Fall 2022

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





Charlie receives an award from Ms. MacCarthy for making the Permanent Head's List.

HEADLINES

June 3rd was a perfect Kentucky morning. The sun was bright, the temperature cool, and the excitement high. The **Class of 2022** was soon to become the 61st graduating class of The Lexington School. Sitting on stage were ten students who have alumni parents; one student even has a grandfather who graduated from TLS. An eleventh student has a grandmother who is an alumna. Thirty-four students arrived in Preschool, sixteen as young as three years old. Four started in our daycare program arriving at seven weeks old. Fourteen more came in Lower School, and the class was complete when the last fourteen joined in Middle School.

Rites of passage, such as graduation, can be lost to the excitement of the day for an eighth grader. Summer break is right around the corner, the exhaustion of final exams and the Southwest Trip is still present, and parties are ahead. But this occasion is never lost to the adults in the audience. Proud family members, the faculty and staff, and I can't help but remember all the smaller moments that brought the graduates here: the day they hit their first real obstacle and were upset in their teacher's classroom seeking advice; the moment when the complicated basketball play was mastered and screams of joy and high-fives were shared; the time they crushed their math test after a long week of studying; or when a poor choice was made and apologies were given sincerely and a phone call home followed. All those moments, the struggles and the triumphs, make this culminating one possible. Each is necessary to paint the beautiful picture of 66 children on stage, bright, eager, and ready for the next chapter.

Standing on stage, **Will Milward '99** connected his time at TLS to the **Class of 2022**. In so many ways, the world is much different than the world Will knew while attending TLS in the late '80s and '90s. But that is the great thing about The Lexington School. Times change, children grow up, but our philosophy remains strong and constant regardless.

These familiar words hold us steady: "In our supportive environment where children are known, they develop courage. Courageous children take risks, and we embrace the growth that emerges from their success and failure."

In the following pages, that philosophy will be evident. I hope you enjoy this edition of *Pinpoints*.

Congratulations to the **Class of 2022**!

Una MacCarthy
Head of School

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During the recessional, Erica marches with her classmates.

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Cover photo: **The Dawn of Tomorrow:** Lexington School eighth graders look toward their future on the Southwest trip.
Photo by **Chris Johnson '89. Please address comments to lmckinstry@thelexingtonschool.org.**

THE CLASS OF 2022





Row 1: Lila Boden, Erica Chambers, Mia Risco, Lauren Crowe, Piper Birkman, Lydia Rosenthal, Kennedy Harris, Bella Needham, Eli Powell, Daisy Durham, Anna Friesen, Cameron Cullins **Row 2:** Finley Quinn, Libby Carey, Ellie Hiler, Isla Puckett, Phoebe Barlow, Julia Puckett, Naomi Warnick, Kate Fortune, Marissa Eberth, Clay Buchart, Maddy Warner **Row 3:** Anderson Kim, Aneesh Nair, Taylor Riordan, Emma Stanley, Hadley Reesor, Cailyn Quigg, Wren Carter, Marisol Zavos-Endicott, Charlotte Young, Willow Carr, Amanda Dahlgren, Chase Kirk, Green Huber, Gannon Rice **Row 4:** John Luke Minner, Warren Hancock, Zachary Wieting, Fisher Hale, Drew Chalothorn, Spencer Broge, Jasper Pickett, Charlie Mooney, Justin Chen, Holdon Thompson, Roman Abedi, Jordan Middleton, Rigdon Anderson, Madden Mehrizi, William Woodworth **Row 5:** Kingston Coats, Jack Draus, Austin Boneta, Nick Nahra, Banks Heinrich, Davis Ashmun, John Dixon Fenwick, Eli Greer, Layton Coughtry, Beckham Milburn, Ryan Watson, Frank Gooding, Diego Hernandez, Kristian Middleton

SOMETHING LARG



Jack Draus '22 and his mother, Maggie Draus

ER THAN YOURSELF

After the traditional "Pomp and Circumstance" procession across the Scarlet Gate lawn, Una MacCarthy, Head of School, opened The Lexington School's 61st Commencement, on June 3rd, as she proclaimed, "Welcome to the **Class of 2022** and to this moment." Noting that sixteen students arrived as young as three years old, Ms. Mac connected beginnings with endings by saying, "You are everything we would want a graduate of TLS to be."

The morning of glorious sunshine and low humidity was no surprise to David Coyle, TLS commencement photographer since 1986, who said the evening before, "I'm looking forward to enjoying perhaps the greatest weather day in the history of The Lexington School graduations." The day was picture perfect.

Jeff Truitt '85, outgoing TLS board of trustees president, addressed the faculty and staff: "Transitioning from a student, to an alum, to a parent, to a board member, to the president of the board, I have a profound respect … for everything you do and have done for our children over the years, and I want to say, from the deepest part of my heart, thank you."

The 66 graduates received important advice from **Will Milward '99**, Henry Clay and Sewanee graduate who works in the fourth generation of his family's insurance business, now Marsh McLennan Agency. Mr. Milward spoke with wisdom, kindness, and humility. He shared several favorite quotations from his father, Greg Milward, who sat proudly on the front row. For emphasis, the younger Mr. Milward said twice: "You represent something larger than yourself." He added, "Leave the campsite better than you found it," words with special poignancy for the class, who had returned from their Southwest Trip the previous week. Another quotation conjured thoughts of Kentucky countryside, when he urged students to "Plow to the end of the field." Mr. Milward ended his commencement address with worthy words of his own: "Remain positive throughout your journey, cherish and nurture the relationships in your life, and be grateful for what you have been given, now and always. With that, I congratulate you and wish you nothing but the best in your future endeavors."





A special mother-and-daughter moment between Josefine and Charlotte Young

Charlotte Young '22; her parents, Josefine and **Chris Young '90**; her great aunt **Lucy Young Hamilton '67**; her brothers, Alexander Young, rising seventh grader, and Arthur Young, rising fifth grader; and her grandparents Barbara and **Bill Young '63**



Commencement speaker **Will Milward '99** with wife, Lindsay; sons Austin, rising third grader; Paine, five years old; Daniel, rising fifth grader; and his father, Greg Milward



Frank Gooding '22 with his grandmother Hart Graves, seated; his cousin **Wick Hallos '15**; his mother, **Elizabeth Graves '85**; his cousin **Hart Hallos '15**; and his aunt **Margaret Graves '79**



Ms. Una MacCarthy with **Diego Hernandez '22** and his siblings **Moises Hernandez '16** and **Laila Hernandez '19**, being photographed by their dad, Moises Hernandez



Jordan Middleton '22 and **Kristian Middleton '22** with their grandmother Janice Fields, dad and mom Jervis and Kristi Middleton, and grandparents Sharon and Philip Runyon





Former fourth grade teacher Mark Scarr with Linda Carey, grandmother of **Libby Carey '22** and **Nick Nahra '22**



Rigdon Anderson '22 with grandparents Alan and Angela Osborne; mom Molly Anderson, Middle School French teacher; grandmother Susan Anderson; dad **Greg Anderson '85**; and brother Arnold Anderson, rising fourth grader

— *TLS* —
CLASS OFFICERS

Rigdon Anderson: "Those years were critical to learning, when we first learn to read, write a little bit, and count."

Finley Quinn: "In Middle School, we realized that everybody becomes family, and family always has each other's backs."







Lila Boden: "Our teachers encouraged us to try new things and explore as we learn."

Kingston Coats: "The Learning Center has inspired us to learn for the rest of our lives, and we will cherish these memories for years to come."

Anderson Kim: "Our TLS journey is like a tree, slowly flourishing."

— *TLS* —
LEGACY STUDENTS

Rigdon Anderson | Clay Buchart | Libby Carey | Frank Gooding | Ellie Hiler; grandmother | Green Huber | Nick Nahra
Jasper Pickett | Eli Powell | Emma Stanley | Charlotte Young; father and grandfather

Eighth Graders Enjoy their Show.



Diego



Charlotte, Jordan, and Jack

how GREAT thou ART

The Eighth Grade Art Show is a rite of passage. Grown from the idea of middle school art teacher Sallye Staley, everybody participates. Each student enters at least one piece, and most submit several pieces. Located in the Fine Arts Wing, it is a retrospective of their work, anything they've created during middle school years. Sixth grade artwork is exploratory, as young artists try different things. Some submit seventh grade wire sculptures or calligraphy quotes. Others choose their eighth grade clock, their most current clay project, pointillism painting, or their free-choice piece, created from their personal interest in a subject matter or medium.

This show is far from some students' comfort zone, yet even those who do not have a strong interest in art and might never enter another show can always say they successfully exhibited once, at The Lexington School.

After this 14th show, the largest ever, Mrs. Staley says, "It's a lesson. It's not just putting art in an art show, not just being creative and curious. It's a lesson in resilience and time management. Students have timeline calendars in their lockers counting down the days until the art show, when things are due. Students sell their work, and ten percent goes to charity. We discuss giving back to the community. They learn how artists price their work. Similar to real estate projects, we compare what other art pieces of the same size and medium have sold for in the past several years. Students set their own prices. Sometimes it's too high, and I tell them it's not going to sell. I remind them, if you want to sell, think of your target market."

A sure sign of success – students made enough money to donate to two charities they voted on, breast cancer and human trafficking organizations.

Another sure sign of success – Mrs. Staley has already had rising eighth graders say they have begun work for their 2023 Art Show.





Above: Drew and Chase

Right: Mia, Mrs. Anderson, and Mr. Gooding



what's next?

HIGH SCHOOL MATRICULATIONS FOR THE CLASS OF 2022

Roman Abedi ..... Sayre School
Rigdon Anderson..... Baylor School
Davis Ashmun..... Lafayette High School Pre-Engineering Program
Phoebe Barlow ..... Sayre School
Piper Birkman..... Lexington Catholic High School
Lila Boden ..... Saint Mary's School
Austin Boneta ..... Sayre School
Spencer Broge..... Lexington Catholic High School Exemplar Program
Clay Buchart..... Lexington Catholic High School
Libby Carey ..... Sayre School
Willow Carr..... Lexington Catholic High School Exemplar Program
Wren Carter..... Lafayette High School Pre-Engineering Program
Drew Chalothorn ..... Sayre School
Erica Chambers ..... West Jessamine High School
Justin Chen ..... Paul Laurence Dunbar High School MSTC Program
Kingston Coats ..... Sayre School
Layton Coughtry..... Lafayette High School Pre-Engineering Program
Lauren Crowe ..... Paul Laurence Dunbar High School MSTC Program
Cameron Cullins ..... Lexington Catholic High School
Amanda Dahlgren ..... Paul Laurence Dunbar High School
Jack Draus ..... Episcopal School of Jacksonville, Florida
Daisy Durham..... Lexington Catholic High School
Marissa Eberth ..... Sayre School
John Dixon Fenwick ..... Sayre School
Kate Fortune..... Culver Academies
Anna Friesen ..... Lexington Catholic High School
Frank Gooding ..... Lafayette High School Pre-Engineering Program
Eli Greer ..... Sayre School
Fisher Hale ..... Lafayette High School Pre-Engineering Program
Warren Hancock ..... Lexington Catholic High School
Kennedy Harris ..... Lexington Catholic High School
Banks Heinrich ..... Lexington Catholic High School
Diego Hernandez ..... Bryan Station High School
Ellie Hiler ..... Lafayette High School
Green Huber ..... Lexington Catholic High School
Anderson Kim ..... Sayre School
Chase Kirk..... Woodberry Forest School
Madden Mehrizi ..... Lafayette High School Pre-Engineering Program
Jordan Middleton ..... Lafayette High School Pre-Engineering Program
Kristian Middleton ..... Sayre School
Beckham Milburn..... Lafayette High School Pre-Engineering Program
John Luke Minner ..... Lexington Catholic High School
Charlie Mooney..... Lafayette High School Pre-Engineering Program
Nick Nahra ..... Sayre School
Aneesh Nair..... Paul Laurence Dunbar High School MSTC Program
Bella Needham ..... Lexington Catholic High School
Jasper Pickett Tates Creek High School Academy of IB & Information Technology
Eli Powell..... Sayre School
Isla Puckett..... Lexington Catholic High School
Julia Puckett..... Lexington Catholic High School
Cailyn Quigg ..... George School, Newtown, PA
Finley Quinn ..... Lexington Catholic High School Exemplar Program
Hadley Reesor ..... Lexington Catholic High School
Gannon Rice ..... Sayre School
Taylor Riordan..... Lexington Catholic High School
Mia Risco ..... Sayre School
Lydia Rosenthal ..... Henry Clay Liberal Arts Academy
Emma Stanley ..... Lexington Catholic High School
Holdon Thompson ..... SCAPA at Lafayette High School
Maddy Warner ..... Lexington Catholic High School Exemplar Program
Naomi Warnick ..... Sayre School
Ryan Watson ..... Sayre School
Zachary Wieting ..... Sayre School
William Woodworth ..... Lexington Catholic High School
Charlotte Young ..... Henry Clay Liberal Arts Academy
Marisol Zavos-Endicott..... Lafayette High School Pre-Engineering Program

the Eighth Grade Southwest Trip

GO WEST YOUNG COLTS!







For the first time since May 2019, Lexington School eighth graders returned to the great Southwest for their final TLS class trip together. This class, already especially close, made memories that will last a lifetime.

On the Southwest trip, eighth grade students challenge themselves physically and celebrate reaching the summit of their Lexington School journey.





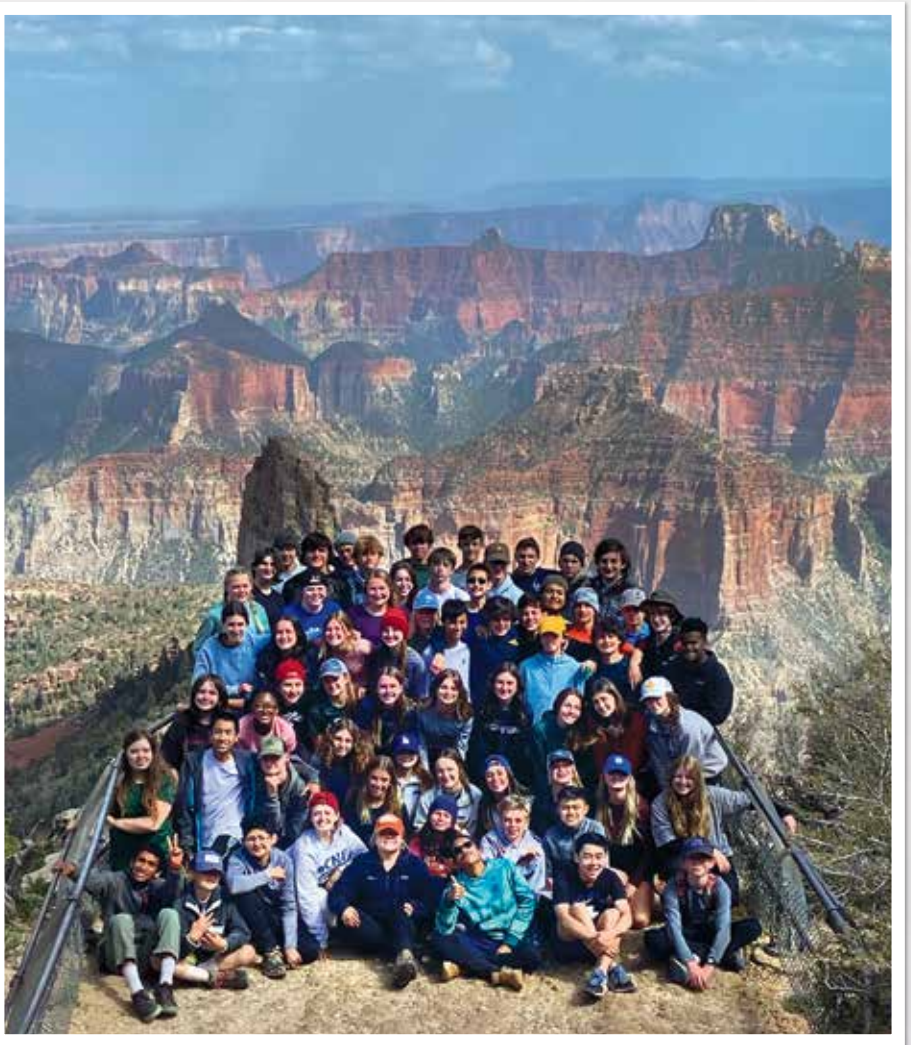
For students and teachers alike, the capstone Southwest experience seals the bonds between friends. These memories are forever!







Whether scaling a rock face or dropping into a slot canyon, eighth graders prove that “we teach courage.”



and I think to myself... **WHAT A WONDERFUL WORLD.**

Dr. Laura Bonzo-Sims — 26 years

A HEARTFELT THANK YOU

— *in Plain English* —

It takes an extraordinary person to bid a proper farewell to an extraordinary person. Sam Woomer '07, the sixth of seven Woomer alumni, rises to the occasion, even as he says, "I had a bunch of help from my brothers with those words." He and his brothers, **Ryan '99**, **Keith '00**, **Anthony '03**, **Adam '04**, **Joe '04**, and **Bryan '08**, were all students of Laura Bonzo, who began teaching TLS English in 1996.



The five TLSers of the de Castro Family, **Leo '10**, **Luke '15**, **Clara '12**, **Noah '17**, and **Max '23**, adore Dr. Bonzo-Sims as much as the seven Woomer alumni.

It was hard to fly under the radar. As a family, we put teachers through the wringer, year after year. But one teacher who stood up to our test was Laura Bonzo.

Ms. Bonzo was a staple of middle school English and provided guidance for high schoolers during their college admission process. It has been 15 years since I attended The Lexington School, but here are a few things I remember about her.

Throughout Middle School, I remember Ms. Bonzo's hallway office being the site of highs and lows for high school students needing help with their college testing and admission essays. I would admire seniors in celebration after an acceptance from their dream school, or, in contrast, witness rising juniors humbled after receiving their essays back, covered in red pen.

Still to this day, every time I hear "Hook," by Blues Traveler, I remember our eighth grade class learning the importance of capturing your audience's attention. Ms. Bonzo often used music to connect to our class. Once we dissected Simon and Garfunkel's "Richard Cory," analyzing the intersection between wealth and happiness and the difficulty of appearances. I would say Ms. Bonzo's teaching style could be best described as dynamic.

In addition to music, Ms. Bonzo taught us so many memorable skills. From integrated vocabulary lessons, to the art of haiku and understanding the metaphorical importance of a conch shell, she set up all of her graduates with an *auspicious* beginning. I've been trying to work that word into a sentence for 15 years. Thanks, LB!

To summarize, Ms. Bonzo taught us rules of language, communication, and a few about life. I believe this quote from *Lord of the Flies* sums it up nicely. "We've got to have rules and obey them. After all, we're not savages. We're English [students], and [Ms. Bonzo's] English [students] are the best at everything." - William Golding [sort of].

Congratulations on your retirement from The Lexington School after 26 years. Enjoy the freedom and unlimited weekends! However, knowing you, my guess would be this is just the beginning of something new.

Ms. Bonzo, please resist the urge to mark this up with your red pen….



TEACHING: IT'S A WORK OF HEART!

Rachel Medley — 18 years

Second grade teacher Rachel Medley confesses, "A big part of my life has been at TLS, and I really raised my family [**Will Medley '15** and **Christopher Medley '18**] here. When you teach, you share a piece of your heart. I pour myself into it, and I know my colleagues do too. I have lifelong friends here who have helped me as a teacher and as a person, and I am extremely grateful."

Mrs. Medley continues, "I love developing challenging activities and ways to nurture children's natural interest in learning. Being part of TLS's curriculum development has been enriching. The Mentoring Committee is dear to me, too, because I have been blessed with great mentors through the years. Vickie Russo, Sharon Sadler, and Donna Hutton were just a few who guided me when I arrived."

At Eastern Kentucky University as a University Supervisor and Clinical Educator, Mrs. Medley will travel to schools in Fayette and surrounding counties, supporting student and practicum teachers. She will also participate in Project Dragonfly's Advanced Inquiry Program as a graduate student with Miami University at the Cincinnati Zoo and Botanical Gardens.

As she looks forward to new challenges and expanding her circle of friends, she says, "I think strangers are just friends you haven't met yet." That's the Rachel Medley we all know and adore.



COUNTING OUR BLESSINGS

Linn Jefferson — 16 years

Math guru, especially of the flipped version, Linn Jefferson has made an exponential difference in the lives of countless TLS students and their families. Since 2006, when she began teaching fifth grade math, she has added and multiplied her importance in a number of areas, both inside and outside the classroom.

Mrs. Jefferson, wife of **Jeff Jefferson '85**, and mother of **Lucy Jefferson '13**, **Hampton Jefferson '16**, and **Chuck Jefferson '19**, can't even calculate the TLS hours that are golden for her. Beginning at basics, she says, "What I'm most proud of is the opportunity to develop my own teaching style with the flipped classroom. It's allowed me to work with students one-on-one much more than in a traditional teaching style."

She's also loved working with TLS colleagues in multiple capacities: teaching fifth and seventh grades, coaching track, serving on the math committee and the ISACS steering committee, and advising in college planning. Chaperoning trips is another highlight – Carter Caves in fifth grade, seventh grade at Barrier Island, and Breckenridge for Chuck's eighth grade year, a family continuation of Mr. Jefferson's experience when he was a TLSer.

It's a proven fact, calculations plus computations equal warm farewells as Mr. and Mrs. Jefferson will now factor in traveling to visit Lucy, Hampton, and Chuck, and no telling where else.

Congratulations

Left: Mrs. Medley, Mrs. Deller, and Mrs. Russo enjoy this year's Newport Aquarium field trip.

Right: TLSers thrive in Mrs. Jefferson's signature flipped classroom, popular, too, in college classrooms.





TO TEACH IS TO LEARN TWICE

Tracy Young — 11years

In many ways, Tracy Young has learned almost as much as she's taught at The Lexington School – an abundance in both categories.

A lifelong-learner role model for her students, colleagues, and her own children, **Sydney Young '13**, **Ella Young '17**, and **Chase Young '18**, since 2011, Mrs. Young's third grade classroom has been the place of education and inspiration. Enjoying TLS Professional Development opportunities, she earned her Women in Leadership Certificate from Cornell University and is working toward her Ph.D. in Educational Leadership. Her favorite outside-the-class adventure was her spectacular journey over the Oregon Trail, which her students benefitted from as much as she did. After deep consideration, she shares, "I'm proudest of taking over the mentoring program nine years ago. I've mentored about 30 new faculty and staff, shepherding them into our fold."

Mrs. Young says, "TLS has allowed me to find my passion." She will continue that passion in her new role as Director of Curriculum and Teacher Instruction at The Country Day School in McLean, Virginia.

This is not goodbye. Mrs. Young's first TLS third graders are college sophomores now, and she has kept up with a great many of them and their families. She will keep up with her TLS colleagues, as well: "Thank you, thank you, thank you for everything," she says. "I've loved every second of it. You'll see me around again."

CELEBRATING ONE OF OUR OWN

Griffin Miller '07 — 7 years

Griffin Miller '07 has enjoyed every one of his numerous Lexington School years. Beginning in Mrs. Beers's Prekindergarten in 1996, he was already a TLS lifer before returning to his alma mater in 2015 with his Sewanee history degree (inspired by Miss Cowling, of course), combined with interests in religion and politics.

After chaperoning the SW trip, he held TLS's first teaching intern position, a wide-ranging opportunity with classroom time in Preschool, Lower School, and Middle School, along with coaching soccer. He was busy in the Development Office as well, ensuring that two young alumni events had full-house crowds.

In 2017, teaching seventh grade World Studies, Mr. Miller quickly became known by students and colleagues alike for the firm handshake and eye contact he gave each student – and expected in return – at the beginning of class. Now, as he exits his classroom for the last time, he carries a briefcase full of heartfelt letters and notes from his students that he also carries in his heart. He says he has "especially enjoyed teaching them about issues within society, being able to talk through topics together, listening to each other, building empathy and resilience. We practice listening and, as a result, develop empathy."

Mr. Miller will join **Jeff Truitt '85** and his team at Bim Group, an employee benefits advisory firm.

Left: In Mr. Novitsky's room to enjoy rollercoasters with Max, Gavin, and Carson, Mrs. Young helps fix Friday ties.

Right: Mr. Miller celebrates the **Class of 2022** with Anna and Lydia.

Congratulations



SIDE BY SIDE WITH HER STUDENTS

Jennifer Jones

In addition to being the fourth grade math teacher, Jennifer Jones was also a member of the Equity and Inclusion Committee and helped plan TLS's Martin Luther King Day march.

She recalls, "After the assembly, we marched around the school, while 'I Have a Dream' was broadcast. Near the middle school playground, an African-American student in my cohort made her way to me and began walking beside me. Neither of us said a word. We walked the rest of the way, side-by-side, listening to the words of Dr. King. I hope I gave her strength for the day, and she definitely gave me hope for the future."

Mrs. Jones will work full time for the Lexington African-American Sports Hall of Fame, which she and her husband, Bobby Jones, founded, to celebrate local sports stars from the past and to support today's student-athletes.



SEEING CONFIDENCE FLOURISH

Elliott Allen

Elliott Allen will miss her second graders next year, and they will miss her. As a Learning Center Instructional Specialist, she enjoyed teaching her students cursive.

She explains, "Studies show that cursive can help students with the decoding process of writing. It was exciting to watch our learners develop this new skill, which helped them eliminate letter reversals and build courage and autonomy in their work."

Preparing her students for Writers Guild was also a special time for Ms. Allen. She points out, "Writing can be a daunting task for those with language-based learning differences. It was important to me to cultivate a classroom that felt safe for our students to take risks and learn. As a result, they came into class excited to write and to use their creativity to grow their stories. I am proud of each one of my students. It brought me a great deal of joy to see their confidence flourish this year."

Left: Mrs. Jones says she "will miss those precious opportunities to make heart-to-heart connections with my students," as she enjoys with Malia in the Fourth Grade Commons.

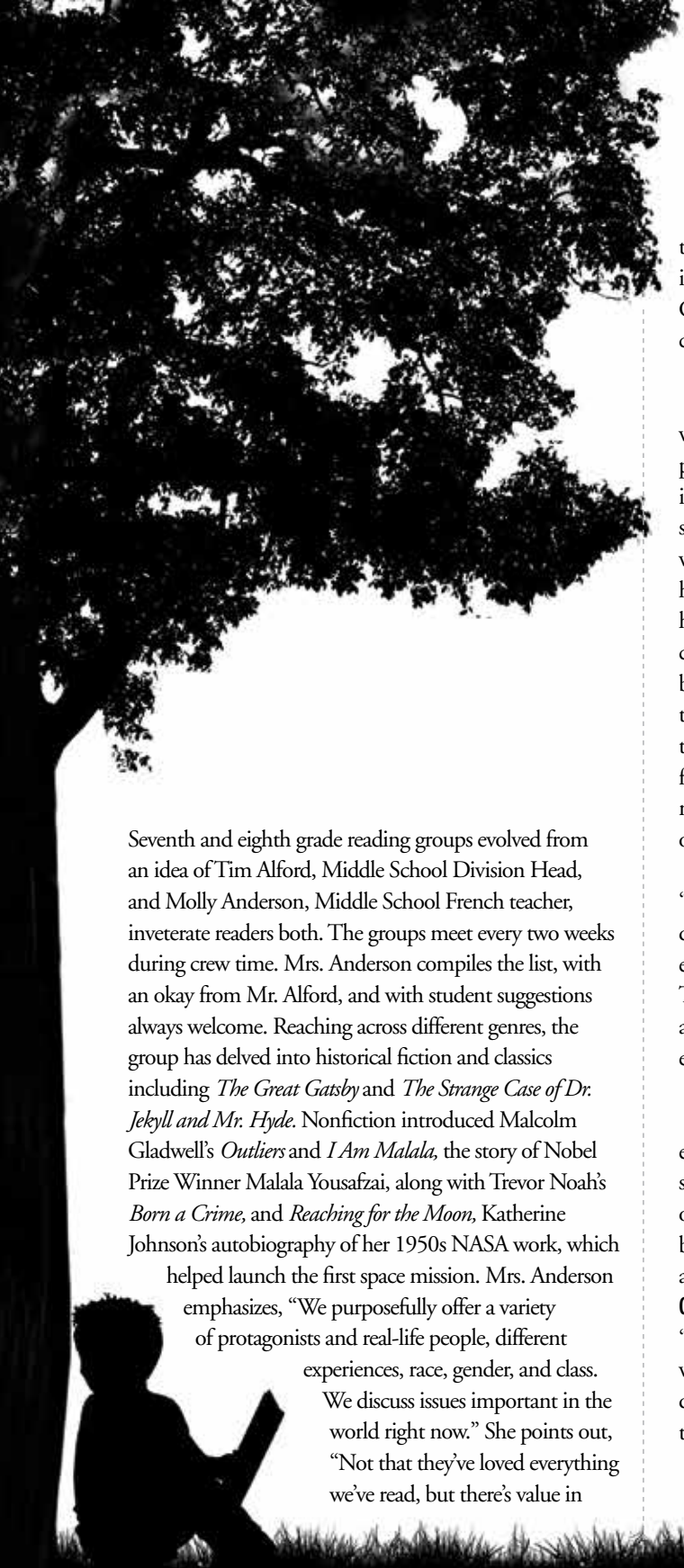
Right: Ms. Allen's students hold their final copies of Writers Guild stories.



Mr. Alford and Anderson celebrate the next chapter.

THE WORD IS OUT. BOOKS ARE IN!

The Lexington School has always encouraged reading. When the school opened in 1959, the library was only steps across the main threshold of the school. Now, in 2022, in an adjoining building, the library remains in the heart of the school. Librarians Lori Hancock and Laurie Nawor continue the dedicated one-on-one encouragement of youngest and oldest readers that generations of previous TLS librarians also provided. The littlest Acorns know the way to the library; the biggest eighth graders can't get enough of it.



Seventh and eighth grade reading groups evolved from an idea of Tim Alford, Middle School Division Head, and Molly Anderson, Middle School French teacher, inveterate readers both. The groups meet every two weeks during crew time. Mrs. Anderson compiles the list, with an okay from Mr. Alford, and with student suggestions always welcome. Reaching across different genres, the group has delved into historical fiction and classics including *The Great Gatsby* and *The Strange Case of Dr. Jekyll and Mr. Hyde.* Nonfiction introduced Malcolm Gladwell's *Outliers* and *I Am Malala,* the story of Nobel Prize Winner Malala Yousafzai, along with Trevor Noah's *Born a Crime,* and *Reaching for the Moon,* Katherine Johnson's autobiography of her 1950s NASA work, which helped launch the first space mission. Mrs. Anderson emphasizes, "We purposefully offer a variety of protagonists and real-life people, different experiences, race, gender, and class. We discuss issues important in the world right now." She points out, "Not that they've loved everything we've read, but there's value in that too. We ask, why didn't this work speak to you? Is it the subject, the way it was written? We call it a Book Club Roast when they haven't liked the selection. Those conversations are good in their own way."

During the first semester, eighth graders focus on writing. They begin with a prompt and respond in paragraph-style, receive feedback, and respond again, incorporating that into their final paragraph. Second semester, student-led discussions are the focal point, with Mr. Alford and Mrs. Anderson demonstrating how to lead a discussion, the types of questions to ask, how conversations should flow, how a leader keeps it cohesive, not skipping from beginning to end, then back to the middle. Mrs. Anderson says, "The kids have taken ownership of this. They're responsible for writing the questions. They share them with me, and I give feedback on how the conversation should develop. We make sure it has depth. Every student, usually in pairs or threes, is responsible for leading a discussion."

From his perspective, eighth grader Madden says, "Book Club was an experience like no other. The discussions were amazing because they were not only educating but also fun and connected all of us together. The Book Club is something I wouldn't pass on for any kid, as although it may sound boring, it was extraordinary and mind-opening."

Frank, eighth grade, adds to the conversation, explaining, "Book Club was very interesting in the sense that we would all have a discussion and share our opinions, sometimes very passionately. My favorite book was *Born a Crime* because it was very funny but also touched on serious topics." Frank's mom, **Elizabeth Graves '85**, shares the previous generation's thoughts: "From a parent's perspective, the Book Club was a great way to introduce readers to new genres and to build discussion skills. I really appreciate Molly and Tim taking that on. It definitely enriched Frank's year."

Books are decidedly in at The Lexington School.



Thanks for the Memories . . .

Third grade Memory Books make up one of those honored TLS traditions, precious to multiple generations. The last week of school, every third grader, even those who arrived mid-year, receives a book, chronicling each special event of the lower school year. The durable, hardcover keepsakes, bookended by class pictures, are tangible treasures.

Although she retired in 2021, Joni Calkins and her team have been capturing third grade moments since 2008. Even in retirement, Mrs. Calkins continues the Memory Book goodness, as she is the behind-the-scenes compiler of these prized possessions. She says, "I always let the children choose to handwrite or type their entries. It's wonderful to see the progression from printing to cursive to typing, along with their substantial growth and maturity throughout the year."



As third grade teacher Kylie Russ explains, "On the first day of school, we take everybody's picture, and they share in writing about the excitement of that big day. They continue writing about special days throughout the year. Because Colonial Day is a favorite part of our curriculum, Memory Books include photos of students playing traditional colonial games, making cloth dolls, leather bracelets, and other crafts, in addition to presenting their original colony research projects." Other memories include holiday celebrations, Valentine's Day, Spring Sing, Writers Guild, and Little Kentucky Derby, making a full book, with extra pages in the back for classmate and teacher autographs.

Ms. Russ sums it up: "For these books, our students reflect in their own words their perspective of their third grade days. They take pride in their work, and it's something they can cherish forever."



The TLS family knows the origin story well.

When **Josephine Abercrombie (H'00)** founded The Lexington School in 1959, she was insistent on three foundational guidelines: strong academics, nurturing teachers, and small classes. These three tenets are still the basis of every day at 1050 Lane Allen Road.

Eighth grade core courses include Advanced English I, algebra AB or geometry, history, chemistry, and French or Spanish. Some folks hold that the eighth grade academic experience is a beast – constant and challenging. Students are called to think about, write about, and analyze, whatever the subject. There is group work, solo work, all hard work. Presentations, projects, debates, research, writing, copious note taking, piles of vocab words – it's a continuing drumbeat, all year long. Some classes call for an entirely different way for the maturing brain to think, and students adapt.

Another legendary cornerstone of a Lexington School education, since the first day, is the strong, mutually respectful, life-enhancing student-teacher relationship. TLS teachers care deeply about their students, and the students know that. They are strengthened by their teachers' keen interest in their well-being.

There is heavy responsibility, with a high level of intensity. There is also satisfying accomplishment, which garners well-earned self-confidence and pride. When eighth graders leave The Lexington School, they are more than prepared for their next academic pursuits.

english



With Dr. Bonzo-Sims are **Alex Mills '15**, **Sean Givens '15**, **Luke de Castro '15**, **Hart Hallos '15**, and **Wick Hallos '15**.

Laura Bonzo-Sims states unequivocally, "One of the reasons our eighth graders can more than hold their own in Harkness and Socratic discussions, write compelling papers, and speak intelligently about novels and ideas and real-world events is because I expect them to."

She expounds, "It has never been a consideration of mine that they can't. All I do is give them a few leads." With her high expectations, she also shares the learning and thinking with them, as she explains, "When I'm teaching Advanced English 1, I ask questions that don't always have answers. I contemplate those issues, too. I work through it with them. There's strength in shared struggle. They work hard for me, in part, because I'm in there with them."

When Dr. Bonzo-Sims introduces a challenging concept, she assigns a reading that's easier to comprehend. Conversely, when she gives a more difficult reading, the accompanying concept is more understandable. She knows how to strike that balance, saying, "I always find a way where I'm pushing them to their limits, but I'm also giving them confidence. The combination of those two creates what I get – kids who would still work hard, even if I didn't grade their papers or their debates. They feel, and are, scholarly. My goal is for our students to be interesting and interested."

To add freshness to her curriculum, each year Dr. Bonzo-Sims chooses something new to teach, and this year's selection, *The Little Prince*, by Antoine de Saint-Exupéry, "was the most beautiful book I have ever taught." She adds, "It could be the flagship of our Mission Skills Assessment character strengths. It is the message of the beauty of wonder. It speaks to the difficulty and confusion of growing up. One of my favorite passages is, 'Adults don't ask interesting questions. Kids ask what's your favorite color? What feels soft to you? Kids ask those kinds of things.' Another thing I love about the book, and about The Lexington School, is 'To love something also means to give something up.' You're working hard out of love. Just as *The Little Prince* tells us, 'You have to give away a little bit of yourself.' That's how you love people."

EIGHTH GRADE
ACADEMIC
EXCELLENCE

math

By Andrew Schwartz '00

Students in Algebra AB, part two, work hard. We begin doing slope, parallel, perpendicular equations, then work toward solving multi-variable equations and systems of equations. We get into more abstract things like properties of exponents, which can really throw students, because that's not calculation-based.

From there, we build into solving quadratics, the famous quadratic formula, and we do FOILing (first, outside, inside, last; a way to remember in which order to do things) and factoring.

It gets complex and abstract when we discuss radical signs, taking the square root and leaving your answer, not as a decimal number, but with a radical sign. Students understand 2X plus 2X is 4X, but the idea of saying 2 square root 3 plus 4 square root 3 is 6 square root 3 is otherworldly. But they do it! We jump into the Pythagorean theorem, which is grade levels above.

The breadth and the topics they cover when we review our list for the cumulative final is impressive, 50 or so different things they must know, and know well, since it carries through in their next math sequences.

Students who completed algebra in seventh grade move into geometry, a different type of math, largely proof-based. We discuss logical arguments, making things link to others. Students construct logical statements and do deductive reasoning and proofs. They often struggle. Proofs make sense. They're a logical structure. Once you see that, they become puzzle-like, less challenging – what piece goes where, linking to the next piece, so we have a sound argument, and there are no flaws or gaps in that argument. We practice with gaining language, theorems, and tools to make logical arguments stronger, more concise, adding different definitions.

We include the Pythagorean theorem and study properties of quadrilateral shapes – trapezoids, squares, rhombus, rectangles, kites. We examine properties of circles and angles related to them, because circles are a unique geometric shape. We get into trigonometric ratios, the introduction of sine, cosine, and tangent. We determine angle measurements. If an airplane has to go this far and get this high, from what angle should it take off? There are practical applications.

When looking at all that geometry covers, it's another very long list. Often, these items go together, but sometimes they stand by themselves; Pythagorean theorem and similar triangles sit in one category. Trigonometric ratios are on their own. How to write a proof is another category with multiple subcategories, all the different properties of all the shapes. This geometry class gives students the foundation of how to talk about that. It might pique their interest.



Mr. Schwartz teaches more than math, as Kingston learns from him the intricacies of bike riding, which has its own mathematical equations as well.

EIGHTH GRADE
ACADEMIC
EXCELLENCE

history

In eighth grade history, we have wonderfully vibrant, dynamic topics to capture the imagination. We cover ancient Egypt, Mesopotamia, Greece, Rome, and early England. We then move into the Middle Ages, as we discover and discuss knights in armor, Richard the Lionhearted, and the Crusades. Then we journey into the Renaissance.

By Margaret Cowling '64



It's a fantastic time to discuss different cultures, different ways of life, and different ways of viewing the world, while always observing the events within their historical context.

We also engage in wonderful projects. We write, as well as translate, letters in hieroglyphics, which some may remember. We discuss mythology, write our own myths, and even test ourselves in creating our own utopias, as Plato did. Additionally, we unearth the secrets of Caesar's Cipher and test ourselves to see if we can come up with a similarly intricate and impenetrable code of communication.

Throughout the year, we focus on crafting comprehensive essays as a means of refining our ability to write about complex events with clarity, precision, and insight. As an outgrowth of this, our final challenge of the year is to produce a paper in which there is an extended focus on both factual accuracy and thoughtful analysis. The Lexington School's Mission Skills are applied to three leaders of the student's choice. Students discuss examples of how that leader did or did not follow a particular Mission Skill and evaluate the consequences of that leader's actions. I look forward to these compelling papers each year. It's enormously heartening to see the strength and depth of our students in perceiving cause and effect. That is the core of this class, that we know the facts, we analyze them, and then we articulate our opinions with breadth, depth, clarity, and tremendous enthusiasm.

Some of the more popular leaders are Alexander the Great, Richard the Lionhearted, Hannibal, Caesar, and the Persian kings. We even had time this year to delve into the reign of Henry VIII and Elizabeth I. This paper then becomes the heart as well as the highlight of the year.

Cameron, Isla, Beckham, and Clay give their rebuttals as they argue against taking measures to move toward a more vegan diet.



chemistry

Chemistry-in-context places science in the context of the everyday world, making a high school course accessible to eighth graders. A collaboration between the science and English departments, the annual Environmental Debates began in 2008 from an idea of Dr. Laura Bonzo-Sims, who wanted to incorporate environmental issues into her English curriculum.

Chemistry teacher Dr. Jason Hurst and his students monitor news for issues throughout the year. Debate topics are always prescient and wide ranging. Debates are titled, and this year, in homage to **Josephine Abercrombie (H'00)**, each is named for one of her Pin Oak Stud thoroughbreds: "Alternation," Should nuclear energy replace fossil fuels?; "Synchrony," Is overpopulation of the Earth even an issue?; "Euphony," Should GMOs be banned?; "Maria's Mon," Is the Paris Agreement relevant anymore?; and "Cryptograph," Is organic farming the future of agriculture?

Dr. Hurst explains, "I want our students to recognize good science, identify reliable sources, and debunk faulty sources. How do you learn that? These Environmental Debates are one strong way. I want students to make sense of what's going on, to back up their thoughts with science that has been peer-reviewed with evidence they've corroborated."

Roberts Rules of Order sets the format and there's no debate regarding attire: coat-and-tie and business clothes.

Over three days, nine 50-minute debates take place, including intense question-and-answer sessions. It's a learning process all the way through. As Dr. Hurst says, "Sometimes students get frustrated. For controversial issues, there are often several truths, depending on which facts we're examining."

Often new information is introduced, which calls for rebuttal. Debates get heated as one side calls out the other on whether data is fabricated. They grill each other on comprehensive knowledge of the subject. For the final grade, Dr. Hurst puts emphasis on each team's fact-checking, logic, cohesiveness, and comprehension. Organization, too, is a major component, especially as teams compile 30 to 50 notecards each, so facts are ready to pull. Closing arguments are compelling and forceful. A foundational lesson of the Environmental Debate is to realize that successful debaters are aware of both sides of the issue, even if they disagree with the position they defend.

french

A world language classroom both highlights and embodies our TLS mission skills. Students must be curious and creative, resilient, ethical, and work as a team. The eighth grade year of French is the culmination of three formative and fun-filled years as a "Frenchie" family.

Highlights to show off skills include the presentation of a French-speaking country in creative ways. Countries studied include Morocco, Senegal, Martinique, Seychelle Islands, and French Guiana. Groups have to present their country with a commercial, a simulated *Instagram* post, and a magazine advertisement. Another class favorite is the autobiography project that includes an essay of childhood events and a visual timeline of the most significant memories. This assignment helps to distinguish between the two main past tenses – a skill that is difficult to master. Other meaningful interactions with French include correspondence with pen pals in Cassis, France, our own version of March Madness, or "Manie Musicale" with French popular music, and digital breakout games based in Bastille prison and the Louvre.

By Molly Anderson, Middle School French Teacher



Mrs. Anderson's eighth grade French class, as sixth graders. **Row 1:** Zachary Wieting, Drew Chalothorn, Kate Fortune, Willow Carr, Taylor Riordan, Charlotte Young, Wren Carter. **Row 2:** Justin Chen, Rigdon Anderson, Madden Mehrizi, Warren Hancock, Frank Gooding, Beckham Milburn, Kristian Middleton, Jordan Middleton.

Alumni tell it best, and their stories need no translation. Former students return often to Joe Conley's Spanish classroom or text or email him to share their successes at local high schools, boarding schools in the north and south, and colleges throughout the country.

- A high school sophomore reports, "I got the Outstanding Spanish 3 Student award freshman year and the Outstanding AP Spanish Student award this year, so I did pretty well."
- From another high school, a sophomore says, "I jumped into Spanish 3, then went to 4, so I was with students a grade or two above. I felt I did just as well. This year I think I did great in 4, where it was mainly juniors and some who are fluent."
- A third alum writes, "I had more vocab and knew what the subjunctive tense was before they taught it. At TLS, we talked about more things going on in the Spanish speaking world, like the immigration crisis and cultural traditions, the *Dia de los Muertos*."
- And from a college grad, "In high school, I ran out of classes to take, so I did an independent study my junior and senior years. In college, I skipped several classes and got my Spanish minor in two years."

Mr. Conley, whose students have won the National Spanish Exam for Kentucky several times, eighth graders competing against high schoolers, says, "I enjoy teaching so much that the positive energy goes right to them. There's obvious passion. If I'm not having a good time, it won't work. It's got to be exciting. It's got to be fun for us all."

Mr. Conley continues, "I'm always looking for them to use Spanish in the real world." An app he found was especially popular, allows students to speak in real time with graduate students and young professionals in Mexico, Peru, Chile, Argentina, and Venezuela. Learning various dialects firsthand comes naturally in discussions about life and customs in other parts of the world. Trips to the Mexican grocery, in walking distance of TLS, offer further opportunities for conversation with Spanish speakers.

Everyone wins in Mr. Conley's class.

EIGHTH GRADE
ACADEMIC
EXCELLENCE

Gannon and Eli celebrate with Señor Conley.



spanish

THEIR BEST SHOT!



As a seventh grader, Lauren medaled fifth in discus and seventh in javelin at the Kentucky Middle School State Championships.









Clockwise from top, left: Tournament bulls-eyes are for fourth grader Luke, in his first year on the team. Camden, sixth grade, works on perfecting his swing. Fifth grader Robert shows great form hitting his driver. During the tournament, Scarlett, sixth grade, takes careful aim at her target. Ellie, third grade, shouts out her cheers, encouraging crowd participation at the basketball game. With head up, eighth grader Maddy ensures she passes to her intended teammate. Midfielder Reed, fifth grade, runs the ball down field and spots her open teammate for a rapid assist and goal. Captain Anna, eighth grade, clears the ball out of danger for her fellow Colts.









better together



SPRING SING

By Martha Anderson

What a joy it was to welcome back our Spring Sings for Preschool and grades one through three. These students have missed the opportunity to perform before their parents and friends. They have waited so long to be able to share their lovely singing voices on stage.

The KinderKlasse, Montessori, and Prekindergarten Spring Sing had feet tapping with the beat of the music. The Kindergarten and Montessori III Spring Sing featured original compositions by each kindergarten and Montessori III class. Spring Sing for grades one through three showcased the beautiful voices of these maturing students, as well as instrumental accompaniments songs. Third graders especially enjoyed showing off their recorder skills!

They all make us proud to be TLSers.



Above: In Prekindergarten: **Row 1:** Carrick, Jake, Henry, Boston **Row 2:** Reilly, Anderson, Arjun, Mary Price

Left: Campbell, Montessori II





UNBRIDLED *Creativity*

Kindergartners and Montessori III artists had a magical, interactive evening at the Preschool Art Show, a joyful, in-person gallery setting to honor their preschool years and to celebrate their entering Lower School. The Show, begun in 2010, was a gala showcase of children's innate creativity. Parents, siblings, grandparents, and friends were immediately swept up in the festive Arts Wing atmosphere, which featured four matted, imaginative selections from each student, about 200 mounted works in all.

An exciting addition to this year's show encouraged on-the-spot artistry from all ages. Art teacher Lori Barnett, Preschool, combined forces with Sarah Heller, Lower School, to include an entry from Horse Play, part of Horse Mania 2022, the LexArts public art initiative. With a nod toward TLS's young artists, Mrs. Barnett chose a foal from Horse Mania. As she said, "They began painting that evening, and it was fabulous! The children had studied Austrian visual artist Friedensreich Hundertwasser, with his bright colors and spirals and love of nature; he was the inspiration for our vibrant theme." After a two-day LexArts public viewing of all the horses and foals at The Henry Clay Estate, Ashland, the foal joined his equine comrades on display in downtown Lexington, the Legacy Trail, and Town Branch throughout this summer, before galloping home to TLS.

The Art Show also gave an opportunity for students to express themselves on worktables and discuss their pieces with family and friends. Mrs. Barnett emphasized, "It's important to me for them to talk about the process, how and if they remember the artist." They had learned about Wassily Kandinsky, the Russian painter and art theorist, and they did a painting based on one of his works. Mrs. Barnett also wanted her developing artists to understand different art processes, such as creating an assemblage. She continued "Our custodial-grounds staff had a great collection of extra bolts, screws, washers, and miscellanea, which were perfect for the beginnings of artwork. Students enjoyed making little-person robots within small tin containers."

The Preschool Art Show is a dynamic – and fun – illustration of how The Lexington School encourages unbounded growth of children's natural imagination.

Prekindergartner Nehemiah, **left**, and Elise and Maggie, Kindergarten

better together



STITCHED W/LOVE

Our Fourth Grade Heritage Day was a celebration of deep connections. The performance on March 4th, 2022, filled The Lexington School's theater to capacity with the excitement of a reunited community and a pervasive sense of gratitude.



Above: Max plays a bass xylophone for "Kapulupulu Kane," a hula song from Hawaii.

Right: Hatto stitches a quilt while singing "Needle's Eye," a folk song from the United Kingdom.

Generational connections – a rich source of story

Warmed by Tales of Perseverance

Under the direction of music teacher, Elizabeth Wooster, students brought stories and songs of quilts to the stage – stitch by stitch – melody by melody. Based on armloads of children's literature curated by librarian Lori Hancock, the program highlighted quilts from all around the world, including a black-and-red flannel from Wales for a family's Atlantic crossing; a girl's babushka used as the back of a quilt that traveled with her Russian Jewish family from Eastern Europe; a beloved grandmother's handkerchief, with her tears still on it, saved for use in a remembrance quilt after farewells from two generations setting out for the Westward Expansion.

Fourth graders embraced stories of enslaved African Americans who were keenly involved in the quilting artform. They viewed photographs of two surviving quilts of Harriet Powers which are housed at Boston's Museum of Fine Arts and the Smithsonian. Quilts with symbols told powerful stories of faith and courage. Sometimes they contained maps and outlined paths on the Underground Railroad. The title song for the program was "Stitch by Stitch," written in honor of Gee's Bend quilters, an active Alabama community of slave descendants who quilt together. Students sang it with special reverence.

The presentation showcased precious artworks and heirloom pieces made by the grandmothers and great-grandmothers of Martha Anderson, Sarah Heller, and Laura Bowling. Mrs. Wooster shared two lap quilts, presented to her by hospice workers from Porter Square Baptist Church's quilting circle. Julie Shattuck loaned three of her lap-quilt creations. Mrs. Wooster emphasized, "There was a strong reality of everything being woven together; generations bequeathing their love and blessing via every stitch. A pandemic separated us for a time, but quilts remind us of the enduring power of artworks that connect us with those who came before, while blanketing us with love."

Generational connections – a network of strength

Woven Together as a Community

A keystone of Heritage Day has always been classroom collaboration. Classroom teachers introduced George Ella Lyon's "Where I'm From" poem and encouraged students to think of shared experiences with parents and grandparents before composing their individualized versions. A focus on immigration within the social studies curriculum fostered discussions about how people came to Kentucky from different places to create lives here. Students delved into the geometric shapes of quilt squares in math and art classes.

Excitement was contagious. Fourth grader Caroline brought in a lap quilt made for her by her grandmother. Classmate Malia shared a fleece quilt with big squares tied at the edges which she made with inspiration from her grandmother.

Collaboration and artistic insight included generous quilters who traveled to enrich the student experience. Caroline's grandmother, Julie Shattuck, came four mornings to teach the quilting process. She brought an heirloom quilt made of men's shirts, emphasizing that family history is literally sewn into quilts because of the fabrics chosen. With manipulatives, she demonstrated how to cut squares diagonally to make triangles and piece a pattern together. Mrs. Shattuck wanted students to understand that men also enjoy quilting, and she showed a video of an award-winning gentleman quilter who pointed out that every state has its own quilt-square star.

Michelle Ramsay, a quilter who recently moved to Berea from South Florida, presented her quilts, which, as Mrs. Wooster said, "had a completely different flavor, because her palette and artistic eye are different. It was a lovely opportunity to see the perspective of another artist." Mrs. Ramsay created a hands-on experience with precut pieces for students to create individualized squares.

"There was a strong reality of everything being woven together; generations bequeathing their love and blessing via every stitch. A pandemic separated us for a time, but quilts remind us of the enduring power of artworks that connect us with those who came before, while blanketing us with love."

— Elizabeth Wooster, Music Teacher

Mrs. Wooster continued, "The artist-in-residence piece, the opportunity for a grandmother and a young mother to come in and make something with our students, is so generationally symbolic. That's how we extended Heritage Day this year. We connected our students with textile artists in the community to understand and appreciate quilting as an historical and current artform."

Emphasizing Kentucky, Mrs. Wooster showed students a picture of a quilt with a star, comprised of a circle of pieces shaped as blades of grass. She asked, "How can you use the eight pieces of our Bluegrass quilt star to form a circle representing your family? Notice what happens when you place the pieces. Look at the brilliance that forms in the center!" The kids got that. They had been immersed in the stories and



songs that messaged: "This community in love we live, wrapped in the warmth of collaboration, we stand together, strong as ever, steadfast in the storms of life." Student artists were purposeful and thoughtful with their designs. They chose fabric to represent particular people – family coming together.

Mrs. Ramsay took each child's square to her studio for a long-arm quilting process. Becky Johnson, Lower School Head, and Shama Hinard, Learning Center Head, arranged for the edges of each square to be bound. Mrs. Shattuck handstitched name tags on the back of each square. Many hands – piecing, placing, ironing, machine sewing, and needle-stitching – enabled each unique creation to become a tactile representation of a family, a lasting keepsake.



Left: Michelle Ramsay, of Quilts Made With Love, explains her passion for vibrant color and innovative design.
Right: Julie Shattuck, grandmother of Caroline, demonstrates her use of traditional design with contemporary textiles.

Generational connections – a circle of commitment

Wrapped Up in Love

Mrs. Wooster told a touching story: "How blessed we are by generations who lovingly stitched by hand with hope that we would remember them as their quilts survived. One of the first stories I shared from Ms. Hancock's treasure trove was about a German-speaking family who needed to transition their grandma to a nursing home. Oma was reluctant to leave her home on Maple Street, so her daughter and granddaughter saved old curtains, bedspreads, and aprons when clearing out her house. They made a quilt of memories by piecing the fabrics and embroidering familiar landmarks she would particularly remember. That's how this Heritage Day experience came to be. Stories from times past. Acknowledgment of beloved forebearers. Gratitude for the love within our families. Appreciation for the messages in pieced textiles. The experience was sewn together with the perspective of each individual – wrapped up in love. Stitch by stitch, we brought this collaborative project together."

In looking back, Mrs. Wooster summed it up with great feeling, "At TLS, these are the kinds of ventures in which we engage to build a sense of community and to expand our gratitude. This unforgettable experience was borne out of our commitment to character development – our mission. That is the value sewn in when you are at The Lexington School."



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better together



"THE GREAT CI

***The Lion King* audition preparations began for fifth graders in November** for the mid-March performance. A major highlight was a visit by Darian Sanders, who lives in Louisville and is Simba in *The Lion King* on Broadway. Mr. Sanders began as a villager in the play, and described the process of learning the songs, performing, and auditioning. The students loved meeting him, had dozens of questions, and enjoyed his singing several songs including "Circle of Life," a favorite.



Darian Sanders
(Simba, on Broadway)

Music teacher Jenna McKinley described the rehearsal process: "I chose a musical that used Swahili and other African languages in the song lyrics. Not only did the kids take on the task of learning a musical, but they also learned to sing in another language. We began discussing stage terminology first, then the songs and the African lyrics. They learned the pronunciation of syllables, and the translation as well. They really took to it. We watched videos, to give background to how and why *The Lion King* was created. The first song, for example, 'One by One,' is an homage to Africa. After the songs, we learned the choreography, a lengthy process, and, finally, the blocking of where and when to speak the lines."

Four performances during school hours for each of the TLS classes from Kindergarten through eighth grade and two evening productions for proud family members required tremendous dedication. A week before showtime, with extra rehearsals, all the details came into place. The actors owned their parts, their



RCLE OF LIFE"

—MUFASA

staging, and their songs, singing with gusto. They emoted, using their bodies and voices to become the characters of the show, instead of just children singing a part in a musical. In coaching them not to disrupt the magic that occurs on stage, Mrs. McKinley, as well as the other teachers, instructed, "You're no longer Henry or David. You are a villager in the savanna, or you're Simba or Nala, and you can never break character."

After the productions, Mrs. McKinley glowed with praise as she said, "I'm so proud of these students for their enthusiastic effort. This wouldn't have happened without the incredible work of the fifth grade teachers. David Farmwald and Erin Nuzzo worked tirelessly backstage with sets, props, and entrances. Heidi Simons fluidly ran the show's accompaniment tracks. Megan Russell and Robin Crawford worked hard backstage and in the front of the house with costumes and entrances. Sarah Heller's costume work and amazingly creative set designs, thoughtfully and artfully assisted by Tom Novitsky, transported us into the African savanna. **Bill Knight '86** set up and ran the microphones, sound, and lights with true talent and expertise, giving the cast what it needed to succeed and the audience the sound and lighting experience to tie the show together. There are so many parts and pieces that come together to make a production like this successful, a true team effort. I taught the kids the songs, choreography, and staging, but the talent and hard work of the casts, the production crew, and the amazing scheduling and coordination efforts of Becky Johnson, Lower School Division Head, and Elisabeth Strong, Lower School Assistant, made it a memorable and beautiful work of art. I'm proud of every person, and I'm so thankful to be here."

Left to right:
Eleanor (Scar)

Cooper (hyena)
Carter (Timon)
Peyton (Sarabi)
Over Peyton's shoulder, in the background, Reagan (Rafiki) and Andrew (Rafiki)
Stokes (Old Simba)
Henry (Zazu)
Hutson (Villager)
Ollie (Rafiki)
Alex (hyena)

TJ (Rafiki)

Shelby (Rafiki)
Andrew (Zazu)
Olivia (Sarabi)
Evan (Mufasa)

Laugh and be Merry



On a beautiful Kentucky evening in May, friends of The Lexington School happily gathered at Scarlet Gate. Besides being the first live CELEBRATION in two years, this traditional Friday-after-Derby event held special significance. CELEBRATION '22 was a perfect moment to honor the memory and legacy of our celebrated founder, **Josephine Abercrombie (H'00)**. *Laugh and Be Merry*, the name of one of Ms. A's most successful racehorses, aptly captured the joy and festive spirit that characterized the evening.

Josephine Abercrombie (H'00) inspired a school community to follow her legacy of generosity and the pursuit of academic excellence.

As guests arrived at Scarlet Gate, they posed for pictures on a tree swing and caught up with friends over cocktails. Variations of "*it's so nice to be back together on campus!*" echoed throughout the party.

After a spectacular Apiary dinner, the tent fell silent, and a short film remembering Ms. A invited guests to help fund a scholarship in her name. Greg White, representing Title Sponsor White, Greer & Maggard Orthodontics, was among the first to raise the paddle in support. More paddles quickly flew into the air, and in no time the room had raised enough to fund two three-year scholarships.

The Live Auction that followed carried the same enthusiasm with guests battling to be the highest bidder on fourteen exciting items which included trips to NYC, Argentina, and a private island in Belize. Each table with a winning bidder received a champagne bottle topped with a sparkler that cast a glow on happy faces. As soon as the final gavel fell, celebrants hit the dance floor where *Zack Attack!* kept them dancing late into the night.

By the time all the festivities had ended and auctions had closed, The Lexington School family had raised more than $350,000 to support the operating budget plus an additional $125,000 for scholarships.

By following Ms. A's legacy of generosity, The Lexington School community demonstrated its commitment to ensuring this remarkable school will continue for generations to come.











Clockwise from top left: Ms. Mac welcomes Title Sponsor Greg White from White, Greer & Maggard Orthodontics. Darius and Brynne Miller enjoy their first CELEBRATION. Winning bidders celebrate with sparkler-topped champagne. Winner's Circle photo of Laugh and Be Merry, inspiration for this year's theme. Décor chair, Michelle Speight poses in the tree swing with her husband, Chris, as they prepare to celebrate.







HOMECOMING & REUNION WEEKEND

Above, left: TLS friends celebrate during Homecoming Weekend. **Inset:** Una MacCarthy and **Gregg Ladd '01. Above, right: Will Milward '99** and Lindsay with Daniel, rising fifth grader; Austin, rising third grader; and Paine, five years old. **Below, left:** Gretchen Young, Isabel Kasperbauer, Janette Moloney, Mark Scarr. **Below, right: Avery Sullivan '19**, Mrs. Sharon Deller, **Ryan Sullivan '16**.







PLEASE JOIN US!

TLS HOMECOMING & REUNION WEEKEND

September 23-24, 2022

Friday

Campfire Party at The Lexington School

Class Reunions for 2011 and Classes “on the 2s”

Saturday

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

ALL FRIENDS OF TLS ARE WELCOME TO ATTEND!

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

Please contact development@thelexingtonschool.org for more information.

ALUMNI NEWS



Class of '75 members George Freeman, Alex Boone, and Cy Alexander celebrate the 25th anniversary of Silo Field's fly-in.



Reese Bromagen, an Acorn last year, begins Montessori this fall. Anderson Lagrew is a rising Kindergartner, and Caius Burgess will be an Acorn when he's old enough.

Class of '02 alums Tyler Bromagen, James Lagrew, and Logan Burgess enjoy it when their children get together, heartily agreeing, "The friendships they made at TLS have lasted and thrived into adulthood." To begin summertime fun and to celebrate their recent move, Tyler, wife Caroline, and daughter Reese had a pool party at their new house.



Life is full, and our great joy is raising three awesome little ladies: five-year-old Lily; Gabriella, three; and Hannah, two. I only wish we lived closer, so they could attend TLS with their cousin Virginia Adair Brooks one day!

From **Callie Brooks Picardo '99**: I am thankful for opportunities The Lexington School gave me to gain confidence speaking in front of others and exploring my creative skills. I think back with fondness on speech team, competing in duo acting with my dear friend **Alden Purdy Pinkham '99**, whom I still call regularly, though we live states away. I gained courage through opportunities Mrs. Young gave us to speak and act in drama class, even playing my mother/Martha Stewart in the ninth grade show. From Miss Bale's first grade, presenting on presidents, I had opportunities to write creatively and speak in front of groups.

Now, I use those skills regularly as VP for Development at United Theological Seminary in Dayton, OH. (I enjoyed connecting with Amanda Hale several years ago at a fundraising training!) I preach regularly at Mosaic Church, and travel, speak, and teach, most often on finance and fundraising. Recently, my husband, Rosario, and I co-authored Money Talks: A Biblical Take on Earning, Saving, Spending, and Giving, now a sermon series, small-group study, and seminary course. We also launched the "Better Together Podcast" with Callie and Rosario Picardo.



John, Laura, Virginia Adair, and Cutty all smile for the camera.

From **John Brooks '02**: Laura and I spoke to friends a few years back who'd just completed premarital counseling. They were discussing a task their priest had given them – "non-negotiables," things that were important to them that their partner should know. Laura turned to me with them right there and asked what was my "non-negotiable." Instantly, I said "TLS" and then finished the thought. "If we have children, we'll do everything possible to enable them to attend TLS." She laughed, as it made perfect sense to her, and our friends were surprised that a grade school was my non-negotiable.

Laura understands, as she knows the many lifelong friends I have from TLS and the support and love they show us both. She has met the teachers who have become friends and heard the stories of my time at TLS from everyone involved.

Now that we have Virginia Adair, I cannot wait for her to have her own experiences, friendships, and education TLS provides.

News From the Bandoroffs:

Katherine Bandoroff '04 writes: I married my longtime boyfriend, Aaron Wellman, in May. We live in Cincinnati where I am a nurse practitioner in the Cardiac ICU at Cincinnati Children's Hospital. At work, I am reminded daily how precious life is and the important impact of efficient teamwork.

I credit TLS for so much of who I am today, and I truly believe growing up in the halls of TLS set the foundation for success. The challenging curriculum taught me the importance of time management and realizing when to ask for help. The loving, tight-knit community instilled the value of fostering and cherishing relationships. These are all important qualities I pride myself in carrying forward in my life today.

Aaron and I are busy getting ready to welcome our first baby this fall! While we love the life we have in Cincinnati, it is bittersweet to think our children may not share the TLS experience.

Much love to the TLS family!



Conrad Bandoroff, Holly and Craig Bandoroff, Bride and Groom Katherine Bandoroff and Aaron Wellman, and Isabel Bandoroff celebrate together.



Bandoroff father and son, Craig and Conrad, attend the 2022 Kentucky Oaks.

On October 9, 2021, **Conrad Bandoroff '07** and Claire Hager Bandoroff were married on the Bandoroff family farm, Denali Stud, where they've just completed building and moving into a house. Conrad says, "Having grown up in Lexington, a part of me always wanted to live on the farm, and Claire and I are loving it – plus, the commute is pretty good. I run and oversee the day-to-day operations of the farm. During the winter, my dad enjoys semi-retirement in Bald Head Island, North Carolina, but he and I still work hand-in-hand on our sales/consignment business."

Conrad reminisces, "There are so many wonderful memories from my TLS time, and one standout is that I still have the verbatim definition of homeostasis burned into my memory from Ms. Lounsbury's class. Need proof? 'The process in which the body's internal environment remains stable despite changes in the external environment.' I also owe TLS for the greatest friendship of my life. **Griffin Miller '07** and I have been best friends and brothers since Prekindergarten. After serving as my best man in our wedding, I look forward to being his best man as he ties the knot this coming October."



Mary Van Meter Baker and Cait Chin reconnect in Nashville.

Mary Van Meter Baker '04 and **Caitlin "Cait" Chin '04** had an opportunity to reunite this spring in Nashville, TN, for the first time in about 25 years, and they both are not much older than that! Mary and Cait were close friends in Miss Bale's first grade class in 1996. Cait transferred to another school when her family relocated to Massachusetts. Mary and Cait recently learned they both live in Nashville, and each completed the MBA program at Vanderbilt University's Owen School of Management.

Mary says, "I'm finishing up my first year (of three) of urogynecology fellowship back at Vanderbilt and look forward to starting an LGBTQI health certificate this year, led by none other than **Eli Zimmerman '99**."

Reminiscing, Mary continues, "**Nancy McKinstry '04**, Cait, and I were also all in Mrs. Deller's second grade, and I told Cait I remember feeling a LOT of pressure to keep up with Nancy's and Cait's holey card scores … an early lesson to surround yourself with friends who push you."

Cait updates her TLS friends and reminisces about Miss Bale's class: "I graduated from Vanderbilt Owen's MBA program in May, with concentrations in Healthcare and Operations & Analytics. As a former kidney transplant social worker, I'm thrilled to begin work full-time with DaVita Dialysis this fall. A TLS memory that has stuck with me through all these years is playing Battleship with Nancy on the classroom floor. During one game, she called out the coordinates "I1" (I one) and there was much ensuing confusion when I thought she was telling me she had won. This moment still brings a smile to my face!"

From **Nancy McKinstry '04**: TLS instills in its students many lessons and values that we graduates would be wise to hold onto throughout our lifetimes. Three that come to mind are the importance of community, curiosity, and challenges.

First and foremost, TLS knows that individuals can only be at their best when they have a strong network of support – teachers, fellow classmates, and families. Anyone who knew me in Middle School remembers I was most likely on the basketball court. Some of my happiest memories were with that community. My teammates, coaches, and a few dads enjoyed late afternoons together in the gym, building skills, goofing around, and seeing who'd win that last game of H-O-R-S-E. I've continued to find community through sports my entire life, and it all began at TLS.

I also learned the value of being curious. To this day, I remain in awe of the breadth of TLS's curriculum. I learned so much from my teachers and classmates that I still carry with me – and some I've forgotten, sadly! From photosynthesis and echolocation to phalanxes and city-states, TLS instilled in us the importance and joy of being curious and exploring our big world, rather than being overwhelmed by it.

Finally, I appreciate that TLS taught me how rise to life's inevitable challenges. We did not win every basketball game, and I did not ace every test. But our teachers and coaches taught us to embrace the journey. Regardless of the ultimate outcome, we were encouraged to push beyond our comfort zone and grasp material beyond what we'd done before. Whether it was algebra and trigonometry, irregular French verb conjugations, or ancient history, TLS taught us to meet these challenges with enthusiasm.

My husband, Jack Heyburn, and I live in New York City. Over the past two years, I completed the Executive MBA program at Columbia University while working fulltime at the Stavros Niarchos Foundation, which provides philanthropic support to a wide variety of non-profits around the world. The MBA program was a happy diversion and way to make new friends and learn about a new subject during these challenging COVID years!

Lucy McKinstry Taylor '02, Willis Taylor, and their two-year-old son, Philip, recently moved to Garrison, New York, where they enjoy exploring the great outdoors and visiting nearby Hudson Valley towns. Their family hikes are a happy continuation of the adventurous spirit and love of nature nurtured on numerous TLS trips with Mr. Hardesty and Ms. Bonzo. Lucy is a trusts and estates attorney at Davis Polk & Wardwell in New York City.

A rising Columbia senior, **Hart Hallos '15** studies Visual Arts and is Co-Illustrations Editor for *The Blue and White*, the Undergraduate Magazine of Columbia University, established in 1890. He also works for Barnard College's freeform radio station, WBAR. Hart reminisces, "My first art show was at TLS, in eighth grade, organized by Mrs. Staley. I remember nervous titters as work went up and the warmth of pride from seeing my own creations on those walls, but most of all, I remember the joyous daze of walking around the show, marveling at the creations of our class. Each time I show work, it's a feeling I try to dip back into."

Also a rising Columbia senior, **Wick Hallos '15** is studying English and philosophy, while also serving as the Managing Editor for *The Columbia Review*, the oldest college literary magazine in the nation, established in 1851. At TLS, Wick remembers "a project in fourth grade, where everyone was assigned a tree on campus, to observe and write down our observations for at least a couple of classes. Near where the Colt House is today, my tree was a young pine, and I remember looking at the cones and needles, just enjoying the steady focus on a natural object that the project required."



Cousins/Siblings have Columbia Reunion: **Hart Hallos '15** (CC 2023); his cousins **Nancy McKinstry '04** (EMBA 2022) and **Lucy McKinstry Taylor '02** (J.D. 2013); and his brother, **Wick Hallos '15** (CC 2023), compare TLS/Columbia notes.



From Washington State, **Betsy Wilson '04** sends news:

I'm doing great out here on beautiful Orcas Island with my partner Nick and our wonderful baby, Charlie, who turned one in April and took his first steps in June. Charlie is sweet and fun! He loves our dogs and puts every little thing he can find in his mouth. We enjoy family time, boating, hiking, and trying new recipes.

I've been on Orcas since 2014, minus a brief stint in Brooklyn in 2016. Nick and I met through a mutual friend and work together in property management. A fun project this past year is growing oysters in the tidelands on the property we steward – cool huh? We're growing Pacific and Kumamoto oysters, hoping to eat some next summer. Wild mussels grow on the dock, and we catch Dungeness crabs and spot prawns in a nearby channel. Soon the ocean water will be warm enough to see bioluminescent plankton on dark nights, which brings to mind my unforgettable TLS Southwest trip, nearly 20 years ago. I remember forgoing our tents one night in the desert to sleep under the stars. That incredible experience fostered a love and appreciation of the outdoors which has continued to grow. As a mother now, I hope to instill that love into my sweet Charlie. It's pretty amazing out here, but I'll always miss my Old Kentucky Home and wonderful family.



While moving to South Carolina to begin her job at WLTX News 19 in Columbia, **Sam Perez '14** gives a great catch-up:

In May, I graduated [magna cum laude] from the University of Georgia with degrees in journalism and Spanish, plus a New Media Certificate, and had the absolute best time.

I love telling stories, a passion I've had for a while. Ending my senior year, I began work on *Deviate From Denial*, out in September, and available now for pre-order.

It's incredible to see how my TLS years shaped what I'm doing now. I've always loved writing, which I enjoyed exploring each year in Writers Guild. I loved sharing my projects with my parents, and that kickstarted my love for storytelling.

Even then, my parents credited TLS's plays and performances with giving us confidence and the ability to speak publicly. One of my vivid memories was in fourth grade, Kentucky Heritage Day. Getting on stage was a little intimidating, but knowing I was alongside my classmates was comforting. That helped prepare me for the fifth grade musical, playing Pia Lindström, a famous news broadcaster. Dr. Cooper seems to have predicted the future with that one!

My broadcast passion began in Middle School. With Dr. Bowling's help in Speech Team, I discovered the "Radio Broadcasting" category, and I was hooked. I also competed in Duo Acting with Ellie Webb and Jack Cline, and Duo Improv with Sahar Mohammadzadeh, and loved every second of it. Radio Broadcasting, though, planted the idea of pursuing that passion when I realized it might be my career one day. Now, here I am! I seriously credit TLS, my classmates, and all the wonderful teachers I had throughout the years for getting me to where I am today.



At Colorado College in Colorado Springs, former TLS teammates **Ben Schaeffer '14** and **Hawkins Schnabel '16**, who play for Swarthmore and Sewanee respectively, faced off against each other in March in a multi-team lacrosse event. LAX coach Joe Conley reports he asked them pre-game "how much trash talk would be going on against each other." Coach continues, "Both boys have helped me big time in the lacrosse world since leaving TLS years ago by working at practices, doing camps, and hosting clinics. Ben and I actually founded and ran a new club lacrosse team during the 2021 summer for kids who weren't quite skilled enough or lacked the confidence to compete on a more competitive team. His brother, **Ian Schaeffer '14**, helped, as did **Spencer Kriss '14** and **Stevan Kriss '12**. It was pretty amazing to see Ben in action teaching these young guys. He certainly has a gift and will be a heck of a coach one day! Already is."



As a Lexington Catholic freshman, **Graham Luchtefeld '21** received the student award in his Lexington Catholic college prep biology class. Graham's mom, Lalana Powell, gives much credit to Tracy Dawahare, middle school Learning Center science teacher, as she says, "Thank you for giving Graham an amazing science foundation." In addition to Graham's TLS science studies, he remembers, "playing in the snow at Scarlet Gate and rolling massive snowballs with my friends. I will always be grateful for the amazing teachers at TLS and the difference they made in my life."

IN MEMORIAM



BERTHA HOOVER

Bertha Hoover, TLS second grade teacher from 1973 to 1988, was a treasured member of the TLS family. **Taylor Keller Fister '88** remembers her well: "Mrs. Hoover was one of my favorite teachers, and I credit her with instilling in me a passion for reading. She opened my world to *The Secret Garden* and *The Boxcar Children*, to name just a few. She was very strict, but if you worked hard and followed the rules, you would do well in her class. I remember her weekly dictation tests, lining up along the windows that faced Georgian Way for spelling bees, the file box of SRAs [Sequence Read Archives], and how she taught us to write in script. And, of course, at the end of every day she would read to us. Mrs. Hoover was so special to me that when I was planning my wedding, my mother and I asked her if she would address the wedding invitations because she had the most beautiful and perfect handwriting. Last year, Mom and I went to the memorial service for Mrs. Harriet Collier, my kindergarten teacher, and ran into Patty Cordy Henricksen, my other kindergarten teacher, and Mrs. Hoover. Mrs. Hoover and I sat together during the service, caught up with each other, and reminisced about TLS. I told her how much she had meant to me and how thankful I was that she'd shared her love of books with me. I'm so happy I was able to have that special time with her last summer."



ALICE JONES

Third grade Lexington School students from 1981 through 1984 and first graders from 1985 through 1987 remember Mrs. Jones.

Patty Cordy Henricksen, former TLS kindergarten teacher, gives good background: "How fortunate was The Lexington School to have Alice Jones join the TLS family! Mrs. Jones had taught at Meadowthorpe Elementary along with Miss Barbara Bale and Mrs. Bertha Hoover, where they formed a lasting friendship. Miss Bale and Mrs. Hoover joined TLS in 1973 and continually shared with Mrs. Jones the joy they both felt as TLS teachers. When TLS's third grade position opened in 1981, Mrs. Jones eagerly embraced the opportunity to demonstrate her teaching skills. She was passionate about instilling her love for reading in her students, and about guiding those students in developing their writing and math skills. Her joy and enthusiasm were infectious."

Andy Barr '89 shares, "The students of Mrs. Jones, my third grade teacher, will always remember her as an educator who made learning fun. I especially recall her focus on reading and writing and making it relevant to the interests of her young learners. I will never forget writing a weekly 'sports column' for our class 'newspaper' that motivated me to improve my writing, grammar, and spelling skills by harnessing my intense interest in the 1983 Kentucky Wildcats and featuring Melvin Turpin and Kenny 'Sky' Walker and the 1983 Super Bowl Champion Washington Redskins and MVP running back, John Riggins. Now *that* is the mark of a great teacher!"



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HISTORICALLY SPEAKING



At an alumni gathering at the Lexington Club in the late fall of 1998, former teachers Alice Jones, third and first grades; Kelly Eichhorn, second grade and science; Libby Geddes, third grade; and Bertha Hoover, second grade, looked at a collection of mementoes from their TLS years with **Taylor Keller Fister '88** and **Whitney Martin '88**.