abercrombie's original plan. It reflected her focus on strong academics.

Above, left: Second grader Gregory reads to Bruce and Trinity.
Right: Reilly and Henry, Pre-K, listen to Mrs. Hancock.

Today's two-story library, just inside the front door of the Academic Center, is a continuation of our beginning, also intentional, foundational. It, too, is the first thing a visitor or one who's loved the school sees.

On a late autumn morning before carline, the red and purple richness of the sunrise were breathtakingly vibrant through the eastern wall of library windows toward Scarlet Gate. It was a quiet moment, as libraries often generate, a moment to give thanks for so very much.

With early drop-off children and late pick-ups, the library is busy from dawn until well after dusk. Lori Hancock and Laurie Nawor, knowledgeable and experienced librarians, share their space and their books with the entire school. Acorns through fifth graders have regularly scheduled library classes, with young bibliophiles in the small library, the magical and whimsical story area, created especially for them. Fourth and fifth grades use the whiteboard and ample table space in the larger library. It's fitting that Battle of the Books celebrated their victories in that area. Middle Schoolers pop in daily, during breaks and crew time. Faculty and staff, working outside their classroom, know where to head for a comfy chair, a quiet corner, and a good book.

It's often the place where Virginia McDaniel, Assistant Director of Admission, begins her tours for prospective families, emphasizing the spacious ONE School area, state-of-the-art library, excellent flex space for students, and The Learning Center students next to their peers.

Mrs. McDaniel describes, "We've also hosted our new parent nights there, and they especially enjoy seeing the space where their children are going to be." The architectural plan for collaborative spaces has enhanced learning and enjoyment for all ages."

Mrs. Hancock says, "We've always thought the library is the heart of the school, and now I think our heart just grew bigger!"

Cozy Rooms
WITH MAGNIFICENT VIEWS

The Hercules Beetles know it. Family member Lila, eighth grade, immediately says, "I love the loft because it's a great space to bond with my family." Fisher, fellow Hercules Beetle and eighth grader, too, continues, "As a Middle Schooler, I thought I wouldn't have an opportunity to use the loft. With TLS families, though, I'm able to enjoy it. The view from the glass window is amazing; you can see the whole library and out to the playground."

"You feel very much tucked away, yet right at the center of everything!" explains Laura Bowling, speech and drama teacher. She adores the loft above the library, that special nook of a space that has been called the room version of a Swiss Army knife because it has so many uses. A current and significant use is for meetings of the TLS Family she co-parents with Elizabeth Taylor, Instructional Specialist.

As is her way, Dr. Bowling fairly bubbles over: "It is really awesome for three reasons. First, it's a space I was completely unfamiliar with, being a middle school teacher. Second, many of our family members haven't worked in that space before, so, for the kids, it's been discovering a hidden space they hadn't known before. Third, the glass walls give that beautiful view of the library and out those huge windows toward Scarlet Gate."

Since it's a flex space, there's no worry about interrupting a teacher's set-up or rearranging desks and chairs to put back afterward. They all sit on the floor, enjoy it, and hang out as a family. With students from first through eighth grades, the space allows legroom for the biggers to sit with the littles, to work on projects together without feeling they're back in class.

Dr. Bowling confirms, "Our space embraces the ONE School idea. It's a very private, secret space for our family to meet. It really is a family room, just like home."



Seventh grader Ainsley enjoys the room with the view.

ADMITTEDLY SPEAKING

Seated at her desk, Geriann Blevins, Director of Admission, says, "My favorite part of this space is the view of the children playing. I see them outside all day long, eating lunch, at their playtimes, at their breaks, and they're laughing and giggling and running. I still smile, remembering a middle school group in the pouring-down rain, just playing kickball, having a big time, like it wasn't raining a drop. They were soaking wet! They use this space constantly. When I have visitors and we're here chatting, they see our kids loving this space, playing outside. I especially enjoy seeing the little ones walking over to Scarlet Gate. Our campus is a field trip! It's a huge walk for them. We are incredibly fortunate to have this beautiful outdoor space."



Looking up from their work are seventh graders Cade, Ann Reid, Stella, and Tazewell.

FRONT & Learning CENTER



Ms. Hinard and Seamus are always up for a visitor.

A visit with Shama Hinard, Learning Center Division Head, makes for the perfect introduction to The Learning Center. Gentle and thoughtful, she sits comfortably on the floor with her trusty Golden Retriever friend, Seamus, nestled in her lap, soon to be fast asleep. Both her calmness and a healthy dose of positive energy add to a warm and welcoming visit.

Ms. Hinard says, "I'm excited to be here at TLS with The Learning Center, where students who learn differently are valued and learning in such beautiful spaces." A standout spot is the large common area just off the middle school hallway. "It's especially nice that area is used not only for Learning Center students, but for all students to come in and out. It blends everyone together into ONE School.

"The common area is also a space where our middle school team holds Literature Circle discussions, so there are numerous rich book conversations. It's a place, too, where students tackle very cool, open-ended, nontraditional math problems as a larger group. It's one of my favorite spaces in the Middle School Learning Center."

These Walls CAN TALK!

"THE ART! – Underline, CAPITAL LETTERS, **bold**, highlight!" Sarah Heller fairly shouts with her enthusiasm spilling over like paint from a bucket. Throughout the entire TLS campus, Ms. Heller is known for her hearty encouragement of any artist of any age, but especially her lower school students and her seventh and eighth grade Learning Center Talent Workshop students.



The name Shama means "the flame on top of the candle; reminiscent of light in general." That's no surprise.

Thanks to those talented Talent Workshoppers, everybody wants to meet in Shama Hinard's meeting space, next door to the office she shares with Seamus. It is a place where conversations flow easily about dyslexic learning amidst two wildly colorful, eye-catching pieces of art commissioned by Ms. Hinard from those very students.

Ms. Hinard explains: "I asked the students to create a piece of art that would encompass some of the things I enjoy in life, to bring a spark to that office since the walls were white and ready for art. Our dyslexic thinkers are highly creative, so we turned them loose. It was fun for them to walk through that commission process where first they interviewed me. They also had to measure the space. They had to think what might work there. Sarah gave them background on several different artists who might inspire them to create a piece of art. I then had check-in meetings with them every so often where they presented what they were thinking, talked about where they were, and tried to figure out if they were on the right track. They worked hard incorporating all the right pieces I needed, and now we have a gorgeous, three-dimensional wall hanging that is bright and colorful. We also have a sculpture that incorporates some of the aspects of my personal life that I really enjoy, including baking, reading, nature, bright colors, music, and dancing. They captured them all! It is a piece full of movement that brings life to the space. Come by and see it and enjoy it."

ALL TOGETHER NOW!

From the get-go, Anna Walsh, Instructional Specialist for sixth and seventh graders of The Learning Center, emphasizes, "We really love our space, every inch of it." With a consolidated Middle School, students are now among their same-age peers. All are strengthened by the camaraderie that this proximity allows.

Courtney Stefanick, seventh and eighth grade language arts and writing Instructional Specialist adds, "The new Learning Center has brought us all together, which was the original intention. It allows teachers to collaborate more than we've been able to before. TLC students definitely feel – and are – more connected."

The Learning Center has two large rooms, both separated by a barn-type sliding door. One is for language with Mrs. Stefanick and Courtenay Macaulay; one is for math with Jean Ezell and Debbie Arbaugh. As Mrs. Stefanick says, "When the doors shut, it's easier for students to focus." When they open, it's time to collaborate.

For a change of scenery, classrooms flow out the door, to that nearby spot with the picnic tables outside the library. Mrs. Stefanick says, "It's a great place for writing. Students love it."

Outside or inside, the Middle School Learning Center is now at the center of learning.



By Becky Johnson, Lower School Division Head

T.E.A.M.

Together Everyone Achieves More

An impactful outcome of the ONE School Campaign is the now seamless physical connection between the first-through-fifth-grade Learning Center students and traditional program students. With its enrollment of 71 students, The Learning Center is a significant component of our school. Incorporating classrooms, common spaces, and lockers in one area forms a unified grade level with no differentiation between programs. Now, all Lower School students can mingle with ease.

Left to right: Caleb and Harris, fifth grade, confer in the upstairs hallway. Third grader London knows how to read a dreidel. Lauren, first grade, and Mrs. Johnson announce at an outdoor assembly. Second graders Ellie and Collins discuss lunchtime with Mrs. Johnson.

Nonacademic uses for the new spaces abound. For example, TLS Families, a new initiative, brings together two to three adults with students from every grade, and this "family" remains intact from year to year. Each of the 30 families has a designated meeting place, so we use all the new rooms throughout the Academic Center.

Families generally meet once a month, with the goal of forming a bonded group with deep ties through all the years a student is at TLS. The family concept blends easily into long-held TLS traditions. For instance, Little Kentucky Derby pairs an eighth grader with a younger student, and that relationship is pre-established within each family. As well, families are designed with Green-Gray Day in mind; Greens stay green and Grays stay gray, creating 15 Green Families and 15 Gray Families.

TLS Families benefit teachers as well. A middle school teacher can now build a relationship with a first or second grader, and a lower school teacher will be able to maintain relationships with students they taught through the years. There is also an emphasis on teacher-to-teacher relationships. In most cases, lower and middle school teachers are co-parents of a family. Husbands-and-wives are together. The plan also honors longtime friendships such as Martha Anderson and Margaret Cowling's. Those intentional pairings enhance the true family feel and further instill our ONE School values.

In Middle School, the upgrades to the furniture and flooring create a clean and modern feel. Classes can be held on the middle school porch, rain or shine. It's a comfortable place for the students to hang out, which is what they asked for. The study rooms, great for projects, transform into piano rehearsal rooms in the afternoon.

The flexibility and efficiency of all the new spaces make for an even more dynamic educational experience for everyone at TLS.

THE UPSIDE TO OUTSIDE

TLC second graders use TLS's outdoor space practically every day, and their teachers, Katie Porter, Brooke Conrad, and Elliott Allen appreciate and rely on the presence of plenty of *plein air* choices.

"We use the library patio pretty much anytime we can, especially for break almost every morning and afternoon." says Mrs. Porter. "We all – both generations – love it. The kids enjoy having their snack at the picnic tables, which, after crumbs are wiped away, double for literacy instruction. We focus on a different theme each week. Students concentrate on reading comprehension activities, recalling information, and inferring or predicting what will happen next in their book."

Closing those books, but opening another chapter, Mrs. Allen explains, "Students are consistently practicing their social skills at the picnic tables. In the afternoons, we often switch between social studies and social skills, and whenever there is time to practice those, we do it outside. That carries over into their playing with each other, using those skills, and applying them appropriately."

The patio is an all-season, all-weather area. In the wintertime, it's perfect, even if a little chilly, for measuring the diameter or circumference of snowballs in math class. Mrs. Conrad's students grab their gloves and practice finger-spelling vocab by drawing words in the snow. "They like seeing their words all throughout the snow." The green space (or white, on snowy days) between the tables and the expansive playground beckons Lower Schoolers to play tag and other games, the more running and leg stretching, the better.

Inside, Mrs. Conrad points out, "The large, downstairs Learning Center common space is popular with first, second, and third grades." In the morning, it's a meeting spot for all the students, giving them time to interact with each other, especially important since throughout the day while they're in classes, they aren't with students outside their grade. In that morning time though, all three grades are altogether, catching up with each other and spending time together, making friendships that many alumni say will last the rest of their lives.





Left: Mrs. Porter and her students make good use of the patio.
Below: Mrs. Conrad points out a special page.



Luke gets his spelling words right at Scarlet Gate.

CITIZEN SCIENTISTS ALL OVER CAMPUS

Everywhere you look on The Lexington School's 40-acre campus, they've been there. They've explored and learned something. They've made it their own, and they've had a terrific time doing it.

For Kindergartners, Montessori III, and Lower Schoolers, the great outdoors is their classroom. Ryan Bowers knows that when his students are outside, engaged with nature, they absorb information through every pore. Retention rates are higher and longer when learning occurs outdoors. The open-air forum enhances lessons learned in the traditional classroom. With its core elements of group work and critical thinking, the theme of TLS's popular *Imagine This!* continues to emphasize STEM (science, technology, engineering, and math) with small-group projects. TLS's Mission Skills – Creativity, Curiosity, Ethics, Resilience, Teamwork, and Time Management – are all part of the learning.

This year, for their first project, starting from the ground up, fourth graders planted a garden and relished getting their hands dirty, even their green thumbs. The kiddos took to it like beans sprouting from pods. Several "outside" speakers shared horticulture expertise, and the budding cultivators each chose a plant to study, discussing what might or might not grow. What would happen if they planted a pineapple? The fact that strawberries and blackberries take a while to

bear fruit, prompted good conversation about growth cycles. Looking ahead, as seasoned gardeners do, TLS agriculturists planned to share their future pumpkin crop with next year's jack-o'-lantern carvers.

Inspired by the fourth-grade project, third graders created a butterfly garden next to the vegetable and flower plot. Symbiosis sprang to life as butterflies, bees, and other pollinator insects helped the garden grow.

For Preschoolers, Mr. Bowers explained, "The big thing was exploration: taking them outside; seeing our full campus. We've explored Scarlet Gate and ventured through the surrounding woods where they've never been before. The Enchanted Forest and the big kids' playground were new worlds to them. It was such a wonder to get them out and encourage their natural creativity." The minute they got outside, they could unmask and enjoy the freedom and the goodness of nature.

Mr. Bowers said, "Going over to Scarlet Gate was almost like traveling back in time." For first graders, he tied in the array of fall colors during the changing of leaves. He had them wonder how that happened – and discussed pigment with them, leading to thoughtful conversation about how humans fit into and interact with nature. He asked each child to choose a favorite Scarlet Gate tree and to keep the selection a secret. He, too, picked his favorite tree*. Ideas flowed naturally about different ways we use trees and how trees help sustain our lives. He set up his chair, the children quietened, a cardinal sat on a nearby branch, and he read aloud *The Giving Tree* – a treasured time. Shel Silverstein would smile.

It was easy to spot second graders at TLS. They were the ones roaming around with iPads, using *Inaturalist,* a *National Geographic* app that allowed them to snap pictures of the natural environment and provided the name and information about what they found. In groups to emphasize teamwork and small-group learning, they also excelled at a spelling game using only parts of nature found at Scarlet Gate. Mr. Bowers gave a word, and, after they spelled it using sticks and stones and anything else from nature, the other groups tried to figure out the word that's spelled.

Fifth grade studied our community as a whole, our effects on the community, and how we can better our environment. They developed a Shark Tank project by proposing an idea, an invention, or an investment for an improvement within TLS's community. Presentations, on the lawn of course, included new soccer goals for recess, ways to compost unused food, and a school-wide cleanup on Earth Day. Students understood their ideas were important, but their presentations even more so. Mr. Bowers and fifth grade teachers were Sharks, who listened to the student pitches and said how much they would invest in each project.

Today's Citizen Scientists are tomorrow's citizens of our world. They make us proud.

**A TLS Colt through and through, the favorite tree of Mr. Bowers is the pin oak.*



Mr. Bowers points toward the future with his Citizen Scientists.

TLS SCIENCE ROCKS!

"To do science, and to do it correctly, you really need space." Ms. Abercrombie's dream has been a dream-come-true for Jamen Mohan, science teacher of Kindergartners through third graders. "This is the science room I have always dreamed about." This has the space I have wanted," he says of the lower school science lab, steps away from the front door and the library. It didn't just happen. Turning dreams into reality takes vision and hard work. Mr. Mohan gave detailed input to the architects in the early phase of ONE School design, emphasizing that students, usually about 15 per class, need plenty of space to spread out in order to test their projects, keep their equipment in order, and walk into science.





With the existing spacious fourth and fifth grade science labs and the middle school science wing, Mr. Mohan's room completes The Lexington School's science program for each grade. He emphasizes, "Every, single science class now is a true science lab."

For life-sized human body posters, there is more than enough room for students to lie down and have a classmate trace their bodies and map the different organ systems. There's even room to build a cow skeleton or a dinosaur skeleton. Lower Schoolers, along with their families and friends, think it's pretty outstanding to put dinosaur bones together at school.

The third-grade geology unit has long been popular with Mr. Mohan's scientists as they study the rock cycle, now displayed in separate centers for igneous, sedimentary, or metamorphic rock. His students have a natural leg up when it comes to the study of geology as Mr. Mohan has been an enthusiastic, bold, but cautious rock climber since his years at the University of Kentucky, where he was a geology and math double major.

It was rock climbing that led Mr. Mohan to TLS. He was a climbing guide for a TLS group to Red River Gorge. Fortuitously, one weekend Ms. MacCarthy was part of his group. In addition to observing his skill as a climber, she noticed how he enjoyed working with young people and how he was good at it, explaining and encouraging all the way up and then all the way back down the rock face. When she asked if he'd ever thought of teaching, he said he still had another semester in college. As he recalls now with a smile, "The day after I graduated, I'll never forget, she called me. She'd remembered. She'd written down exactly when I was finishing. It was a voicemail saying she'd at least like me to come over and sub at TLS. That was in 2001, and I've never left."

Left: Alma and Aleksa, third grade, examine gypsum and quartz, sedimentary minerals. **Right:** First graders Madeleine, Spencer, Brooks, and Christian reconstruct a cow skeleton.

Making it RELEVANT

Project-based learning in Tracy Dawahare's middle school Learning Center science room allows for a world of curiosity, a world of discovery, and a world of inspiration, with some fun tossed in too. Mrs. Dawahare points out, "The kinesthetic learning that our kids do is the cornerstone of any great science curriculum."

Shama Hinard, Learning Center Division Head, knows having ample room is foundational to the success of this hands-on program. Mrs. Dawahare is quick to note, "This space was a definite priority for her, and it's exactly what we need."

With Jason Hurst's chemistry lab and Tomi Lounsbury's anatomy and physiology lab, the Learning Center science lab completes the middle school science wing, affirming ONE School strength.

There is action and activity in every corner. Mrs. Dawahare says, "The kids had a variety of utensils that mimicked types of birds' beaks. We pushed the tables back and everybody was on the floor, competing for diverse types of food they had to pick up with their improvised beaks. They got it! They experienced, beak-to-beak, that survival of the fittest isn't the biggest or the strongest; it's having traits best suited for the environment."

Later, improvised beaks took a back seat, and more traditional sustenance was the highlight of the unit on the cardiovascular system, hypertension, sodium levels, and diabetes. Researching guidelines from the American Heart Institute, the students designed heart-healthy meals low in sodium and saturated fat. Chef Ryan took their menu, including grilled chicken, black beans, hummus, fruit, and vegetables, and, along with his team, wheeled in a buffet for the class. Mrs. Dawahare confirms, "*That, they'll remember!* And they ate every bit of it! We couldn't have done that if we hadn't had this wonderful new space."

Becoming CPR-certified was a natural and hands-on continuation of their healthful lessons.

To explain the cardiovascular system, Katie Farmwald, TLS Athletic Trainer, demonstrated cardiopulmonary resuscitation on a dummy. Seventh and eighth graders then took over and worked hard at chest compressions and rescue breathing, project-based learning at its best. All students proudly earned their CPR certification.

As Mrs. Dawahare explains, "Experiential learning, like performing life-saving resuscitation and compressions, reinforces content and helps form a permanent memory that provides the necessary sensory connection. Unless you make it relevant, they just don't have that buy-in." In her middle school Learning Center science lab, Mrs. Dawahare always makes it relevant.

Piper, eighth grade, works toward her CPR certification with Mrs. Farmwald.





When she saw her duties as Athletic Trainer had all but evaporated because of COVID-19, Katie Farmwald practiced each of The Lexington School's Mission Skills – Creativity, Curiosity, Ethics, Resilience, Teamwork, and Time Management – to ensure she would still be an essential member of the TLS team. Indeed, she is.

KATIE FARMWALD

SEE WHAT NEEDS TO BE DONE AND DO IT

By Katie Farmwald

When TLS shifted from in-person classes because of the pandemic, I tried to learn everything I possibly could about the coronavirus. Teachers and staff were working virtually, and I had to figure out how I could still be useful. I took public health courses online to learn about COVID-19, and the subject was fascinating. I had to learn a ton! I am now certified through Johns Hopkins University. When we began in-person school again in August 2020, we decided not to have sports. I'm the Athletic Trainer, who takes care of our athletes. Most of my job was gone.

I knew Nurse Kristin Beers would be busy with sick kids, so I took over COVID issues. It has kept me busy – working with parents, with the Lexington-Fayette County Health Department, and with our wonderful teachers. It is critical to us to be transparent every time we have a positive case, to ensure everyone has the necessary information to make solid decisions for their family. Communication is key, especially during unsettling times, and I am the liaison for that. It's comforting to know the communication lines are open and strong.

This year, we're offering sports again, so now I'm doing both!

We had a great deal of success in the 2020-2021 school year with stopping the spread and managing our COVID cases, so we really didn't see spread within the school at all. There was not one case we could say for sure that originated from school. We were on top of it. I developed a strong relationship with the Health Department, so when I asked if we could begin the Test-to-Stay program this year, they knew our success and said yes. I believe we were the first school to offer it, and it has been hugely successful. Instead of sending kids home for seven or ten days, they stay in school, take a nasal swab test, and receive results in fifteen minutes. It has kept students in the classroom.

In Room 213 of the Academic Center every school morning at 7:30, the Wild Health Testing Clinic opens to anyone in the TLS community. Parents, grandparents, and whole families have taken part, and they greatly appreciate the convenience. Before and after class trips, we've tested entire grades. At its height, one morning in January, the clinic served 200 TLS community members, with the line circulating through the entire room and extending down the hallway into the fourth-grade commons.

We also used this space to offer our vaccine clinic for faculty, staff, and spouses to receive their third shot.

What protocols helped preclude spread?

We're fortunate to have lots of space here in the school and on campus. We have creative teachers, thinking of solutions to keep students separated or to move classes outside. We had a lot of picnics last year. Our teachers work hard, and they work together. They keep a seating chart or snap a picture to help with contact tracing if we have a positive case.

If parents suspect COVID, they email the Health Office, which goes to Nurse Kristin (who is also certified through Johns Hopkins) and me, and we work together. I give parents needed information and notify and work with the Health Department to make a plan for that student.

Much of our success to stem COVID has to do with our parents, who are great to let us know as soon as they suspect their child might have it. Our families take it seriously, keeping their kids home, taking them to the doctor each time they're sick. They care about their children's classmates, and that selflessness is amazing to see. Their communication is great and is essential for making this work.

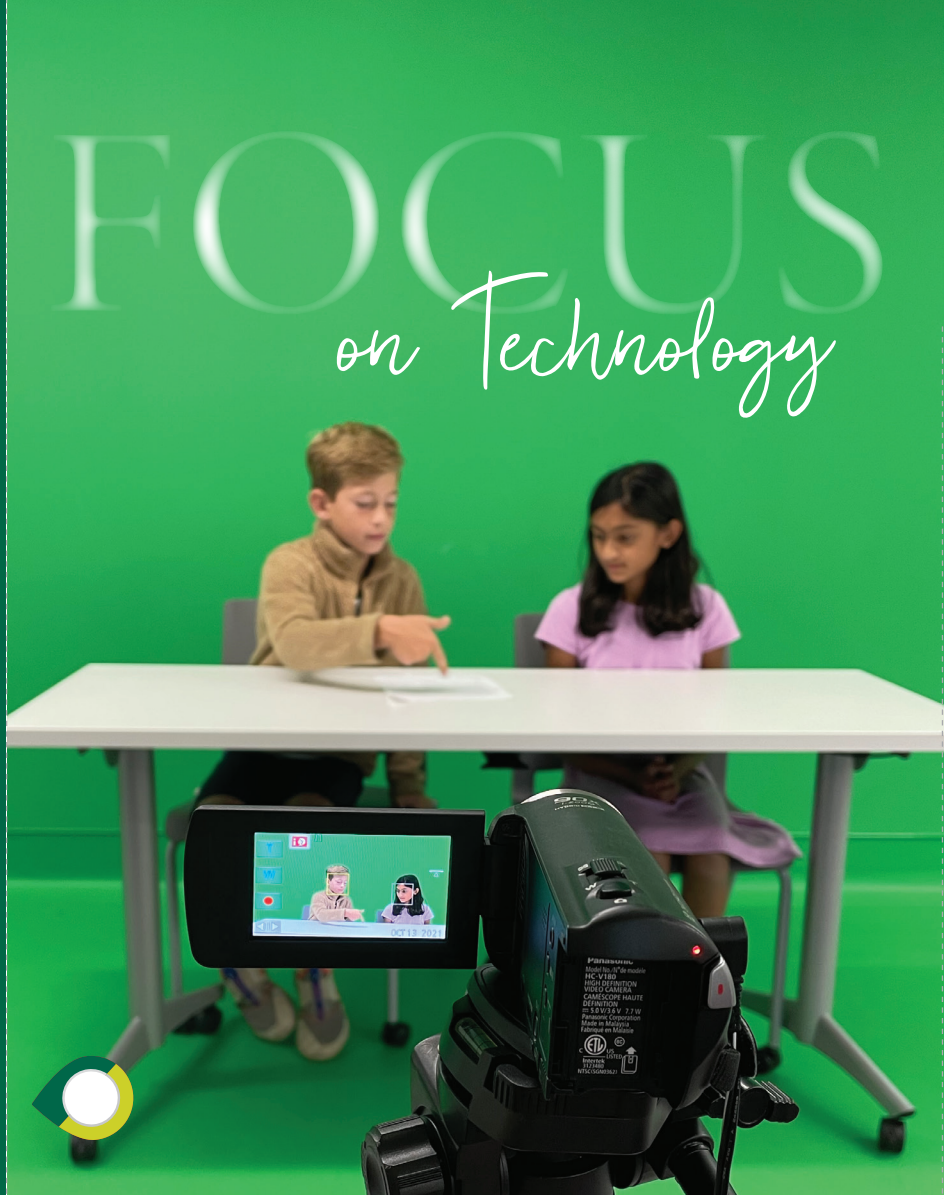
Being the COVID point person is a lot of additional responsibility, and it was very important to me to figure out a way to support our community during this trying time. For me, it was all about seeing what could be done and doing it.





Left: TLS families appreciate in-house testing. **Right:** Mrs. Farmwald checks Mrs. McDaniel.

FOCUS on Technology



It was a Halloween unlike any other The Lexington School – or Greg Robinson – had ever seen. Eighth grade parents organized a scavenger hunt throughout the campus with each crew dressed according to theme: mythology, Sesame Street, cereal brands, Monopoly. Poseidon, Achilles, Elmo, Cookie Monster, Cheerios, Trix-Are-for-Kids, and from Baltic Avenue to the Short Line Railroad, it was a collection of most motley crews.

Above, left: Cash and Shania, fifth graders, prepare a newscast they shot, edited, and wrote with their fellow classmates using iLab resources.
Right: Fifth grade is at their singing best with "One Candle."

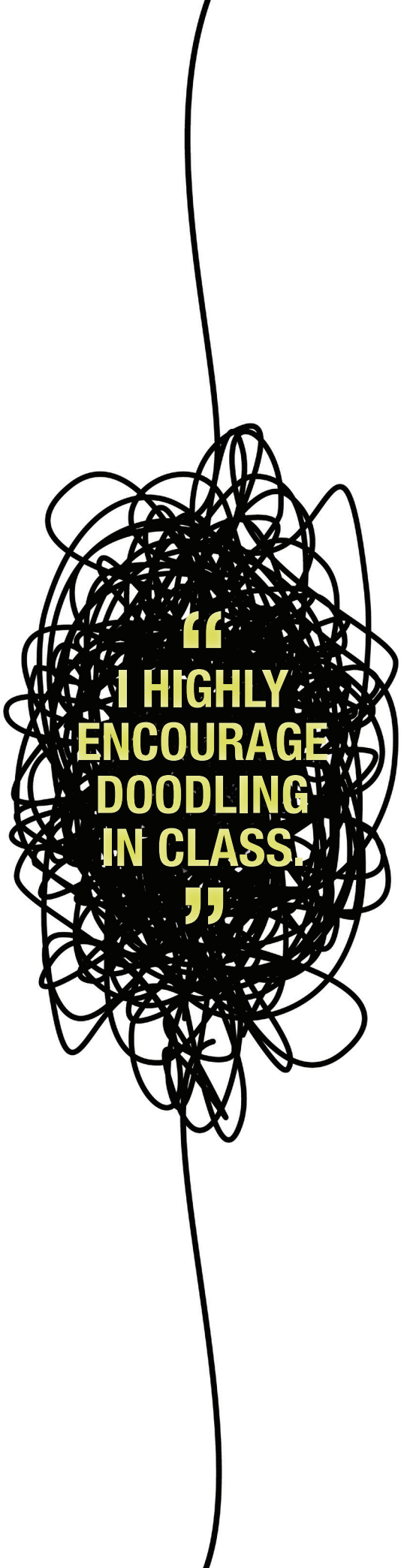
In TLS's well-equipped iLab, Mr. Robinson, Director of Communications and Marketing, coordinated a video shoot in front of the green screen. Post scavenger hunt, he took to the happy task of pairing the videos with the ideal background, befitting the theme. Smiling afterward, he explained, "It's important for our students to have strong digital media skills, and the iLab is the perfect place for that learning. The Innovation Lab lives up to its name. It allows for way more than just honing technical skills. It welcomes us. It invites and inspires students, faculty, and staff to lean in on our creativity."

For another iLab project, Mr. Robinson enjoyed watching **Heidi Zimmerman Simons '03**, fifth grade language arts and social studies teacher, prepare their social studies newscast. Her Lower Schoolers have become accomplished as they write and edit scripts, work with video cameras for a specific angle or shot, adjust the lighting and sound, and polish their delivery in front of the green screen. With Mr. Robinson's natural enthusiasm, he accentuated, "I was impressed to learn they are shooting in 4K, ultra-high-definition video. That's 30 frames per second, top-notch, really! It's crisp and clean and sharp. If students have a monitor or a family has a TV set, they can watch this newscast. That's exciting, if you ask me!"



For hundreds of TLSers of all ages, the Holiday Concert song "One Candle" touches hearts deeply. Martha Anderson, preschool and lower school music teacher, knows "the show must go on" better than most, and was determined that the entire Lexington School family, even from home, would be able to enjoy this treasured tradition. After shooting the video, Mr. Robinson used the iLab as a resource for post-production. "I used digital editing to render large video files, and create a version of 'One Candle' that could be shared electronically. It's a wonderful example of what can be achieved within our innovation space."

Bravissimo all around.



Students who signed up for Yearbook or Photo Club have a creative and innovative mentor. Jo-Ellen Fischbach, a highly gifted photographer with an artistic soul and a joyful outlook on life, is a kind encourager of students. Her pulse races a bit when she tries to describe her new school home, exclaiming, “Our Room 213 space is phenomenal! It’s basically a big classroom, but the versatility of it is unbelievable. The seating is nontraditional, and that’s great because we’re talking about a creative environment where kids aren’t in a structured setting. When you’re creating, you can’t always go from point A to point B to point C. Creative processes require collaboration. It’s important to learn how to give input.”

Her students range in ages. Yearbook is for seventh and eighth graders. Photo Club is third through eighth grade. TLS’s 2022 yearbook will be the fourth under Ms. Fischbach’s direction, and this is the seventh year she has headed Photo Club.

Ms. Fischbach and her class arrange the long tables to form a large U shape with lots of space in the middle. It’s also important to Ms. Fischbach that each person sees everyone else’s face; communication flows more freely that way.

She goes on to explain, “We have a huge screen, projector, and a whiteboard. It’s fantastic! The audiovisual element is super important. Every industry that uses social media uses photography and film. In class, the kids are learning about the language of visual communication. Having a projector where everybody can see makes it easy to share videos and images to teach students about the visual world they are exposed to on a daily basis.”

Ms. Fischbach reminds her enthusiastic photographers: “When we study the great photographers in class, like Ansel Adams and Yousuf Karsh, we learn that intention is what separates a photograph from a snapshot. Our goal as creators then becomes to engage with our world through photography with open hearts and minds and make great art.”



WHEN THE STUDENT IS READY, THE TEACHER WILL APPEAR

Seventh-grade social studies teacher Griffin Miller '07 is a true TLS "lifer": In 1996 a prekindergarten student, continuing through eighth grade; in 2015 the school's first teaching intern for Acorns through eighth grade and a soccer coach (ongoing); in 2017 a seventh-grade World Studies teacher. Astonishingly, Mr. Miller has learned or taught in every, single TLS classroom.



Armaan, Grace, Robbie, and Gigi, seventh graders, compare notes on mercantilism for their Age of Exploration study.

Left: Griffin Miller '07 enjoys teaching at his alma mater.

The room he loves most is the one he has now, off the middle school hallway, overlooking the playground. He says, "I love this space because of the enormous windows. That beautiful sunlight comes in and instantly makes my day better. Walking into this classroom, I feel at peace, in touch with nature, a connectedness. I love seeing the kids so happy outside. A TLS theme this year is joy. What brings more joy to students than recess? Substantial learning occurs during recess."

First semester World Studies focuses on American history with the theme of identity for those early Americans, what life was like then. There are deep and wide-ranging discussions on the Mayflower Compact, that first form of democracy, which shapes the identity of the nation we later become. The class delves into the Bill of Rights, the Constitution, important documents that give our country its firm foundation.

With a broader reach, world history is the second semester concentration. Since Mr. Miller connects past events with present, students learn lessons from preceding cultures and times but understand no two events are ever the same. Mr. Miller says, "Were these founding fathers perfect? No. That's why it's crucial that we contextualize their lives. I never tell students how to judge someone. I don't tell them *what to think,* but instead *how to think.*"

Mr. Miller explains, "I try to teach in a way that pushes students, and for students to take risks, they have to feel comfortable. Our class sometimes has conversations about sticky issues because it's important to learn how to listen to each other to move forward. We don't always have to agree, but we always must listen and be respectful. My students know that an academic must be able to defend his or her opinion with facts and evidence."

As he prepares for discussions, conversations with colleagues are helpful. Mr. Miller especially enjoys conferring with **Margaret Cowling '64**, his sixth and eighth grade history teacher and mentor. "It's wonderful to be able to say to Miss Cowling, 'I'm thinking about going down this path; what do you think?' I always appreciate her feedback. She's the seasoned pro."

Just like that sunshine coming through the classroom windows, Mr. Miller brightens the days for his students and colleagues.



Harley, Pre-K, practices a favorite song with Mrs. King.

"I GOT RHYTHM; I GOT MUSIC"*

On Tuesdays, Wednesdays, and Thursdays from 2:30 to 5:30, some faculty and staff might conjure a reason to stroll past the two glass-walled meeting rooms at the middle school hallway intersection, as it does the heart good to hear youngsters playing the piano. This is the time Lexington School students from Pre-K to the eighth grade are fortunate to have half-hour piano lessons with Maeva Coolbear and Rezia King.

These multi-purpose rooms, part of the ONE School project, are in near-constant use from early morning until the last person leaves. Though Mrs. King, with six students both afternoons, has taught piano at TLS for 11 years, this is her first in this location. She says, "I love this space with all the glass. A previous student reenrolled in piano because he passed by here and saw me. I'm glad he saw me through the glass."

Mrs. Coolbear, too, stresses the importance of see-through walls, pointing out, "A bonus of these delightful windows is seeing students encourage their friends to play the piano. It helps boost confidence." She continues, "I love teaching each of them, watching them grow musically. The look in their eyes when they accomplish something difficult is priceless."

The space has all they need – a piano! There are also chairs and a table, room for notebooks to write down music theory. Youngest students use crayons for music notes and the music alphabet. Many of them also love art, so the table doubles for creative drawing, which helps in understanding music.

Mrs. King explains: "I'm from the Philippines, and my parents were musicians. When I was little, my extended family played the piano, guitar, and we all sang together. My mother's first-grade teacher in the Philippines taught her to read music. My first-grade teacher taught me to read music. Now I teach first graders to read music.

"I love piano and I love children."

As George and Ira Gershwin said, "Who could ask for anything more?"

"I Got Rhythm; I Got Music": the first two lines of the refrain from the Gershwin song, "I Got Rhythm."

PLAY IS THE WORK OF CHILDHOOD



It's a fact. Jennie Anderson, Preschool Division Head, and her fellow teachers see it every day. The preschool playground is its own important Lexington School classroom. The space brings joy, and lots of it, to children, and then to observant adults. It also – without their ever knowing it – reinforces learning within the classroom that nurtures the whole child. As Mrs. Anderson emphasizes, "The whole experience builds an environment outside that matches what's inside the school that is essential and necessary."

Mrs. Anderson continues, "The symbolism of a sandbox and what it brings and what skills you need to be able to participate in the same box is different from a game of chase or tag. You need everybody to be on the same page. It takes the skills of teamwork and relationship building to get other people to do what you want to do in the sandbox, because you can't all build the same thing. You need sandbox community players to work together.

"Our sandbox is huge with a concrete beam down the center. Class after class took turns, because they wanted to build a tunnel under the beam, but they didn't know if it was possible. After several recess periods, they figured out they could. They built a tunnel under it, and, naturally, it has been reimagined many times since then. To watch the relationships and teamwork and friendships and problem-solving that happen in the sandbox is amazing. It's super cool to sit back and listen to see what's really happening there."

Outside the sandbox, playground activity and life lessons abound. This fall brought an influx of grasshoppers onto the playground. As Mrs. Anderson says, "The children basically created an entire society to care for, protect, feed, adopt, name, and give medical assistance when necessary to these grasshoppers. They have magnifying glasses, portable habitats, everything they need to observe their grasshoppers. They release their grasshopper friends each time they go back inside.

"Indoors, every single classroom provides a hefty emphasis on building independence and character, everything you need to feel healthy in your head and mind. Skills enhanced by abundant time on the playground."



Right: Mrs. Anderson says, "The sandbox creates so many chances to get your shovel back in a very peaceful way."

ONE. BIG. HAPPY.

"My little buddies are hilarious. They're already fun to be around." Eighth-grader Madden's words capture the concept of the 30 TLS Families in a nutshell. Crawford, from his first-grade viewpoint, agrees totally when he says, "I'm excited to be in a family with older students." Second-grader Eliza chimes in, "I'm excited about the name of my family. We are cool dragonflies, the Whitetail Skimmers." Shelby, in fifth grade, points out, "I like the idea of spending time with people who aren't in our grade." For second grader Trinity, it's, "I'm glad I have a new friend who's in seventh grade." Frank, in eighth grade, speaks for a lot of folks when he says, "Those littles are kind of cute."



Left: The Katydids, the family of Mrs. Barnett and Mrs. Wooster, sing the Alma Mater during their Turkey Trot family time.

Tim Alford, Middle School Division Head, puts it his own way, "One of the things that makes TLS special is the notion of family. You can see that in many of the different stories the school tells about itself, the way the faculty feels about each other, and the way students feel about the faculty. You hear that word 'family' a lot."

TLS Families strengthen opportunities for connection across all four school divisions. With inspiration from *Harry Potter's* house system, Mr. Alford explains, "This concept is valuable because it gives older students opportunities to practice responsibility, to practice nurturing younger kids. It gives them an opportunity to pass along TLS traditions, and thus strengthens them. It exemplifies the old maxim, 'You really understand something if you're teaching it.' For students to teach our traditions and carry the mantle is important."

Family names pay homage to special TLS aspects such as trees and insects found throughout campus, and to interests of our founder, **Josephine Abercrombie (H'00)**, from her Pin Oak Farm to names of her Weimaraner dogs.

Mr. Alford says it succinctly, "We all need each other, whether we're in first grade or the eighth."

@1st glance

The Fabulous First Grade! The magical year. That giant step from Preschool into Lower School.

Taylor Cox, Meghan Fedor, and Margot Schenning, teachers of traditional first grade classes, form a powerful and delightful threesome. Understandably, they and their students have a grand time while they're at it.

Ms. Schenning is quick to point out, "One of our strengths is that we all have different strengths." Mrs. Cox follows up with, "Our teaching styles are different, of course, so even though we cover the same curriculum, our classrooms feel a bit different." Mrs. Fedor, the phonics guru, emphasizes, "We three extend and enrich the curriculum so our classrooms include all levels. For Mindset Mondays, this week's question is, 'How are you going to be a stronger student?' Students answer in the framework, 'I'm working on this,' or 'We haven't done this … yet.' We have excellent conversations."

The teaching trio extends to the strength of four, with Carol Bertram, their mentor and TLS teacher and Instructional Specialist since 2007. Clearly excited and proud of her colleagues' diverse and strong skillsets, Ms. Bertram says, "This is the most happy, joyful, creative, tech-savvy, team-oriented group of ladies I've ever seen, and I've seen a lot in my 32 years of teaching. They bring it to the next level."

Ms. Schenning accentuates, "Ms. Bertram has instilled in us, a team is a team. We teach first grade, but *we're everybody's teacher.*"

Together, this dynamic foursome helps make TLS first grade a great place to be.





Left to right: Nadia and Julia partner to show each other how hard they've been working on their reading skills. Marlo and Mary Carter research an animal for the nonfiction book they are writing. To get to know each other better at the beginning of the year, Bowman shares his "I Am" poem with his classmates and Mrs. Johnson, who, in turn, writes her own "I Am" poem to introduce herself to the students.





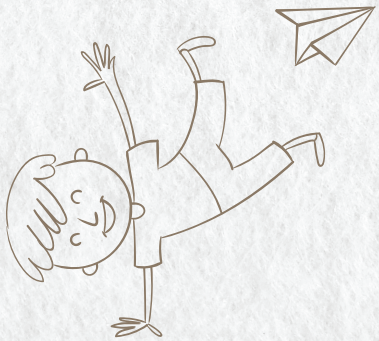
Top: Students work to build a hundreds chart and practice skip-counting with each another. **Bottom:** *Toy Story* inspires students to take over Andy's room to help bring Buzz back. They dive deep into the curriculum to accomplish tasks to get Buzz home safely from the daycare center.

ONE ON ONE





First Graders Know What They Like – and They Like First Grade. Sophie begins the conversation: "I like the arts and crafts we get to do with directed drawings. I also like learning cursive and writing our final copies on fancy paper." Brody chimes in with, "My favorite is that we get to paint a lot. And make projects." After careful consideration, Kyrie adds, "I like that we get to follow directions and draw pictures with each book. I liked my scarecrow the most."



Who wouldn't like all that?

To ensure smooth continuity between The Learning Center and traditional first grade programs, Lauren Troiani and Alex Parrish, Learning Center Instructional Specialists, meet with Taylor Cox, Meghan Fedor, and Margot Schenning, first grade teachers, once a week. Their paths cross more like once an hour sometimes because of proximity of all first-grade rooms. It's a grand added benefit, too, that Mrs. Fedor has background in the Orton-Gillingham approach, a multi-sensory method to teach literacy, which Mrs. Troiani and Ms. Parrish have used since they began at TLS in 2012 and 2015 respectively.

With all five teachers on the same page for topics to cover, a Learning Center core strength is, as Mrs. Troiani explains, "to move at the pace of our kids. That varies year-to-year." Ms. Parrish elaborates, "By year's end, we've covered the same things as the traditional program. We use a hands-on approach and we create our lessons with each child in mind." First grade's Learning Center, with five students this year, provides an incredible opportunity for individualized, targeted instruction for each student.

Learning Center students see the same content, and they see it presented in a way that meets their learning style. The timing is often different from traditional classes. For example, Mrs. Troiani says, "They were doing tallies [math skills] on day one, and we began tallies several months later. At the end of the year, though, everyone knows tallies. We do three-D figures, a hands-on approach. Instead of paper and pencil, our kiddos use toothpicks and mini marshmallows, and they love it. We also get out our construction worker hats and go to the construction zone and build things. Their desks turn into a construction zone. They love that too."

Math with Mrs. Troiani and language with Ms. Parrish are in the morning, with different groups based on ability level and with the sliding door closed between their rooms to encourage concentration. In the afternoons for literacy and social studies, the door slides open, and the group has two teachers at the same time. Students work to meet their own educational goals and to be proud of their individual progress. The group is supportive and celebrates everyone's progress and achievement.

No wonder first graders like first grade.





Below: Sophie reads sight words to Ms. Parrish. **Inset:** Brooks gives an encouraging smile.



Mrs. Gingerbread is a favorite for her annual visits.

As is often the case with good things, Mrs. Gingerbread was inspired by literature. The book *Gingerbread Baby*, by Jan Brett, was newly published in 1997, and **Marijo Foster (H'16)** was invited to read it to preschool students in the library. Since, even down to the gingerbread buttons, she had the perfect costume in her closet – made by seamstress Jo Neuzel, mother of Rob Neuzel, IT Assistant, and grandmother of **Joey Neuzel '14**, and **Jake Neuzel '16** – she decided to wear it that day. And so it began.

sugar & spice

By Mrs. Gingerbread



Ryker, second grade, decorates his gingerbread man.

As she read, I began to insert myself into the story and elaborate, speaking as the wife of the grown-up Gingerbread Baby. Knowing the importance of details, I used the big copper cookie cutter and the treasured hand-carved wooden spoon Mrs. Foster's father had fashioned for her to stir the batter when she was a little girl. To top it off, I even found spice-scented lotion that made me smell like a freshly baked cookie!

The children loved hearing "the rest of the story" and had many questions, making long lines to ask if I knew their parents when they were TLS students. The little ones, who often went home with stories about my knowing their parents, appreciated me the most. I was pretty good at slipping in and out of character without being seen, and usually the adults at school were unaware of my visit. The librarians were our agents and made the secret arrangements for my arrival each year.

There were always some who questioned my authenticity, but Mrs. Foster would dance around her reply to answer as truthfully as possible while maintaining my character. If Mrs. Foster has a favorite moment for me, it's the day she came upon two animated first-grade girls in deep conversation outside her office. She invited them in and asked if she could help them. The topic, it seemed, was whether Mrs. Gingerbread was REALLY Mrs. Foster. Answering that was going to be tricky, given her vow to be truthful. But she was totally rescued when one of them pronounced, "I TOLD her that couldn't be true because, look, your shoes are different!"

A highlight this year was the question from a sweet little first grade girl, "Did you know my daddy, **James Lagrew ['02]**?" I did, indeed, know her daddy, but she asked her interrogator to pull down her mask to verify she had that captivating Lagrew smile. And of course, she did! What a great recipe for smiles.

WELCOME TO NEW FACULTY AND STAFF

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



ELLIOTT ALLEN

INSTRUCTIONAL SPECIALIST; THE LEARNING CENTER

Favorite teacher? I'll always have a very special place in my heart for my kindergarten teacher, Mrs. Mountford, a soft spoken, patient woman, who had the most infectious smile, and warmest welcome. She had the most natural ability to make every student in our classroom feel seen and understood. She celebrated her students' differences and, at a very early age, taught me the joy of learning. As an educator myself, one of my top priorities is to cultivate a classroom culture where the students feel safe and are willing to take risks. Students make the greatest leaps of growth when they know they are surrounded by people who accept them, love them for who they are, and will support them through every step of their academic journey. Mrs. Mountford gracefully embodied those qualities I aspire to withhold in my own classroom.



SARAH CLAY
ACORNS ASSISTANT

What might surprise your colleagues? As chemistry majors at Bates College, we were required to work on a research project throughout our senior year and finalize our experience with a thesis. I looked through all the research opportunities and none resonated with me, until a local elementary school called asking for help creating and teaching a science curriculum for their students. It was a perfect fit! I believe I may have been their first chemistry major who did not head into the medical field after graduation, but directly into an elementary school where I found my true love, teaching.

It is an honor to be back in the classroom and at a school that means so much to my husband [**Brutus Clay '85**] and me. The TLS faculty, staff, and administration gave our three children [**Brutus Clay '16**, **Catesby Clay '18**, and **Caroline Anne Clay '20**] the greatest gifts; the love of learning, the resilience always to try and try again, and the confidence to get back up when they fall. TLS will always be a second home to our family.

Sharing my love of TLS and teaching our youngest students, with a faculty I admire so greatly, is an absolute joy every day.



JACOB HALL
IT SUPPORT

Core values? The core value that most defines my life is timeliness. It has always been extremely important to me to adhere to schedules to prove myself as a reliable person to the communities I am a part of. I like to be early, so I can always be ready for any situation that life may throw our direction. I like to finish things on time so others can seamlessly continue to perform their tasks without interruption. While I may procrastinate a little and push some tasks closer to their deadlines, I always make sure never to be late. That being said, delays can always occur for various reasons, and I find that communication is the most important aspect in these situations. I enjoy being at TLS and look forward to spending time with all the people in this lovely community.

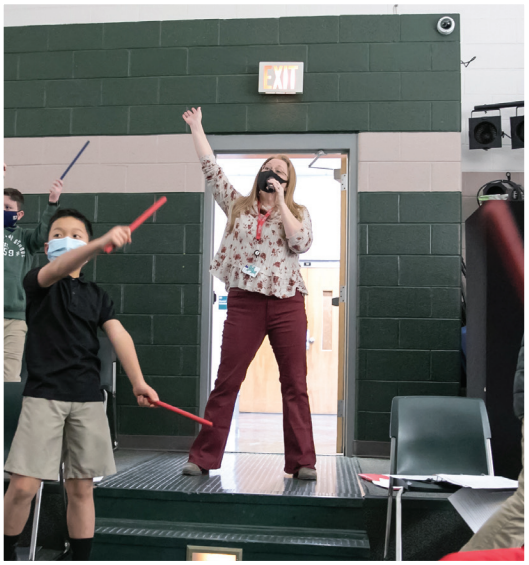


KATIE KERNS

ACORNS ASSISTANT

Best advice received? It was not in words spoken, but in the example I had in my mom and dad, who have been married for over 50 years. They raised my brothers and me with laughter, respect, kindness, and, most importantly, a deep faith in God. They modeled a home where all were welcomed and all were loved. My desire is to emulate the same joyful and safe space, not only for our children, but for all who enter our home.

Favorite teacher? I adore so many wonderful teachers in my life, but my "first" favorite is Mrs. Winters, my second-grade teacher. She endured an entire year of Show-and-Tell Fridays, when one particular student, with limited skills but LOTS of confidence, insisted on performing lengthy a cappella songs, mainly from the 1960s, complete with truly terrible choreography. Not only did she somehow manage never to laugh, but she applauded and encouraged me, following my musical trajectory through college. She told me years later that she always knew I had it in me, and was cheering me all the way. She also admitted she had her doubts about my dancing skills, rightfully so, and often covered her laughter with coughing fits, but knowing that only makes me love her more!



JENNA MCKINLEY

FIFTH GRADE MUSIC TEACHER

Core Values? My core values are based on my faith. I was raised in the church, and I have been the Music Minister at Trinity Hill United Methodist Church for ten years. It is a joy to use my music education not only to teach children, but to glorify God.

Best advice received? Never give up. As a musician, competitions and auditions are commonplace. Unfortunately, receiving the desired part or the first-place goal isn't as common. Learning from each audition and performance, whether it is stellar or doesn't live up to expectations, shapes you as a musician and as a person. It demands dedication, hard work, strengthened nerves, and a heart of self-love, seeing your self-worth as more than what you do or how well you do it on any given day. I hope to impart that same can-do attitude to my students, with the added aspect of loving yourself despite setbacks or disappointments. If you love it, don't give up, even if it takes you down a slightly different path than planned. As you put in hard work, seek joy from it, and it will never disappoint.

FROM THE Bottom OF OUR HEARTS

Knowing Judy Bottoms is like sitting next to the *Encyclopedia Britannica* all day long. She has all the answers. Since 2001, Ms. Bottoms, mother of **Casey Bottoms '21**, Assistant to the Middle School Division Head, has been an assistant to everyone in The Lexington School community, always with a smile and always immediately.



Casey and Ms. Bottoms are part of the 2010 Reading Train.

Una MacCarthy, says, "I had a student one time tell me, 'Ms. Bottoms is my favorite person at school – whenever I need something, she is always only six feet away.' How true this is. Judy Bottoms has the ability to be that for everyone. She anticipates needs, quickly solves problems, and takes care of us all. When I transitioned from Middle School Head to Head of School three years ago, one of my stresses was breaking up the Bottoms/MacCarthy team. We had worked closely together for so many years that we anticipated how the other would finish a sentence. We were a team, and we were family. I selfishly wanted her to move with me, but I knew how important her impact was to the Middle School and how much the children needed her. How lucky TLS is that Judy Bottoms has chosen to share her gifts here at 1050 Lane Allen Road."

Tim Alford, Middle School Division Head, also cannot say enough about Ms. Bottoms: "If you ask anyone affiliated with Middle School, and some folks in the Lower who have encountered her earlier for a variety of reasons, the constant refrain is, 'Judy Bottoms is the best!'

"I think Judy's magic comes through a combination of a couple of broad truths:

- She is always eager to be helpful. She's a 'yes' person, and that shows up every day. Can anyone help with carline? Can we get this out to the following folks? Do you remember where we keep X? The answer to each genre of query always starts with 'Oh, yes.…'

- She is an executive functioning superhero. Working with middle school students, we often emphasize 'Executive Functioning Skills.' We talk about time-management, organization, working memory, etc. If we wanted to highlight someone who does those things better than just about anyone else in human history, we'd need to look no further than Judy Bottoms. She can summon up a date or remember the details of an event that is to be held in the theatre and thus might cause a space conflict, or she can keep track of students dismissing early for dentist appointments, like no one I've ever known!"

Mr. Alford continues, "Judy is a favorite amongst parents, students, and teachers alike. One telling anecdote: I once heard a student respectfully pleading his case to a teacher after having gotten in trouble for something in the hallway with Ms. Bottoms. The teacher was listening patiently and empathically for a bit, but eventually said, 'Look, if Ms. Bottoms says Jump, you say How high. You don't ever cross Ms. Bottoms, because she's infallible.' The student nodded and said, 'You are right. She is awesome.'

"Another story that speaks to her awesomeness is that her apartment was broken into a while back. [Ms. Bottoms gave permission to share this.] Some parents heard about it and started a collection to pay for a new TV and some of her losses. It went to $5,000 in the span of one evening. It might embarrass her to say that, but it was hugely touching."

The Bottom Line — The Lexington School is fortunate indeed that Judy Bottoms is always only six feet away.



Eighth graders Sukriti, Louisa, Casey, and Rachel enjoy the TLS slopes in 2021 with Ms. Bottoms.

Mrs. Bottoms and Casey, Montessori III, enjoy the Preschool Art Show in 2013.

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

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



At the TLS Enchanted Forest are Dr. Laura Bowling, husband Adam, and Jack, Blake, and Lily.

DR. LAURA BOWLING

My father was a university professor, and my mother was the daughter of a coal miner who worked for every dime she got, so our house was business when it came to education. My parents frequently reminded me that the doctoral degree was how you became the best of the best in your field; wherever my passion led me, I was always to keep my eye on the prize. After accepting my position at The Lexington School nearly 20 years ago, I learned that there were professional development funds specifically set aside for teachers who wished to pursue higher education.

As soon as I was eligible, I applied and began my studies. I had already completed my M.Ed. in School Counseling a few years earlier at the University of North Carolina at Chapel Hill, so I donned a deeper blue and attended the University of Kentucky for my Ed.D. My doctoral work focused on teacher leadership and teacher quality, and the three years I spent working on my doctorate were the most intense and rigorous coursework I had ever completed.

My classes made me a better teacher and a better colleague, helped me understand the broader culture of schools, and allowed me to fulfill a promise to my parents. Although my father did not live to see me complete my education, my mother was at my graduation when I delivered the reflection for our doctoral cohort as the faculty-elected speaker that year. I am incredibly proud of all I have accomplished in my education, and I love explaining my degree, especially to young children. “I love learning sooo much,” I tell them, “that I decided to go to school and learn about learning, and I went as high as they would let me go!”



At Donamire Farm are Dr. Lauren de Beer; husband Jan; **Louisa '21**; George, fourth grade; and **Idalia '18**.

DR. LAUREN DE BEER

I decided to get a Ph.D. in English Literature after graduating from college and spending a few years in magazine publishing in New York City. I missed being on a university campus, and I wanted the challenge of a rigorous graduate program.

When I started my program at the University of Virginia, I had a job working as an editor for a professor at the Law School. I met my future husband, who was a law student and the research assistant for the same professor. We married several years later and moved to Lexington. I wrote my dissertation while living here although I traveled back to Charlottesville periodically to meet with my advisor. Since my husband and I also started having children, the dissertation process took longer than initially planned. I was extremely fortunate to have the support of my husband and extended family, as well as a wonderful committee at UVa who were fantastically encouraging and patient. There are plenty of horror stories about Ph.D. committees, but mine was superb.

The process is challenging, but it was also tremendous fun. I loved my topic – analyzing representations of the American West in *fin-de-siècle* British popular fiction. Since I was trying to balance adjunct teaching, a young family, and writing the dissertation, I'm glad I was working on such great novels!

It was a privilege to spend several years reading and discussing literature with folks who were similarly passionate about the subject. I think my students at TLS benefit from this passion, as well as my experience as an instructor at the college level. When you know where your students need to end up, it allows you to design a curriculum that puts them on track to acquire that higher-level skill set.



GOOD DOG!

"It's pretty hard not to walk away from Finn without a smile," says Una MacCarthy, and she knows what she's talking about. She recalls, "I first saw the benefit of dogs to a school community when I was in boarding school in New York. My teachers and dorm parents had their dogs around campus, and the pets were a loved part of our community. In fact, you'd often find students, far away from their own families, hanging out in the living rooms of the adults who had pets. It made the school and campus feel a bit more like home.

As a teenager, unaware of the science, I just got it emotionally. Now, a quick Google search provides many studies showing how and why dogs can reduce anxiety and stress, help promote a stronger sense of belonging to the community, and provide a feeling of calm and peace for children and adults alike. I love how our TLS dogs have captured the hearts of so many of our community. I have a steady stream of kids who come to my office to play with Finnegan, walk him, or just have a quiet moment on the couch petting him. Finn greats each one with the same enthusiastic waving tail, head nuzzle, and expectation for a belly rub."

Elizabeth Banks, DVM, mom of **Matthew '21**, Tyler, sixth grade, and fifth grader Andrew, is the go-to veterinarian for many TLS families. Over the years, she has located the ever-popular CELEBRATION puppies, and this past summer, she found Finnegan and his brother, Seamus, who is now owned by Shama Hinard, Learning Center Division Head. The two Golden Retrievers have a school full of human friends. Emphasizing Ms. MacCarthy's words, Dr. Banks adds, "Having pets lowers cortisol levels, lowers anxiety levels, and increases serotonin and dopamine levels, the happy hormones. I bring my dog to work every day, because, after a stressful day, being able to love on him changes everything."

Pets are a common ground for people of all ages, but they are especially helpful for neuro-diverse children to resynch, to refocus. Dr. Banks continues, "Pets



teach social-emotional skills. Kiddos learn what true, altruistic love is, that can't be replaced with any human being. Dogs do not judge. If you are reading to a dog, he just wants to sit there and listen to every word that comes out of your mouth. He doesn't care if you mispronounce words. It actually improves reading skills, teaches responsibility, basic life skills, what is needed to nurture a pet. Dogs and pets just want to know you love them, and they will give you that love a hundred times back."

From Wet Nose to Wagging Tail

There are other classroom dogs of course, and anyone who knows Tomi Lounsbury, middle school science teacher, knows Gixxie, or, rather, anyone who knows Gixxie knows Ms. Lounsbury. A nine-year-old Wheaton Terrier, Gixxie has been cuddled and loved and sleeping on backpacks since she was eight weeks old. She is a calming presence, both for the students and for Ms. Lounsbury, who says, "She'll nudge a little leg, and the kids'll pat her on the head, or she'll lie at their feet, and they'll lean over and nuzzle her. Whose day is not made better by that?"

On Fridays in the Academic Center's second floor Resource Room, Winston is the prime minister of goodness. This mini Australian Labradoodle, now six, has been a weekly regular since he was a pup. His mama, **Elizabeth Marshall Taylor '80**, says, "He knows when it's Friday. He's not a great car rider, but once we're on Pine Bloom Drive, he's excited to get to school. He loves being with the children, who pat him all day long. He's reassuring for us all. Occasionally, he gets his tail pulled by mistake, and he's okay with that. In the afternoon when it's time to go home, he often hides under Ms. Bertram's desk; he wants to stay here."

From the students' point of view, Tommy, third grade, says "Seamus is very soft and I get to pat him a lot. He's fun to play with, and I love him, 'cause he's the best. Finnigan's always nuzzling me and trying to get my mask. His ears are very soft."

In fourth grade, Peyton, also a dog devotee, says, "Seamus makes me laugh because we get to hang out a lot. When I get frustrated, I go down there to see him, like some of my classmates do. He loves to play with toys, and I mean a lot! I love Finnigan and I love Seamus.

Of course, all four current TLS dogs stand on the paws of those who went before them. Josie Foster and her human mom, **Marijo Foster (H'16)**, have both graduated from TLS now, but not long ago they had visitors almost every hour in their Lower School Head's office. Josie, named for **Josephine Abercrombie (H'00)**, and Mrs. Foster have left big pawprints and footprints to fill.

Dr. Banks has the prescription for anybody's bad day: "The love of a waggy tail and kisses will improve your mood in a minute."

Left to right:
Finnegan with Braxton, Kindergarten.

Gixxie with sixth graders Sawyer, Reece, Sam, Max, and Levi.

Seamus with third grader Mara.

Winston with Mary Clay, Aleko, and Presley, second graders.



GAME Changer

Above: Mr. Bowers talks with students about the great outdoors.

Just about all ages use and enjoy it. Folks who have been at TLS for decades as well as first-time football game spectators are impressed. Parking is convenient from both lower school and middle school lots. We wonder how we got along without The Lexington School Colt House.

With more than 200 TLS student-athletes participating in sports, the Colt House is home to football, boys and girls soccer, track and field, cross country, and boys and girls lacrosse. Although basketball, archery, and volleyball take place in the gym, every other sport uses this building. It gets a solid work-out.

From the large window in front of her standup desk, Katie Farmwald, Athletic Trainer, keeps a keen eye on the middle school playground. She is at the ready whenever a teacher texts or calls that a student needs help. Her office also doubles as the athletic training room, and she is thrilled with her new digs. “It’s super nice for me, as the athletic trainer,” she

says, "to have permanent space here. Since our sports are spread out, it's important to be in this central location. Students know where to find me now. I used to pack everything in the back of a golf cart and travel throughout campus, so it's excellent to have an actual room where I can bring an injured athlete, and, if need be, her parents, too."

On non-frigid days, Mrs. Farmwald keeps her door propped open while student-athletes get ready for sports just outside the office that immediately turns into a major jumble of athletic gear. If someone has a sore muscle or rolled ankle, Mrs. Farmwald gets him stretched out and taped up before practice.

Newly enhanced playing fields garner high praise, as well. One flat playing surface allows coaches more options than before. With multiple directions to set the fields, practice can have two fields in use at the same time, and the coaches can keep all the players in sight. Better drainage also provides a better playing surface.

Inside, the large fireplace room welcomes all groups, no matter the season. It fills the bill for the fifth graders' project with Mr. Farmwald and Mrs. Simons, two classes together, everyone distanced, and windows wide open. That area, along with tables on the patio, is a prime spot for end-of-the-season celebrations and eighth-grade night, for parent meetings, and Tack Shop volunteers.

Close by, on the octagonal deck, third grade scientists kneel on benches at the railing and learn lessons in lift and loft when they send their paper airplanes into the wild blue yonder. For younger kiddos, the big, round table at center deck is a favorite for the preschool and lower school Citizen Science class of Mr. Bowers. They're sure they can see the entire campus and beyond from that lofty Colt House vantage point.

"I used to pack everything in the back of a golf cart and travel throughout campus, so it's excellent to have an actual room where I can bring an injured athlete, and, if need be, her parents, too."

— Katie Farmwald, Athletics Trainer





Top: For student-athletes, the fireplace room gives good study hall space before practice.

Bottom: With classmate EJ looking on, seventh grader Lauren gets her shoulder stretched before working on her javelin throws at track practice.

holding SERVE





Left to right: Eighth graders Clay and Phoebe are in the huddle. Peyton, seventh grade, eyes her serve.

It's a relatively compressed season, about seven weeks. Kelly Telech, girls volleyball co-coach with Grace Newsome, former collegiate volleyball athlete, says, "We had players who just couldn't get enough of it – practice and have games, practice and have games, practice and have games, day after day, from the week before school, with our skill building, until tournament time at the end of September."



JV Champs
Photo by Miranda Florence

They abided by COVID rules strictly, practiced and played in masks, and wore them in the locker room. Varsity and JV teams played a full season with other independent schools in the Central Kentucky Middle School Volleyball League. The third Colts team, coached by Kylie Russ, third grade teacher, and Megan Russell, fifth grade math teacher, played mostly intramural. In tryouts, everybody made a team, about 33 girls in all.

The varsity was undefeated in the League and won the championship. JV, not to be denied, also went undefeated in the League, and won their championship. With organization from Meredith McCoun, Athletic Director, TLS hosted the tournament this year. Sallye Staley, middle school art teacher, and her students ensured eighth graders each had unique and distinctive posters, which added to the celebratory atmosphere. A solid number of teachers were there to cheer loudly too; it was a jubilant crowd!

Coach Newsome explains, "For both varsity and JV, we'd decided to have a team-voted captain as well as a coach-selected captain." Varsity co-captains eighth grader Finley Quinn and Peyton Beatty, seventh grade, "brought tremendous things to the court athletically as well as emotionally and stability-wise," says Coach Telech.

Daisy Durham, eighth grader and playing her first year, was junior varsity's sole captain, selected both by her teammates and by her coaches. Coach Telech emphasizes, "Daisy stood out as a leader. She loved her team and made it her priority to show leadership skills."

Coach Telech goes on to say, "When it comes time for high school tryouts in any sport, we want each of our student-athletes to feel comfortable, to be prepared and experienced, just as they are prepared academically. TLS's athletic program develops leadership in a way that only sports can fill your soul."





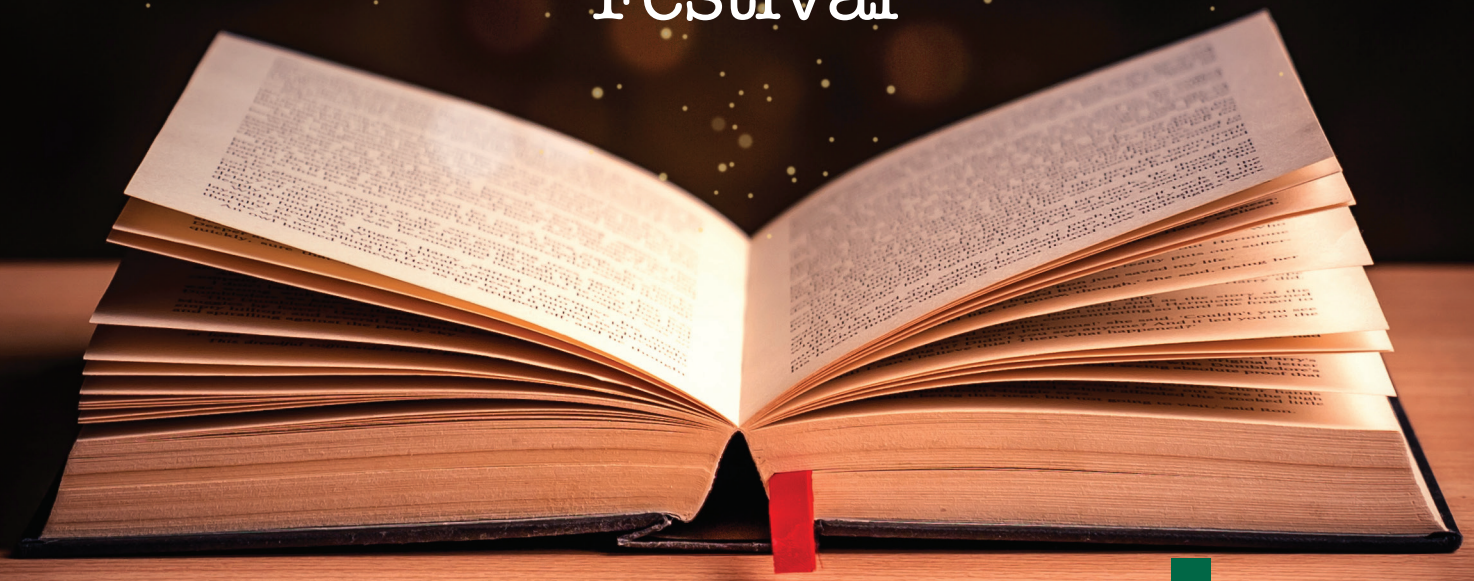


Clockwise from top, left: Max delivers his tall tale, "The Time I Almost Got Killed By Whales."

Amelie looks up at the hurricane swirling above her in "That Night," an original storytelling piece.

Ready to perform, Tag gets a microphone from drama teacher, Dr. Laura Bowling, as fellow students, Reece and Jack, look on.

16th Annual Sixth Grade Storytelling Festival



NEW TRUSTEES

When Ms. Abercrombie decided to create The Lexington School, one of her first orders of business was to form a Board of Trustees, which she did in 1957. A little more than 20 months later, The Lexington School opened its doors to the very first Colts. Every year since then, new members have been added to the Board as other members conclude their terms of service. During the 2021-22 school year, five new members joined (and re-joined!) this visionary group. Throughout its history, The Lexington School has been the beneficiary of many dedicated volunteers who have given freely of their time, talent, and treasure to ensure The Lexington School thrives.

Alex Boone

Alex Boone '75 is a proud alumnus of The Lexington School with a wide TLS family tree. His two children, **Catie '04** and **Ali '09**, are graduates of TLS, and Alex is uncle to many other TLS alumni. Alex served as President of the Board when his children were students. During his tenure as President, he led the TLS community through the Preserving Excellence Campaign that added the "new" Lower School building to campus in 2003 as well as the land where the soccer fields are now located.

"I'm glad to be involved again with The Lexington School. I used to sit in Board meetings and think 'I'm the youngest one at this table.' That's not exactly the case anymore."

Dionne Jenkins

Dionne Jenkins is a native of Statesboro, GA. She and her husband David have three children at The Lexington School; seventh grader, Dillon, and twin girls Sydney and Aubrey who are in sixth grade. As a mom, Dionne has a long history of volunteer service, having served on the PTA board and volunteered hundreds of hours at her children's schools, and served on numerous school committees.

"I value volunteer service because it gives me the opportunity give back and pay it forward. Volunteering also allows me to meet people and be an active participant in the betterment of my community. I enjoy serving on the Lexington School's Board and working with other like-minded parents to enhance the TLS experience."

Chase Minnifield

Chase Minnifield '04 has distinguished himself as a TLS alumnus in academics, in athletics, and in business. A two-time All American, former NFL player, and founder of two companies, Chase understands well the TLS mission skills of Teamwork and Time Management.

"From the time I was a student at TLS, balancing school and athletics required an absolute devotion to Time Management. And The Lexington School had a great team partner in my mom – she was big on that one too. Just as important to me has been Teamwork. As an athlete, the need to be a good team member is obvious. It's just as important professionally. Working successfully with other people on big projects that contribute to the greater good benefits the entire community, helping us to accomplish more together than we can do individually on our own."

Matthew Mitchell

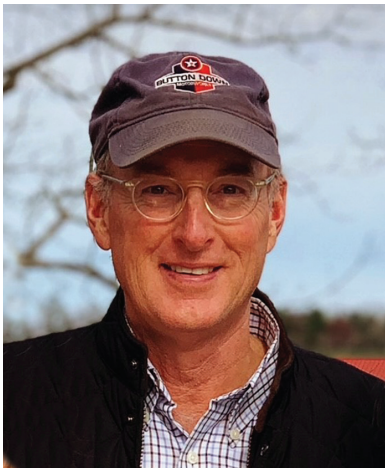
Matthew Mitchell is the former head coach for Kentucky women's basketball (the winningest women's basketball coach in UK's history!). He and his wife, Jenna, have two daughters at The Lexington School – Saylor Rose in fourth grade and Presley Blue in second. His daughter Lacy Mitchell Arant lives in Mississippi with her husband and two children Crews and Maime.

"Volunteer service is extremely important to our family. We are grateful to God for the strength we have been given and we want to use that strength to uplift others. I've been moved very deeply by the dedication of Saylor and Presley's teachers. They have done an incredible job of helping them develop into confident students. I love serving on the board and supporting our staff, teachers, and students in the important work that is happening at TLS."

Chris Young

Chris Young '90 and his wife Josefine have three children at The Lexington School. Their daughter Charlotte will graduate with this year's **Class of 2022**. Alexander is in sixth grade, and Arthur is in fourth. Having previously served on the Board of Trustees, Chris also served as Board President during the planning and construction of the ONE School Project.

"I am excited to rejoin The Lexington School board. The pandemic presented a very challenging situation for all organizations, especially schools, and I think that the board, faculty, and administration did a remarkable job of navigating distance learning, hybrid learning and, ultimately, the return to in-person learning. I look forward to working with the board to continue our work of making The Lexington School the best school it can be."



Alex Boone



Dionne Jenkins



Chase Minnifield



Matthew Mitchell



Chris Young

2021 2022 BOARD

Class of 1971 Celebrates THE BIG 50





Left: Silas Mason; Jean Ellen Ezzell Paulson; David Tao; Tom Ruttenberg, twin of Jeff; Wanda Urbanska; Kay McVarish Boudinot; Nancy Malek Crewe; Phillip Cassidy

Right: Jackie Prewitt, **Martha Prewitt '03**

From Kay McVarish Boudinot '71:

Before the reunion, I may not have recognized some of my classmates if I'd passed them on the street, but as we talked, years fell away and they were the friends of my adolescence again. I saw the same mannerisms and heard the same voices and personalities I remembered. It was good to find out how and what they'd been doing all these years. It was reassuring to see them in person.

There almost seemed to be a guiding force behind the whole weekend, if I could be spiritual about it – it all came together in a very satisfying way. There's a Crosby, Stills, Nash, and Young line "…In my mind, I still need a place to go… all my changes were there." For me, Lexington and The Lexington School are that place.

From Jean Ellen Ezzell Paulson '71:

Our class of 11 graduates had included others who came and went over my tenure there. I understood everyone who had ever attended from my grade would be included in the reunion invitation. That increased my odds of knowing someone who might join for the weekend.

Two girls were traveling from out-of-state. The whole six years I darkened the TLS door, there were never more than four girls, including myself, in our class. I suggested the two friends stay with me and have a house party. It was the best decision! We talked for hours, visited with several of the guys during the three days, marveled at each other's lives and accomplishments and experiences. Those "old" friendships can be roots of your life and stay meaningful and fun after 50 years.

From Wanda Urbanska '71:

*The scholarship given me by The Lexington School 50 years ago was a game-changer. My older sister [**Jane Urbanski Robbins '69**] and I lived in an apartment complex abutting the school with our single mother. In my one year at TLS, I starred in the school play, I Remember Mama, made cheerleading (along with my kind and thoughtful classmate, Jean Ellen Ezzell Paulson '71) and grew intellectually. The outstanding academics and extracurriculars, small classes, and personal attention were exactly what I needed to build my confidence, and proved pivotal on my path to Harvard University and later my career in writing, television production, and now higher education.*



Laugh and be Merry

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NEW ALUMNI PARENTS

and Alumni Grandparents!



The **Bradley** Family

Welles Bradley '04 began TLS as a Kindergartner in 1995 in Mrs. Barker's class and was in TLS's first eighth grade graduating class. Tragically, Welles died on October 7, 2021. Welles's daughter, Liberty Lewis, a sparkling KinderKlasser with Mrs. Roden and Mrs. Taylor, lives with Welles's father, Dr. Blake Bradley.

From Dr. Bradley:

To whom can you turn for love and support during difficult times?

Your family. And that's what TLS is to me.

There is something unique about the friendships we make in childhood. I am so grateful for the years my daughter, **Welles Bradley '04**, spent at The Lexington School, and the friends she and my family have here. Over the years, I have remained in contact with many of Welles's friends as well as the highly-trained, compassionate teachers. And, in fact, [as an obstetrician] I have had the honor of being made to feel part of their families by helping with the deliveries of their little ones. From science projects to sleepovers, from carpooling to Christmas Programs, these are among my most cherished memories. When my "Best Girl" passed, I was overcome by the outpouring of love from the TLS family. Through our grief, Welles's mother [Dr. Helle Bradley] and I know how blessed we are by our granddaughter, Liberty. She calls me "Big Papa!" And we are bursting with pride that she is now our newest member of the TLS family. She has been welcomed with open arms, and TLS has felt like home to her from the moment she entered the Lady Bug Classroom. To look at her, Liberty is her mother made over. And from what I can tell so far, she has her personality, too.



The **Bromagen** Family

Even though **Tyler Bromagen '02** began TLS Montessori in "only" 1990, he'd already made countless trips from Pisgah Pike to Lane Allen Road and back, riding along with older sibs **Ashely Bromagen '97** and **Bo Bromagen '98**. Tyler and wife, Caroline, now love having Reese in the Acorns class with Mrs. Sandberg and Mrs. Clay.

From Tyler:

The history I have with friends, starting in Montessori when I was three, is something I hope Reese can also have – friends for a lifetime with shared experiences. It is special that Reese can have that same opportunity with children of my TLS friends. So many of us are now having children (John Brooks, Logan Burgess, James Lagrew, Leah Martin, etc.), and it is so much fun to get our families together and have our kids walk the same halls at TLS. I am also happy that Reese gets to bump into Laura Bonzo at school! I'm thrilled that Reese has the opportunity to be part of the TLS experience and have the educational foundation to succeed.



The **Chamblin-Hodgson** Family

Kaitlin Chamblin '98 and Alistair Hodgson are excited that Whit is following in the TLS footsteps of his mom, who began in Mrs. Wirtz's first grade in 1989. Whit is an Acorn in Mrs. Murray and Mrs. Kerns's class this year.

From Kaitlin:

Whit is loving TLS, and we are thrilled. It's wonderful to be part of the TLS community again. I'm comforted knowing he is at a special place where he his encouraged to be innovative, creative, and curious. I look back at my time at TLS fondly and am thankful Whit gets to be immersed in such an inspiring environment.



The **Graddy-Lovelace** Family

Todd Trimble Graddy '64 and her brother **Hart Trimble '67** were first-day students when The Lexington School opened, September 14, 1959. Todd's daughter **Garrett Graddy-Lovelace '93** began in Prekindergarten in 1982. With Noura now in seventh grade, her grandparents Todd and Hank Graddy and her parents, Garrett Graddy-Lovelace and Paul Lovelace, are proud to continue their family's TLS connection onto the third generation.

From Todd Graddy, Grandmother:

What I remember about TLS in the very early days is playing field hockey with Miss Imrie, who was Scottish and had a beautiful accent. This was the athletic sport for the girls in our class then. We wore shin guards, which I was quite impressed with at the time

From Garrett:

The Lexington School was a strong and supportive foundation for me. I gained a deep love of learning and lifelong friendships. Noura has just joined seventh grade, and I am moved by how warmly she has been welcomed. I have hundreds of fond memories of TLS – Miss Bale's stories, Mrs. Kline's yearbook, Ms. Stith's calligraphy, Madame Charron's French lessons, Mr. Hardesty's physics, Mrs. Eames and Ms. Davis's language arts, Mrs. Cox's geometry, Miss Cowling's history, Mrs. Ford's ecology, speech team trips with Tulani Grundy, student council, parties, so much! I am delighted and grateful that Noura is already thoroughly enjoying her own TLS experience.



The **Little** Family

Alice Bell Little '00, with her brothers **Price Bell '97** and **Gardner Bell '03**, has known The Lexington School from, literally, the ground up. The school sits on property that was originally part of Beaumont Farm, owned by their great-grandfather, Mr. Hal Price Headley. Their dad, **Headley Bell '70**, was among the first-day students when the school opened. Alice began her TLS years in 1990 when she joined Mrs. Barker's kindergarten class. Alice and her husband, Peter, are delighted that Mary Price, in Mrs. Cline and Mrs. Mitchell's PreKindergarten, and Jack, in Mrs. Roden and Mrs. Taylor's KinderKlasse, are now TLSers too.

From Nancy and Headley Bell, Grandparents:

Just this week we joined Alice in "pickup" for Mary Price and Jack. It had been some time since our return, and the memories and stories flowed as we awaited their arrival.

With my being in the first kindergarten class of the school in 1959, our roots run deep now with three generations. We are reminded daily that it all begins for these children with this school where they grow their confidence and love of learning nurtured in the program and through these marvelous teachers. For both of us, The Lexington School has been an investment in life.

We celebrate Ms. Abercrombie and her love and passion for life and her gift for so many children, now three generations.

From Alice:

The Lexington School has been a big part of my family's life, and it's fun to be active in the TLS community again. Walking the halls, remembering what it was like three decades ago and exploring how TLS has innovated and grown has been amazing. We are excited for Mary Price and Jack to build a strong foundation for a love of lifelong learning.

Stepping into Mrs. Anderson's music room during our tour, now 15 to 20 years later, took me back to so many special moments with her. She has an amazing ability to make each child feel special. Similarly, it has been such fun to dust off distant memories like making sugar cube candy houses in first grade, one of my earliest sparks of loving creative expression. Following the Iditarod was fascinating in Mrs. Sadler's second grade. Of course, the meticulous process of making world maps for Mrs. Pickles is a vivid memory. My parents' house still has our framed maps on the wall, creating a highly contentious competition for "best map" among family and house guests!



The **Rosenstein** Family

Kyle Rosenstein '03, a Montessori student with Miss Brogan in 1991, and his wife, Mary Jane, are excited Sterling is an Acorn and that younger brother Bode is getting to know TLS well, too. Both fellows hear plenty of great TLS stories from their uncle, **Ross Rosenstein '00**, and aunt, **Jamie Rosenstein Wittman '08**.

From Kyle:

When Mary Jane and I discussed our early education goals for Sterling, the items we cared most about were to be kind, respectful to others, and curious about learning. The Lexington School has provided all of these and more during his time in school.

It was over thirty years ago since I was in Miss Brogan's Montessori class, and while some of the physical spaces have changed, the dedication to mastering the fundamentals of education has not. We have seen Sterling blossom from a socially shy child to a talkative, curious, and playful child who always jumps out of the car in the morning with a smile on his face excited for the day and comes home with stories to tell.

As parents, we could not be happier with his experience in Mrs. Murray and Mrs. Kerns's Acorn class. The Lexington School makes it easy for us, knowing that every day Sterling is at school he is cared for and learning in a way that will form a foundation for him to learn and love to learn forever.



The **Simons** Family

Some people are just born to go to The Lexington School, and Addie Simons is one of them. Daughter of **Heidi Zimmerman Simons '03**, fifth grade language arts and social studies teacher who began TLS in Mrs. Keller's first grade in 1994, Addie is also the granddaughter of Leanne Zimmerman, adored fourth grade science teacher from 1994 to 2020, and niece of **Eli Zimmerman '99**. Heidi, her husband, Matt, Addie, and younger brother, Ezra, are about as TLS as they get.

From Heidi:

What a joy it has been to experience TLS from "the other side" as a first-year TLS parent. TLS has been in our family since 1994, when the Zimmerman family moved from Miami to Lexington. My own school experience brought incredible memories like musicals with Mrs. Ward, drawing a world map in colored pencil with Mrs. Pickles, and, of course, touring the Southwest with my closest friends, many of whom I am still in touch with. Every day, Addie wakes up and excitedly asks, "Is it a school day?" We are so grateful to have found a school home for her in the Montessori program, where we know she is so loved and cared for by her friends and teachers. Around the Thanksgiving table with cousins, aunts, uncles, and close friends, each family member was asked what he or she was thankful for. Without hesitation, and in front of everyone, Addie proclaimed, "My teachers!" Our family has known what a special place TLS was since 1994, and now we are lucky to see it through the eyes of our daughter.



The **Sweeney-Weeks** Family

It was a long drive from California back to Kentucky for **Trip Sweeney '94**; his wife, Kristin Weeks; Simon, in Mrs. Young's third grade; and younger brother Leon, who's a carline regular in drop-off and pick-up for Simon. Trip joined TLS in 1985 in Miss Bale's first grade and his brother **Patrick Sweeney '96** in Prekindergarten with Mrs. Beers. Their cousins, **Norman Brown '82** and **Lee Brown '88**, led the TLS way before them.

From Trip:

We are so thankful that Simon was welcomed to join TLS mid-year as a third grader. He played soccer all Fall with fourth grader George de Beer, and Gray Alford, third grade, who, along with their parents, were such great, low-key ambassadors for the school. I fondly remember years of Mr. Parlanti and Mrs. Owen's PE class, running the annual sidewalk mile along Georgian Way, and all the different sports teams at TLS. We now enjoy hearing about the current soccer, football, and gaga-ball games at recess these days. I recall trading baseball cards in third grade with **Jamie Nicholson '94** quite a bit. We'd occasionally wind up in Mrs. Lastinger's office for one reason or another where we would continue drafting the alphabet of our secret language. Sounds like many deal in Pokemon today, which is near and dear to our hearts as parents. Seeing Mrs. Anderson most mornings through the window at drop-off reminds me of her gift for inspiring music in so many children, including Simon already. Every day now, in the context of raising Simon, I think of the many wonderful teachers from my TLS experience, including Miss Bale, Ms. Haynes, Mr. Scarr, Ms. Stith, Mrs. Davis, Miss Cowling, Mrs. Ford, Dr. Fox, and Mrs. Eames. Thanks to all for helping build such a strong learning environment at TLS!



Row 1: Evie Cecil, Caroline Castellanos, Ashley McLaughlin, Adelle Durant, Morgan Matthews, Caitlin Hinds, Hampton Rouse, Lexi Roth, Mathilde Longbottom, McCall Rader. **Row 2:** Corinne Leach, Emmy Sippy, Hannah Qazi, Morgen Rader, Alexan Sparks, Ella Young, Sanaa Kahloon, Grace Umansky, Nathalie de Sousa. **Row 3:** Kol Dailey, Spencer Lutz, Joshua Richards, Smith Brewer, Kate Milward, Bella Baldecchi, Tia Jackson, Emma Samuel, Ricky Reynolds, Collin Woodrum, Harrison Ward. **Row 4:** Colby Taylor, Zach Susini, Jackson Cornett, Woods Freeman, Max Barnett, Reid Noonan, Evan Brock, Ryne Williams, James Eigel, Thomas Wood, Jhai Wright, Noah de Castro, Will Croce, Seth Rubin, Easton Morton. **Row 5:** Justin Freeman, Trey Watts, Michael Madden, Carlos Ramirez, Cameron Stark, Connor Gradek, Tanner Given, Matthew Donnelly, Ford Webb, Chase Harris, Clark Kwun, Corey Givens, Robert Farish, Ramon Thomas, Nathan Vittitoe.

Class of 2017 Matriculations

Bella Baldecchi ..... University of Colorado Boulder
Max Barnett ..... Working at Blue Sky Electric Company
Smith Brewer ..... University of Georgia
Evan Brock ..... DePaul University
Caroline Castellanos ..... University of Kentucky
Evie Cecil ..... Eastern Kentucky University
Jackson Cornett ..... Vanderbilt University
Will Croce ..... Eastern Kentucky University
Kol Dailey ..... Eastern Kentucky University
Noah de Castro ..... Colorado School of Mines
Nathalie de Sousa ..... George Mason University
Matthew Donnelly ..... University of Kentucky
Adelle (Winnie) Durant ..... University of Louisville
James Eigel ..... Bluegrass Community & Technical College
Robert Farish ..... University of Kentucky
Justin Freeman ..... Gap Year
Woods Freeman ..... Washington and Lee University
Tanner Given ..... University of Kentucky
Corey Givens ..... University of Kentucky
Connor Gradek ..... Gap Year; Jefferson Community College Aviation Program
Chase Harris ..... Furman University
Caitlin Hinds ..... Western Kentucky University
Tia Jackson ..... University of Alabama
Sanaa Kahloon ..... Harvard University
Clark Kwun ..... Miami University
Corinne Leach ..... Furman University
Mathilde Longbottom ..... University of Kentucky
Spencer Lutz ..... University of Maryland
Michael Madden ..... Southern Methodist University
Morgan Matthews ..... Entrepreneur; Founding Own Businesses
Ashley McLaughlin ..... Auburn University
Kate Milward ..... Centre College
Easton Morton ..... University of Kentucky
Reid Noonan ..... Vanderbilt University
Hannah Qazi ..... University of California, Los Angeles
McCall Rader ..... Auburn University
Morgen Rader ..... University of Kentucky
Carlos Ramirez ..... University of Kentucky
Ricky Reynolds ..... Fordham University
Joshua Richards ..... Pennsylvania State University
Lexi Roth ..... Southern Methodist University
Hampton Rouse ..... University of Kentucky
Seth Rubin ..... George Washington University
Emma Samuel ..... Georgetown College
Emmy Sippy ..... Princeton University
Alexan Sparks ..... University of Kentucky
Cameron Stark ..... University of Colorado Boulder
Zach Susini ..... Brown University
Colby Taylor ..... University of Kentucky
Ramon Thomas ..... Transylvania University
Grace Umansky ..... University of Kentucky
Nathan Vittitoe ..... University of Kentucky
Harrison Ward ..... Southern Methodist University
Trey Watts ..... University of Kentucky
Ford Webb ..... Washington and Lee University
Ryne Williams ..... University of Kentucky
Thomas Wood ..... University of Northwestern Ohio
Collin Woodrum ..... High Point University
Jhai Wright ..... Transylvania University
Ella Young ..... College of Charleston



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In Memoriam



Welles Buchanan Bradley '04, born on April 28, 1990, is survived by her parents, Dr. Helle Bradley and Dr. Blake Bradley, and her daughter, Liberty Lynne Lewis, in TLS's KinderKlasse. It was during Welles's years at The Lexington School that she made lifelong friends and is fondly remembered by her classmates and faculty alike. Her family is most grateful for the outpouring of love and support shown by the TLS community. The memories shared are cherished. Among her best friends, one reminisced, "Welles was funny, smart, a terrific gossip, but most of all, kind." She approached life with a tenacious spirit and was always a loyal friend. As a youngster, she was an enthusiastic equestrian. She was always a voracious reader, eager to learn, and the tough competitor one would want on his team. Her dad says with a smile, "She wasn't the most talented of the '04 girls basketball team, but she scored the last point of the last game!"

Welles was a devoted and loving mother who would be proud that Liberty is now part of the TLS team. Welles is missed tremendously, but for those who know Liberty, one knows that Welles's esprit de corps lives on.



Mr. and Mrs. John S. Lansill Jr. (H'00)

Even before construction began on the classrooms of The Lexington School in 1958, the John Scott Lansill family was synonymous with Scarlet Gate. The first of four Lansill generations to live at Scarlet Gate, **Mr. and Mrs. Lansill Sr. (H'00)** (Tootsie and Jack to their family and friends) and **Mr. and Mrs. Lansill Jr. (H'00)** (Judy and Jack to *their* family and friends) were loving stewards of the 1795 house and property, former home of famed poet James Lane Allen.

Mrs. Lansill Jr., grandmother of **Cory Cameron '05** and **Bea Cameron '07**, who grew up in the Cottage at Scarlet Gate with their parents John and Julie Lansill Cameron, moved from Scarlet Gate after the death of her husband on July 8, 2009. Mrs. Lansill died on January 24, 2022, bringing time for reflection and gratitude to those who have gone before.

From Australia, where she is finishing her Master of Applied Psychology degree at the University of Melbourne, Bea shares a reminiscence: "As the story goes, Judy was a member of the Kappa Kappa Gamma sorority at UK and lived in the house with one of her dearest friends Cary Gratz, who was dating a tall, handsome man named Charles 'Bim' Lansill. It turned out, Bim had an equally attractive brother called Jack. Upon Cary's insistence, my grandmother agreed to meet this mysterious young man. On the day, Jack arrived at the sorority house to pick up Judy. As he greeted her, my grandmother had a flower ring or lapel (she couldn't remember which) that she insisted he smell. As soon as he sniffed the flower, she surprised him by squirting him square in the face with water hidden behind the flower. While recounting the memory, she always giggled at how silly she was in that moment, which I do not doubt was the same giggle she gave Jack. Despite any fuss, she made a lasting impression, and they proceeded to have a truly successful marriage for 55 years until he passed in 2009. And even until her last days, Judy would always say Jack was her true love."



TLS Ambassador
Connie Freeman

From 1971 through 1989, with a four-year leave of absence for the birth of her daughter, **Amanda Freeman '89**, Connie Freeman taught middle school social studies, history, and math, and was Middle School Head, and Director of Admission. As Dr. Freeman says today, "While I was well aware of the many TLS hats she wore, I always thought of her first as my mom – even when she was my sixth-grade math teacher."

Ginger Moore Smithwick '91, mother of Collin, seventh grade, and Cash, fifth grade, reminisces, "Though I didn't have Mrs. Freeman as a TLS teacher, she is central to my TLS story. It was on her urging that my parents looked into TLS, transferred my sister [**Kitty Moore '86**] there, and enrolled me in Pre-K. According to legend, Mrs. Freeman made it her absolute mission to get us there. Now I am proud to continue the tradition with my two sons. I also remember her having a wonderful, cackling laugh and always up for a card game – even if that meant 'spoons,' instead of the usual bridge she played with my parents."

Mrs. Smithwick's mother, Sarah Moore, remembers, "Connie Freeman brought us to this school, which has had a deeper impact on our family than we could have ever imagined. It has nurtured our children, and now our grandchildren, has helped them achieve their potential, and instilled the value of education. I can just see Connie now with that mischievous grin saying, 'I told you so.'"



A Joyful Journey
Frances Marcum

A TLS first grade teacher from 1970 to 1978, Frances Marcum, according to her daughter, **Polly Marcum Marquette '76**, always jumped in when job satisfaction was the topic of conversation. Mrs. Marcum would happily share that she never tired of teaching: "I truly looked forward to being in the classroom every day."

Mrs. Marquette adds, "The Lexington School years were so important to Mom. She made it a point to create a joyful space for students from all walks and backgrounds, and it wasn't unusual to hear singing coming from her classroom. She held her colleagues in dear regard, staying in touch with many of them following her retirement. She believed the smaller class size and opportunities to develop deep relationships with students and families were what made the environment so special and an awesome place to teach."

Heather Clay '86 recalls, "I have very fond and specific memories of my year with Mrs. Marcum. She was a descendent of Francis Scott Key, and we learned about him and all the words to the 'Star-Spangled Banner.' She had short hair then, and I think of her in khaki skirts. She was very caring, and also direct – expecting us to do our best and never talking down to her first graders! I loved the *Programmed Readers* we moved through at that age, and was always excited when I could show her I'd finished one."

ALUMNI NEWS



TLS Reunion at Centre: **Meg Foster Sullivan '87**, **Micki Woodward McDaniel '83**, and **Marijo Foster (H'16)**

Meg and Micki, both with sons on Centre's football team, enjoy a good catch-up, with Meg's mom, Marijo, at right. Micki's mother, Jacquie Woodward, was Meg's TLS fourth grade teacher in 1981-1982. At the previous Centre home game, Marijo and Jacquie had a good visit, celebrating strong Lexington School connections.



In December 2021, the **Class of 1988** had a mini reunion: Lisa Scully Stein, Anne Kenan, Laurel Johnston Cassidy, Whitney Martin Collins, and Melanie Smith Leach.

Lisa still lives in Ft. Thomas, with one child in high school and two in college. She has worked for Great American Insurance in computer programming for over 20 years. Anne and her family have moved back to Lexington from New York City. Laurel continues to grow her career as a tennis instructor and Racquet Sports Director at Idle Hour Country Club. Whitney, featured among alumni authors in Fall 2021 *Pinpoints,* works hard in her successful writing career. Melanie stays incredibly busy with her delicious Nothing Bundt Cakes.



Spencer Dell, **Ryan Miller '00**, Renee Turner, **Kelsey Miller-Dell '04**

On August 14, 2021, at Overlook Barn in Banner Elk, NC, **Ryan Miller '00** and Renee Turner were married. They both love the outdoors, and the Blue Ridge Mountains view was spectacular. Since they're avid hikers, hiking Grandfather Mountain was a wedding weekend highlight. In fact, Ryan proposed while hiking Black Balsam Knob in Asheville, NC, in 2020. **Kelsey Miller-Dell '04**, Ryan's sister, also married in 2021 and was a bridesmaid in Ryan and Renee's wedding. **Andrew Schwartz '00** and **Bradford Johnson '00** also represented TLS.

After Ryan graduated from Miami University, his music passion led him to Chicago, where he worked in various roles within the industry. In 2014, he relocated and is with Allied Solutions, leading provider of risk management and insurance products for financial institutions. As Manager of Data Intelligence, Ryan leads their business intelligence efforts and drives the execution of their enterprise data transformation strategy.

Renee is an office manager for Thompson Thrift, a residential, retail, and construction company in Indianapolis, where they live with Roma, their cat, and Roody, their dog.

Ryan says, "While I have many memories from inside the classroom – taking notes until my hand was about to fall off in Miss Cowling's class (her historical knowledge is incredible) or hands-on learning in science class with Ms. Zimmerman, Mr. Hardesty, Ms. Lounsbury, among others – my fondest memories are those experiential learning trips to Green River Preserve and Cumberland Falls. It was through those trips that I learned an appreciation for nature and all it can provide. To this day, I appreciate that opportunity to have learning experiences outside the traditional classroom, to grow in ways I may not have had I not attended TLS. Being with friends and building relationships on those trips created a deep bond with classmates, some of which I still maintain."



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Harrison Langley '04, seated in middle, gathers his Boxvana team.

Based in Naples, Florida, when he last visited TLS in 2017, **Harrison Langley '04** has now been doing modular manufacturing in Eastern Kentucky for the last three years. He is CEO and President of Boxvana, building new, affordable homes with sustainable materials. Inspired by advances in material science, Harrison and his team build homes more efficiently, requiring less labor, less maintenance, and less time. As he knows, he can count on his sister, **Caroline Langley '05**, who is Director of Sales Operations.



Matthew Bernard '15; **Olivia Greer '16**; **Caroline Hager '15**; and **Audrey Kwun**, sister of **Clark Kwun '17** and **Penelope Kwun '19**; enjoyed Tom Novitsky's Boundary Waters Canoe Trip. In the photo, Matthew, Audrey, and Caroline demonstrate their canoeing skill. It was Matthew's third trip and Caroline's second adventure with Mr. Novitsky to the wilderness area of Minnesota and the Canadian border. Mr. Novitsky says, "I rededicate myself to the wild places every New Year's, and I'm happy to share this magical place. There's nothing better for the renewal of friendships than a reunion with nature. Special place, special TLS friends!"

On July 24, 2021, **Leon Pickles '10** married Laura Jimena Rojas, in Wilmington, NC, where they met at the University of North Carolina Wilmington. They live in Raleigh, NC, and both work in health-related fields. Leon is a Grants and Contracts Analyst at Advanced Clinical, and Laura is a Consumer Specialist at Mercury Healthcare. Pictured with the bride and groom are Laura's parents, Claudia and Mauricio Rojas, and Leon's parents, John and Lynn Pickles.

Former students and colleagues remember Mrs. Pickles, who taught social studies, English, math, and science at TLS from 1990 to 2002. Many alumni still proudly display their detailed world maps, renowned assignment from the social studies class of Mrs. Pickles, who would love to hear from TLS friends and teachers, lynnpickles211@gmail.com.



The Lexington School

HOMECOMING & REUNION WEEKEND

MARK YOUR CALENDAR!

TLS HOMECOMING & REUNION WEEKEND
Sept. 23-24, 2022

Friday
Campfire Party and Class Reunions

Saturday
TLS Tailgate @ UK Football Game
3 Hours Prior to Kickoff

Class of 1972 .....50 Year
Class of 1982 .....40 Year
Class of 1992 .....30 Year
Class of 2002 .....20 Year
Class of 2011 .....10 Year
Class of 2012 .....10 Year

ALL MEMBERS OF THE TLS COMMUNITY ARE WELCOME.

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HISTORICALLY SPEAKING



Front: Silas Mason, Nancy Malek, Wanda Urbanska, Jean Ellen Ezzell, David Tao, Phillip Cassidy.
Back: Jeff Ruttenberg, Marshall Hehl, Andy Stephens, John Cooke, Graddy Prewitt.

50th in Style!

It was a magical, memorable evening with chili and s'mores on the TLS playground, perfect location for the reunion of the grand **Class of 1971**. Silas Mason, Nancy Malek Crewe, Wanda Urbanska (who flew from North Carolina), Jean Ellen Ezzell Paulson, David Tao, and Phillip Cassidy attended – everyone on the front row! From the back row, Jeff Ruttenberg and Graddy Prewitt were represented by Tom Ruttenberg, Jeff's twin, and by Jackie Prewitt, Graddy's widow, and **Martha Prewitt '03**, one of Jackie and Graddy's two daughters. Kay McVarish Boudinot, who left TLS after eighth grade, drove from South Carolina to join the fun. It was a grand celebration of TLS friendship.