Spring 2023

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





Ms. MacCarthy greets third graders Wells Downing and Elinor Downing.

HEADLINES

What an exciting spring we are having here at 1050 Lane Allen Road! With our largest enrollment to date, every corner of this beautiful campus is humming with activity.

This year, as part of our Board work and ISACS accreditation preparation, we reviewed and reaffirmed our school's mission and philosophy. We also developed a vision statement to capture the essence of both in these words: "TLS: A diverse community where all are uniquely inspired." As you will see, our Vision lives large in the following pages of this 2023 Spring Pinpoints.

A hallmark of a TLS education is active, engaging, and robust learning. The pages to come highlight snippets of this energy. From eating turkey legs during a Renaissance Fair while studying Shakespeare to a book tasting experiencing a wider selection of reading, TLS students use every one of their senses to learn. As a result, the subject matter sticks regardless of the diversity of learning styles and interests we have inside this building.

Active learning moments do not happen at random. Teamwork, one of our six mission skills, is a trait fostered not only among our students. Teachers frequently spend hours collaborating, developing, and strategizing ways ideas will come to fruition in order to create signature moments for their students and offer experiences that do not quickly fade from memory.

May you experience the TLS vision and find inspiration from our stories.

Best,

Una MacCarthy
Head of School

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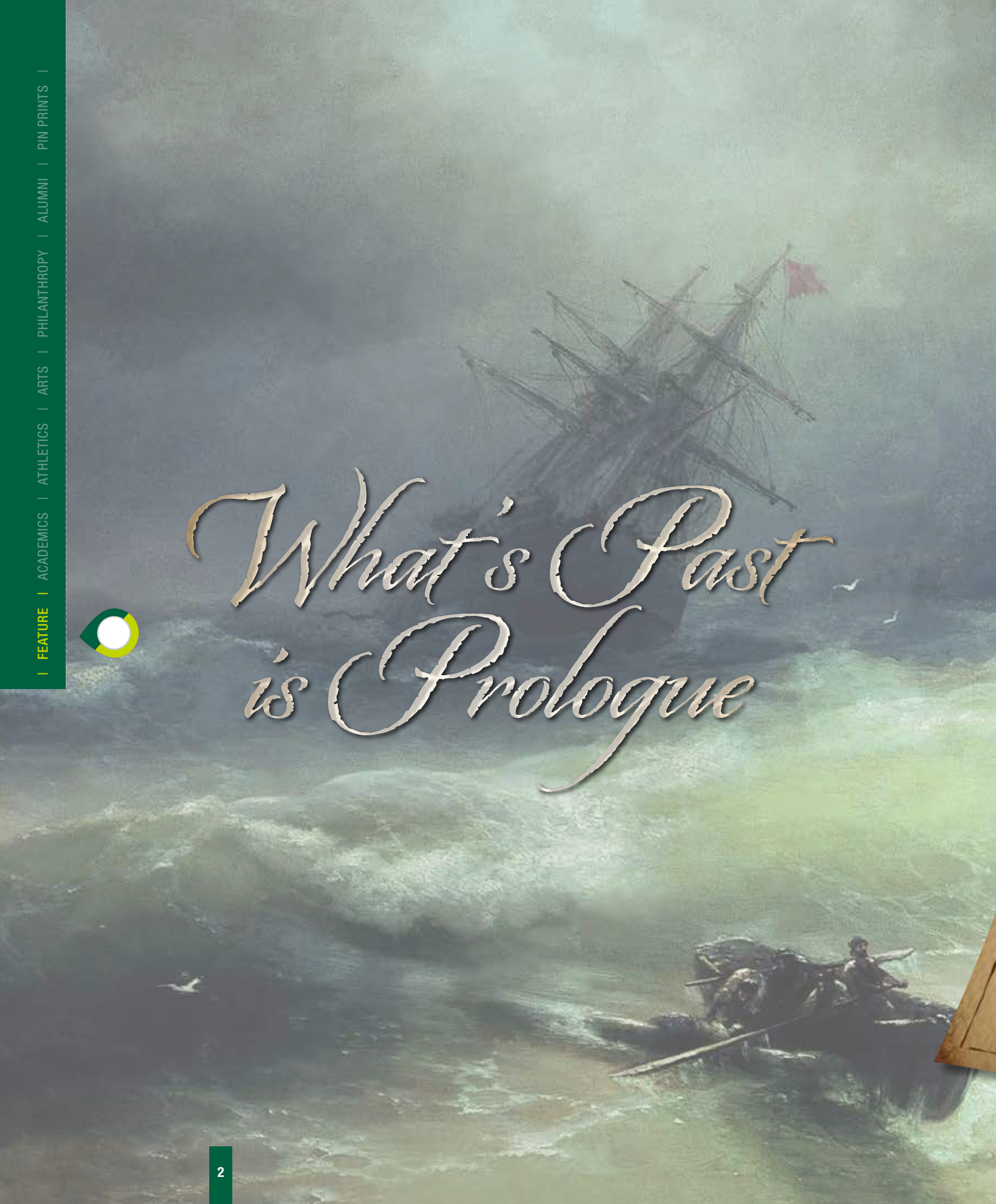
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Cover photo: Ameera Hettiarachchi, as Prospero, questions a shipwreck survivor in the eighth grade production of *The Tempest.* Photo by Greg Robinson.

Please address comments to lmckinstry@thelexingtonschool.org.

What's Past is Prologue



TEMPEST DAY

It was a mighty swirl of activity, of learning, performing, feasting, of just plain fun, as their teachers collaborated to make it so. Everybody got in on the act and everyone had a part to play.

It began small, as powerful forces do, with conversations between Lauren de Beer and Courtney Stefanick, English teachers, and Laura Bowling, drama teacher. William Shakespeare soon entered the conversation, and the take-TLS-by-storm idea was brewing.



Dr. Laura Bowling

To begin their literature unit, eighth graders read *The Tempest.* Their version, *No Fear Shakespeare*, featured Shakespeare's original text on one side with a modern interpretation opposite, and allowed students to experience both.

Dr. de Beer said, "There were multiple opportunities to engage with the text as a work of literature as well as a work of theater." Middle Schoolers wrote traditional literary essays and held "literary fishbowls," student-led discussions where classmates, literally, surround and listen to four peers discuss an aspect of their reading. For a set time, the team deliberates among themselves with no teacher or fellow student input. When time is up, students who were listening ask the team questions and give feedback.

Dr. de Beer continued, "Students began to understand that Shakespeare's work is a three-dimensional medium. We viewed film clips from Shakespeare's Globe on the River Thames, as well as other theater companies in England. We talked about stage directions and choices actors made in terms of staging. All those exchanges added layers to understanding and engagement with the play."

Mrs. Stefanick gave her students the opportunity to "meet" the book. She explained, "They took the book without any introduction, looked through it, and familiarized themselves with the way it was written. They were understandably intimidated when they saw Shakespearean words on one side of the page, but the modern version on the other side was empowering. They got a kick out of Shakespearean insults, so flowery and elegant that it makes the receiver think it's a good thing, even though it's a complete put-down. It was fun for them to learn that even insults can sound beautiful in Shakespeare's language. They felt they owned it, the full Shakespeare atmosphere."

TLS's theater, of course, starred Shakespearean actors who brought deep understanding and enthusiasm to their roles after comprehensive English classroom study. With four casts performing throughout the day, Dr. Bowling pointed out, "An aspect I particularly liked is that while one cast was on stage, the other three groups watched their peers perform the play they would soon be performing, or that they had previously performed. They saw their characters on stage, noticed things other actors did differently or did the same." Parents and Lower Schoolers added to the robust audience for each performance.

Over in the Middle School Commons, parents had put on a spectacular performance of their own. Room representatives Georgeanna Chapman, Anne de Castro, Kim DeRossett, Dionne Jenkins, and Jory Karthikeyan transformed the space into a Renaissance banquet hall, which set the tone for the entire day. A painted portrait and two life-sized English knights in armor commanded the room, with long tables arranged in a U shape. Faux stone wall coverings; handmade chandeliers, wall torches,

John took aim with his torsion ballista.





Chef Ryan Laudenschlager and his team prepared a Renaissance feast.





Dr. Laura Bowling delivered last-minute notes to actors before they took the stage for performance.



and candles with flickering lights; heraldic banners and napkins; elegant table runners; and goblets with sparkling grape juice all added to the Renaissance atmosphere. Befitting a Renaissance festival, students, teachers, and Mr. Alford, Middle School Division Head, came in costume. Mrs. Stefanick noted, "That was a nice component; everybody dressed the part and lived the part."

Chef Ryan Laudenschlager and his dedicated, creative crew had done ample research too, providing a stunning – and delicious – buffet in Miss Cowling's room. The presentation of Cornish game hens, turkey legs, fingerling potatoes, crusty breads, cheeses, and fruits was magnificent. The Commons banquet hall soon filled with 63 students, seated, especially savoring the Renaissance custom of eating with one's hands, no silverware.

With masterful organization and collaboration, all eighth grade teachers and advisors added to the richness through a bountiful schedule of activities that ensured a full day of immersion. To add a scientific component, Dr. Hurst brought in members of the Society for Creative Anachronism, an educational organization that studies and recreates Medieval European cultures. The group gave a weaponry demonstration, included crossbow targets, and introduced Glückshaus, a Medieval dice game of betting with gold coins on a board, popular then, and, as became quickly evident, now.

Between plays, the theater teemed with activity, even water sports. In the spirit of *The Tempest,* groups of Renaissance nautical builders, with limited materials, created miniature boats for fearless – even if a little damp – racing.

On dry land, Renaissance Dancing with the Stars was all the rage. Four short videos illustrated dance moves of the era, group dances featuring small steps with feet low to the ground, and students took to their dancing in a competitive, enthusiastic way.

As study of Renaissance sculpture revealed a



Cate, Vidya, Peyton, Auveen, and Lauren met with cosplayers, postproduction.

heightened sense of drama, much action, people caught in the middle of doing something, modern-day artists followed suit. For their contest, using only a collection of random items, their theme, middle school life, yielded sculptures based on school-life drama. Test-taking statues and late-for-class sculptures brought knowing smiles for all the ages, from all the ages.

Dr. de Beer hosted Renaissance Family Feud, another contest of the ages. With timeless game show eagerness, and questions related to *The Tempest,* students asked, "What do recently retired wizards miss about their magical power?" Some answered, "Controlling others and getting revenge;" "Becoming invisible." "What does a Renaissance princess always need to have nearby?" Answers: "A gown;"
"A prince."

The Tempest was first performed on November 1, 1611, in candlelight in the new Blackfriars theatre, the indoor, winter counterpart to the longstanding, open-air Globe Theatre.

On December 8, 2022, eighth graders at The Lexington School celebrated Tempest Day and feasted by candlelight, through grand and devoted collaboration among faculty, staff, parents, and the students themselves. Dr. de Beer emphasized, "The interdisciplinary piece is so powerful. All the teachers pitched in, helped, and really enjoyed it. It was a rich experience."

From the theater, Dr. Bowling said, "We were very much a team of organizers. I was impressed by how engaged the eighth grade teachers all were. It was an unforgettable day that filled my creative cup."

Mrs. Stefanick recalled, "Several years ago, the faculty read *The Power of Moments: Why Certain Experiences Have Extraordinary Impact.* Tempest Day was a distinctive moment for the students that they cannot forget. They feel they know enough about the Renaissance now to talk about it. They had to own it, and they do own it."



The banquet hall provided period setting for the Renaissance feast.

"It was history; it was literature; it was drama; it was dance. There was an art component with the sculptures. There was a science component with Dr. Hurst's talking about the crossbow. It covered all those things all at one time – and it was fun."

– Mrs. Stefanick

FIFTH GRADERS SHARE **READING ENTHUSIASM**

together

Books unite us. Fifth graders know that. Their teachers Robin Crawford and **Heidi Simons '03** know that too. They use books and reading as connectors to build relationships and encourage discussions among students with a wide variety of interests.



Ben thinks hard about his World War II book club's discussion of relevant timeline events.

Building on historically strong fifth grade teamwork, Mrs. Simons says, "We're taking it up a notch in aligning our subject areas." Friday's Book Buzz encourages readers. Mrs. Crawford explains, "We grow our reading skills by reading more every day and we use mentor texts [books that model what good writers do, the craft and skills involved in reading and writing]. We like to share different books with each other as we collaborate with students across fifth grade."

For the personal narrative unit, Mrs. Crawford borrowed library books, *My Rotten Redheaded Older Brother* and *The Relatives Came*, personal narratives that focus on setting. She describes, "They hear that. They can close their eyes and put themselves there. When we write personal narratives, we want to do the same thing. The author of these books is the mentor to the students."

They used *Hey, Little Ant* to understand the author's purpose. Because most children's books describe entertainment, they thought the author's purpose would be that. As they read, the ant pleaded with the boy not to sit on him. It is a persuasive piece, an example of that type of writing and an example of mentor texts.

Students worked with digital media to make commercials about books they'd read that they felt were under-circulated. At the viewing party, complete with popcorn, they enjoyed watching each other's commercials, emphasizing that everyone did the same work. The positive feedback generated more book sharing.

Each student wrote a personal narrative, approaching the project each in his own way. With finished products, everyone joined together to share. Flashlights, pillows, and blankets from home and warm cider from Chef Ryan and his team created a cozy, inviting reading atmosphere for all.

Mrs. Simons points out, "As we collaborate as a fifth grade team, we teachers work together and share ideas and resources. It's a great area of growth. We learn a lot from each other. We have different strengths and different challenges, and together, we do a better job for our students."

Mrs. Crawford: "Through collaboration, we teach the same thing in a variety of ways. When we celebrate milestones, like completing a writing piece, and present student work, like book commercials, we do it together. Everyone benefits."

It's an open book.



Above: Jackson and Avery review notes on their book club's books. **Inset:** According to Peyton and Hadley, getting together in book clubs with students who aren't always in your class is a welcome change to the usual routine.

A REFLE

Fifth grade collaboration yields strong benefits. Social studies teachers David Farmwald and Morgan Smallwood know the value – for students and faculty alike – in working together.



Cooper and Jake share the stories they are reading about World War II.

Implementing a new social studies curriculum this year, teachers agree that having a second mind in the mix is hugely helpful. Mr. Farmwald points out, "Each of us brings a different perspective into our approach to teaching." Ms. Smallwood explains, "We meet often to discuss how things are going, what we want to do next, what projects we are thinking about, how we want to implement new ideas. We're always bouncing ideas off each another."

Mr. Farmwald says, "We're reflective, asking each other, 'How did this go today? How did your students do with it? How did mine do? Where can we go from here? How can we change what we have planned to ensure everyone gets the information.' That is the essence, that every student receives what he or she needs."

The Influential Person Project began the year on a solid note as students learned about Frances

JTION
OF TEAMWORK



Wells and Elliot determine vocabulary words and timeline events to add to their bookclub journals.

Perkins, first female Secretary of Labor, during the Great Depression. Her story wove directly into the curriculum to set goals aligning with Mission Skills, creativity, curiosity, ethics, resilience, teamwork, and time management. Ms. Smallwood elaborates, "Students determined which Mission Skills Ms. Perkins and other subjects exemplified, then connected it to themselves." Presentations in front of the class followed, as students gave background, described the particular skill, and illustrated how they could emulate that skill.

Creativity, ethics, and teamwork were on display in the commons area as the museum walk of antiwar propaganda concluded the World War I unit. After discussion of various causes leading into war, students created propaganda that showed through images and slogans why those causes should no longer be championed.

Fifth graders, too, look forward to their Great Depression radio broadcast/podcast and their World War II debates, with much information on both sides of the table. Students have built their debate skills throughout the year in social studies by reading argumentative pieces and by writing their own. Mr. Farmwald says, "They've built their ability to create a strong argument using evidence. They give impressive opening statements and rebuttals."

Sharing ideas, learning from each other, and encouraging each other are staples, as Mr. Farmwald says, "Bringing our students to the forefront, giving them a stage to present themselves in the best light possible is exciting."

HOW TO EAT A BOOK

That sounds like a conundrum of the first degree, but Mandy Hamby, sixth grade English teacher, already knows the answer – it's all about engagement with the right ingredients.



Caleb relishes his book.

Without realizing it, her students learn it too. In their introductory year of Middle School, she shows them they can build a lifelong love of reading and writing. To whet their appetites, Mrs. Hamby offers a book tasting, where she serves a variety of scrumptious genres. Each classroom table, a course, is set with a different genre: a helping of science fiction, a taste of fantasy, snacks of realistic fiction, the bread-and-butter of historical fiction. The dessert of the feast is their understanding that there is highly engaging text on every buffet.

A recipe for success is connecting students with genres they particularly love. Mrs. Hamby confesses, "It melts my heart when they come to me and say, 'This is the best book I've ever read.' They are excited about the reading process."

A visual learner, Mrs. Hamby explains, "We're all about active reading. We love to annotate text, so we're not just passively reading something; we're active in that process." Because vocabulary development is a key to building comprehension, she continues, "We circle words we don't know. We're underlining right now." They have a specific purpose for annotating.

As readers find figurative language, in each poem, they practice a different underlining. Mrs. Hamby

explains, "We're looking for end rhyme, internal rhyme, and refrain. We scaffold it, beginning the year doing it as the whole group. We then move to partners, and, eventually, students can annotate independently. Over the years, I've built that muscle of knowing how to make annotating more specific and purposeful. I joke with the kids about mad-highlighting syndrome; if you highlight everything, that won't help you."

One key ingredient to a satisfying outcome is a sharp focus on the writing process. Brielle is especially enthusiastic, saying, "I like the fact that we get to write about our own life experiences and make it fun." The class began the year with a creative writing piece, the Hogwarts application letter, where they wrote Professor Dumbledore, using their best persuasive ability to convince him they should be admitted to Hogwarts. Since they read *Harry Potter* during the summer, they had the background they needed.

The poetry unit features T. S. Eliot's 1939 selections that are the basis for *Cats,* the musical. "We pick apart the figurative language," Mrs. Hamby says, "and have the 'Catbaret' poetry performance day." Each student writes a poem, personifying his own literary cat, and applying figurative language skills. In his "Reflection on Cat Poem Day," Cash stated, "Everyone felt motivated to share their poem, even if you were a little nervous. We felt supported by our classmates." Violet pointed out, "We got to dress up and be cheered on by our classmates. It made me happy. I got to learn more about myself through getting my creative juices flowing with writing my poem."



Below: Chef Hamby stirs up enthusiasm for reading.

Left: Reed ensures her writing has the correct flavor.

Becoming a Master of Rhetoric



On any given morning or afternoon, seventh graders gather around the desk of their English teacher, Tim Souders, eager to join conversations wide-ranging, from his eight translations of *Beowulf* to his lifetime love of the macabre machinations of E. A. Poe, and library of literary devotion in between.



Through the art of Socratic questioning, Sawyer, Amanuel, and Harper demonstrate Mr. Souders's preferred catalyst for learning.



Mr. Souders stretches his students, offering "The Raven" before Halloween, acknowledging that "1830s literature is difficult for kids to parse, but I don't want them to read an easier material. They actually *can* parse it, so I give them a glossary on everything. There are tons of terms they've never heard – 'balm in Gilead,' for instance. I could replace it with 'medicine,' but that would lose the point; the poem asks for balm in Gilead. If you simplify it, 'Is there medicine because I'm feeling bad?' and the raven says, 'No, there isn't,' the whole effect is lost. You lose the meter. You lose the feeling. Students are confused by it at first, but they take it apart, examine small bits, understand it, and then tomorrow, they're reading it. They get a kick out of using proper inflection and pausing and feeling and, certainly, gesticulating."

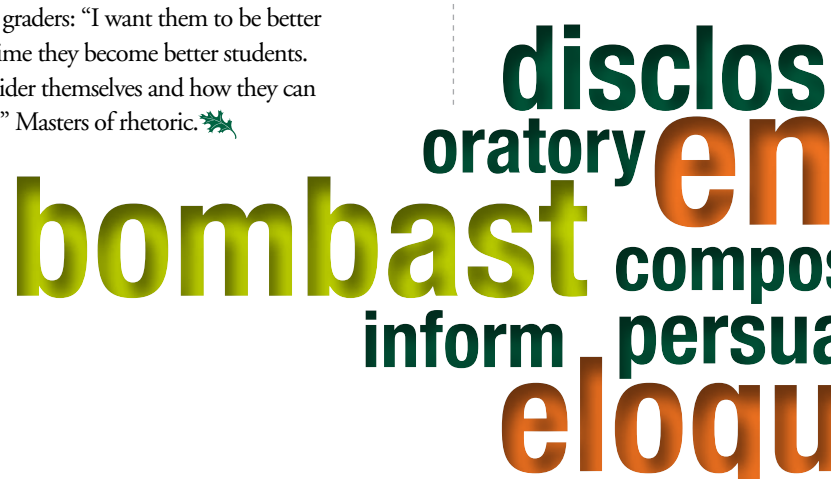
Aristotle's ethos, pathos, and logos take over from there. In his own Socratic discussions, Mr. Souders encourages questions: "Who am I?"; "Who are these people around me?"; "How am I perceived by them?"; "How do they portray themselves to me?" He introduces an overarching summary of rhetoric and the self. Pointing to his young-adult bookshelf across the room, he asks, "Why are these protagonists always supersmart, smarter than the adults around them? Why does the author write them that way? It's to help you trust them immediately. Once you understand who the author wants you to trust, you can also see who that author doesn't want you to trust."

To begin the year, the class makes a thematic argument, a literary analysis considering this symbol really means this, or this paper really means that. Mr. Souders elaborates, "It's typical writing, but you must know how to structure your argument. That structure is where rhetoric comes in. You can structure yourself to appear a certain way, and you can structure your argument to appeal the same way."

In Reginald Rose's *Twelve Angry Men*, the criminal case seems open and shut. Mr. Souders allows, "It's a master class in characterization, but it's really not about characters. It's about relationships. You see how people play off each other, how we portray ourselves, how we see other people. Much of it comes down to preconceived notion, and, in the end, they don't convict."

Closer to home, rhetoric comes into play with social justice projects as students write their own persuasive speeches – filter Scarlet Gate's brook water, reduce campus waste, or consider indoor break options. They learn how to increase credibility, how to use emotion to affect their audience, how to portray issues to those who might not care whatsoever. They learn how to master rhetoric.

Mr. Souders delights in the power of words, both written and spoken. Through his teachings, he shares his goals for his seventh graders: "I want them to be better people at the same time they become better students. I want them to consider themselves and how they can improve themselves." Masters of rhetoric.



HANDS-ON Story Telling

Ten objects inside a vessel tell a story beginning with the vessel itself that resembles the White House, a typewriter, a boot – anything but a box. The objects and the vessel are integral parts of project-based social studies lessons that put history into the hands and hearts of Jean Ezell's eighth graders.

In Civil War study, students draw from a hat names of historic figures. Along with their parents, they create a container, large enough to hold the items (found, not purchased) to tell their individual's story. One student chooses Harriet Beecher Stowe, author of *Uncle Tom's Cabin.* A penny represents her meeting with Abraham Lincoln after the novel was published. Each receptacle must demonstrate that the students understand who they are writing about and must help tell that personage's story. Another student includes a bandage for Clara Barton, American Red Cross founder, who was inspired to become a nurse when her brother fell from a barn, and she cared for him. President Ulysses S. Grant's receptacle contains a $50 bill. These items connect strong memories associated with each historical character.

With vessels filled, after several weeks' research, students write biographies of their subjects. Mrs. Ezell notes, "The exercise illustrates that writing a paper is not just for English class. It's as important



to be able to write for history, science, math, or whatever the topic is. We focus on writing chronologically, which is easier to write and to understand."

Using the biography format, students create note cards or memorize facts, practice in front of each other, then present orally to the class. Classmates take notes on what they hear and assess what they learn about all of the historical figures.

With great pride, Mrs. Ezell reports, "I try to be as kinesthetic as possible. Having the objects to tell the story helps students keep the information in sequential order."

Ameera summarizes well: "Doing the biography box allowed me to get a better glimpse into the life of Frederick Douglass and how his life impacted the Civil War in America."

A penny, a bandage, and a $50 bill represent hands-on history lessons, ones these students will remember.



Graham receives assistance to retrieve one of the items used to tell the story of Harriet Tubman from his Underground Railroad biography box.



Ameera uses the typewriter she made to tell the story of abolitionist Frederick Douglass.

ink outside the box.



HANDS-ON Manipulatives

Critical thinking activities spill over to math class, with Algebra I students of **Andrew Schwartz '00**. Working as teams, eighth graders solved the riddle of five-gallon and three-gallon jugs to measure exactly four gallons.

Though difficult at times, and there was some splashing going on, every student solved it. Jean Ezell explains, "It was a matter of pouring water, trial and error, asking questions of each other. With these activities, we teachers are only facilitators; students direct their own learning. I hand them the materials, explain the activity, and they're on their own. This typically means math skills without standard paper and pencil, most often using manipulatives – anything from cubes to circles to cutouts – to help students think differently about numbers. We want our kids to be successful, not just in school, but in life, and critical thinking activities are the way to go. The result is for them to use their math skills to be successful in the real world."

Ten ice cream flavors stirred instant interest. How many two-scoop combinations can you create using ten scoops? For easy manipulating, the class began with paper circles representing different flavors. Once the pattern caught on, ice-cream-loving mathematicians

figured out the answer without the manipulatives. If you had 20, what would the combinations be?

Can you reconfigure squares inside an 11x13 rectangle? Students had to find the fewest number of squares possible inside that rectangle. At first, they got 30 or so, then whittled it to 14, then persevered to a half-dozen.

Joshua, numbers enthusiast, says, "I like doing the math activities because they involve problem-solving and really make you think. I like working with other people."

Four-Fours is a brainteaser. Take the number 4 four times and, using any operation – parentheses, exponents, plus, minus, etc. – figure out how to get the answer 1 through 20. If you do 4 + 4 - 4 + 4, you get 8. This calls for teamwork and plenty of creativity.

Debbie Arbaugh, who has taught math for many years, emphasizes, "Math deals with real world situations. Kids need to know how to work together, how to problem solve. Employers are looking for outside-the-box thinkers. These critical thinking math activities lead our students to see that math is much, much more than rote memorization."

It's a numbers game, and TLS math students love it.



Abby uses Unifix cubes to solve a complex series of math questions.

Chase works hard with manipulatives to answer an open-ended question.



think *different.*

It is a team sport and an individual sport, and TLS's Cross Country Invitational is a team effort and an individual effort. The 12th annual meet, on September 21, 2022, featured a 2000-meter course for fifth graders and under and a 3000-meter course for eighth and under. With almost 400 runners, plus their families, faculty, and staff, campus population that afternoon soared to 1,000.

in it for the long

Chef Ryan and his tireless team were moving about as fast as the runners, with the Colt House Concession Stand open for the first time ever. Since it was a warm afternoon, a freezer full of ice cream was a hit for all ages, and parents enjoyed the iced coffee.

Coach Jim Kaiser, who designs the courses each year, and Tom Parlanti, Director of Athletics, did the set-up, while Coach Tracy Dawahare kept the kids moving in the right direction. Meredith McCoun, Co-Director of Athletics, helped everywhere throughout the day, and Katie Farmwald, Athletic Trainer, and Nurse Kristin Beers formed a strong presence, ensuring athletes were healthy and well. Of course, parents stepped up too. TLS harriers especially enjoyed seeing alumni, who volunteered to work the finish line: **Amelia Monohan '19**, **Cate Conklin '20**, and **Caroline Beiting '21**, accomplished runners on their own. Coach Parlanti gives them great credit saying, "Those three girls came over and did their daily workout and then saw to it that everything went smoothly at the finish line. Coach Kaiser didn't have to worry about that area; he knew the finish was in capable hands. It was great to have them back."

From her perspective, Coach Dawahare states, "My focus on XC is goal setting and building confidence. We introduce new runners to the term PR, which stands for their personal record, and everyone's PR is different. So, while students experience the bonds of being on a team, they're also encouraged to set personal goals and build the skills and strategies necessary to achieve those goals. For some students, that means winning the state championship. For others, it means summoning the courage to compete in just one XC meet or completing a race without walking. Throughout their running journeys, they learn lessons like 'hard things are hard,' and that there are no



Above: Fourth graders Evan and Avery give it their all for their team and for themselves.
Inset: Sixth grader Dean competes strongly.

run

shortcuts. You must persevere. We also tell our athletes that running is tough and won't always feel good, so 'get comfortable being uncomfortable.' Coach Kaiser and I think these are more than just running strategies; hopefully, they're life lessons that will carry our students beyond TLS. Perhaps one day, when they struggle with a difficult task, they'll remember the challenges they met and PRs they achieved doing hard things."

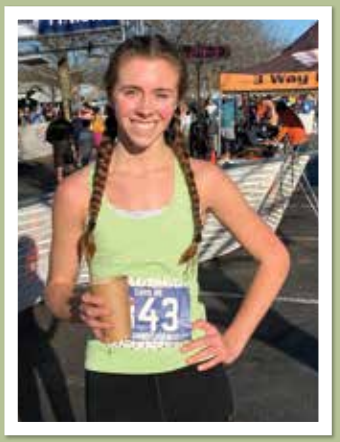
A current XC mom especially likes "that TLS teams are open to all students, regardless of skill level" and says, "[It] was an important opportunity to develop teamwork and resilience." Her son "was immediately welcomed onto the TLS team and began to enjoy practice. The coaches made it fun! He rose to meet their expectations in a secure and nurturing environment." Because of this, "His confidence soared … he attended all the meets and usually placed in the middle of the group … and he qualified to attend the state meet."

Poppy, eighth grader and seasoned runner, says, "I began cross country as a Lower Schooler, yet every year I'm amazed by how much one can improve in a single season. Along the way, I've made so many friends of all ages that I might not have connected with otherwise."

Noah and Grayson, the twin-brother seventh grade team, are new to TLS this year. Noah is the spokesman this time, pointing out, "Cross Country was a lot harder than I thought it'd be. It was very challenging, but I love running."

Fourth grader Marcy adds, "I really love running fast!"

In reviewing highlights of the afternoon, Coach Parlanti gives special accolades to the Colts themselves, saying, "They showed what's best about being a TLS student-athlete!"



First Female Across Keeneland's Finish Line

Caroline Beiting '21

Women's division winner in 19:23 at Keeneland's Thoroughbred Classic 5K on November 24, 2022, Thanksgiving morning; 17th out of 2144 timed finishers; bib number 843.

From Caroline:

One of my most exciting TLS running memories is winning the 2018 State Elementary Track meet [as a fifth grader] in the 1600m and 800m. My teammate **Amelia Monohan '19** was there at the finish line, cheering louder than anyone. From her, I learned how to be a supportive teammate.

My advice for TLS runners is to support your teammates every day. Help them achieve their goals and let them help you achieve yours. Whether it's pushing each other to run harder during practice, making sure everyone stretches correctly, or cheering your friends during their races, they need the support, and so do you.

it's the little things

"The little gym is where we build self-confidence, resilience, creativity; a place where we work together; a place where we fail together; a place where we grow stronger together. We do all of these things in here."

Meredith McCoun, Co-Director of Athletics, is the person who has spent the most time of any TLSer in this warmly inviting space. She tells of a busy Preschooler "carrying lots of different weights in different buckets through an obstacle course, lifting, crawling, scooting, pushing. We do traditional basketball, bowling, soccer, and volleyball, of course, but within those, I mix up and introduce different ways to approach skills in areas our students need to have in life. Somewhere down the line, that little guy's mom or dad is going to ask him to carry a heavy load. He'll remember his PE class, 'Wait a minute; I did that.' When someone asks, 'Can you do this?' 'Yes, I can.' Those skills and scenarios connect to daily life. He knows, 'Hey, I carried that bucket in the gym, and it's like the laundry basket my mom's asking me to carry now.'"

Jennie Anderson, Preschool Division Head, says, "Our preschool sensory gym is purposefully equipped with materials that foster a PE program and a thought-out sensorial environment specifically for early childhood." The skills learned in the gym help not just at home, but in the classroom too, with improved concentration, handwriting, fine motor skills, and posture.

With TLS's youngest students in mind, Mrs. McCoun says, "Our Acorns must be able to sit, to hold themselves up. Sometimes low abdominal muscles need strengthening. Can they crawl? Think about holding all your weight on hands and knees or all your weight on hands and feet, about how children need to move around the room. In the little gym, we build that strength and those skills and focus so they can go into the classroom and sit at a table and sort beads, stand up and cut out a shape."

Using that knowledge as her guiding compass, Mrs. McCoun asks herself, "What can I do for them now so they have the building blocks to do these things

in the future, for lifelong fitness?" Within the first few weeks of school, she introduces two-year-olds to the traversing wall. They're not scaling it, but they're learning how to put a foot up there, trying to hold steady with the other foot still on the ground. They are receiving a strong foundation for healthfulness.

Every child is different; one might enjoy balancing on one foot with one arm in the air. That's his forte. Maybe her forte is soccer. In that unit, Mrs. McCoun highlights that child in a different way. "Each child has his own moment and every single one is confident when he enters the room, confident enough to try some of these really tough things. I've heard, 'I can't do that.' Well, try it."

In the little gym, Mrs. McCoun learns from her Preschoolers as they learn from her. Always one to emphasize the positive, when a student approaches an activity in a different manner than she intended, she often sees the goodness and celebrates it. "We might stop the class, and I'll say, 'I really like that now you can do that too.' or, maybe, 'Silas, that's a cool skill. Who wants to learn from Silas?' You often retain skills better if you teach someone else how to do it, plus letting them teach builds their confidence."

"That's why I love the little gym – you can do pretty much anything with that square in there. It's a great place, an important place, and we have a lot of fun. Lots of excitement happens there daily."

— Meredith McCoun, Co-Director of Athletics





OUR BEST FOOT, forward!

Above: Oliver, fifth grade, designs a sharp-looking shoe.

Notice your toe tapping, and you can't even help it? Feel your heart beating a little faster? Anticipating some excitement? You are probably walking down the Fine Arts Wing after school, experiencing the powerful dynamics of The Lexington School's Fine Arts Enrichment Program.

Shoe Design

The Simpson Family Arts Endowment, created in memory of William J. Simpson, father of **Alex Simpson '14**, and now continued in cherished memory of Alex herself, offers students an abundance of arts opportunities that enhance TLS classroom teaching. Kindergartners through eighth graders have grand choices within dance, music, drama, and visual arts.

Lori Barnett, preschool art teacher and program director, says, "It's fun to know we have students – and their parents, too – who want to sign up for the classes. The Simpson Family Arts Endowment allows and encourages our students to sample new experiences or to delve deeper into interests they already have. I know I speak for our school family when I say we are deeply

grateful for this wonderfully creative and educational ongoing gift to the arts at TLS."

Mrs. Melanie Simpson-Conley, widow of Billy Simpson and mother of Alex, promotes TLS's Mission Statement: "The Lexington School provides an education of the highest quality in a structured, nurturing community. We instill integrity, a joyful pursuit of learning, and a strong work ethic." She says, "Alex and I applaud the growth of the program. Founding director, Sarah Heller, current director, Lori Barnett, and their artistic friends have set the stage for engaging conversation and exploration to help students find their passions. Alexandra cherished her TLS days singing with Martha Anderson and drawing with Sallye Staley, and she wanted to enrich the collage layered in colorful opportunities so girls and boys could spotlight their preferred medium."

Begun in 2015, the program continues to grow. A perennial favorite, Creative Body Movement, taught by Rafaela Risco and Sarah LaFountain of the Kentucky Ballet Theatre, includes emphasis on taking turns, socialization, and following directions, while learning and exploring how arms, legs, heads, and feet move.

Across the hall, the Lexington Theater Company, in its first year of collaboration with TLS, goes to town with musical theater, led by Brance Cornelius and Nathaniel Beliveau, as well as voice lessons, with Chris Arroyo. Both groups include Kindergartners through eighth graders, as budding and blossoming actors practice staging, dance, and drama. The voice group learns technicalities of how their voices actually work, along with music theory, and lots of singing. Icing on the theatrical cake is the combined program for family and friends.

"Doe, a dear, a female dear" was a crowd-pleaser from the youngers, while the elders generated hearty applause for their rendition of a Newsboys song, complete with props and much movement.

Many folks snap pictures with their phones these days, but not so for Photo Club members. Fourth through eighth graders carry their cameras with them all over campus, working with lights, shadows, contrasts, and different colors, both indoors and outside. Newly acquired excitement and expertise in stop-motion animation and claymation would have impressed Walt Disney. Since Mrs. Barnett knows artists of any medium enjoy displaying their works, a framed piece from each photographer hangs in the Arts Wing hallway.

A bucket isn't just a bucket anymore.

It isn't only for carrying water or sand. Fourth through eighth graders, with local musician Dave Farris, spot a five-gallon bucket, turn it upside down, whip out a pair of sleek maple drumsticks, and they're in business. A helpful hint is the collection of felt circles glued onto the top making the sound muffle, instead of pierce. Mr. Farris, who has taught at the Drum Center of Lexington since the day it opened 14 years ago, has heard it all. A middle school student, new to drumming, remarks, "He's a pretty cool guy."

It's a pretty cool opportunity, The Lexington School's Fine Arts Enrichment Program – life enhancing and sometimes life changing.

Those who knew Alex Simpson know she was a passionate promoter of the arts, a thoughtful and generous encourager of all ages to widen their horizons through deeper knowledge and involvement in the arts. The success of "a joyful pursuit of learning," the Fine Arts Enrichment Program is part of the far-reaching legacy of Alex Simpson and the Simpson Family Arts Endowment at The Lexington School.

Mrs. Simpson-Conley says, "Alex may have taken her final bow, but we will continue to nurture her dream of inspiring creativity in our students and to make The Lexington School alive with music, movement, and the magical courage children gain from the arts."

Claymation

Musical Theatre

After School Drumming



Alex Simpson '14, left, starred in The Lexington Theatre Company's production of *Mary Poppins.*



TLS drummers fill the theater with joyful beat.



Fourth grader Jocelynn works on her moves with enthusiasm.

Lexington has been known as "Athens of the West" since 1805 when traveler and author Josiah Espy visited the town that was then the economic and cultural center of early America, west of the Allegheny Mountains. "Sweet Athens of the West" is the last line of his poem honoring Lexington.

art



"If we can spread the word and teach students about respecting public art, we can influence culture."

—Sarah Heller

"Athens of the West," is the name, too, of the Horse Mania 2022 entry of Sarah Heller, Lower School Art Teacher, the horse that vandals damaged badly, just weeks after the LexArts public art initiative installation. Ms. Heller speculates, "Maybe this is what my horse was destined for, which, actually, is better. I'm glad it happened to me, because I have the background, as a teacher and an artist, to speak about it and to raise a ruckus in a positive way, as an example for my students."

After she learned of the violation, Ms. Heller wrapped Athens of the West in black plastic, and, as she recalls, "For some reason, right then I decided to pull out a paintbrush and some paint. I painted right on it, 'Protect Public Art,' which has gotten a lot of positive response. Now #protectpublicart has become a thing."

Athens of the West – both the town and the horse -- is made of sturdy stuff, as is Ms. Heller, who has used the defacing as opportunity for teachable moments, both in and out of her art room, via TV, radio, social media, newspapers, and a thousand conversations.

Understandably so, Ms. Heller remains highly motivated to teach awareness of and appreciation for public artworks, to convey how it's a privilege to have art throughout the community, and that "public art is a museum without walls. My students said, 'I saw you on TV.' 'My parents saw you on TV.' That allowed me to talk with the kids about what happened to my horse. We discussed public art, that it is for everyone to enjoy. They had great empathy and sympathy, because they knew I had a piece of art destroyed. I can repair the horse – and I will, to perfection. But I'm not one to stand back and let art be underappreciated."



Top: With a salute to Athens, Greece, and famous for her drip-paint technique, Ms. Heller formed a portion of the drip into an instantly recognizable Acropolis using the blue-and-white colors of the Greek flag (and the University of Kentucky) and yellow of the Athenian Grill, the horse's sponsor.

Inset: From Ms. Heller: "An unfortunate set of circumstances has sparked a movement. This is a global statement for a global cause."

UNCOMMON TALENT

In the summer of 2021, Kelly Brewer and longtime friend Beth Pride set out to study the rich Kentucky experience that connects us. In a story told through personal narratives, they uncover what makes the Commonwealth so uniquely rich.



Kelly's gift of – and love of – painting began to take form decades before, but it was a transcendent moment when, as she describes, "I opened Mom's Journal, and one of the first things I read, at the bottom of the page, was

> 'What are you doing with your privilege?'"

Beth Pride, Kelly Brewer, and Jill Johnson were ready to welcome the crowd to the CWKY opening night exhibition and silent auction at LexArts.


Chase Minnifield '04


Dillon

Art teacher Sallye Staley wanted her students to see the portraits by Kelly Brewer, a TLS parent, and to hear stories behind the idea for this project. Mrs. Staley wanted them to appreciate art for art's sake and to think how they will have their own art displayed at the Eighth Grade Art Show.

It all began with Jo's Journal. "It's hilarious," says her daughter, Kelly. "You open it and the words are written one way, then you flip it over to read it another way. It's a mishmash and a hodgepodge. I love it. It's not your typical journal."

Vivacious Jo was always teaching.



Kelly Brewer's mother, Jo Brent Robertson, was an effervescent, wise, and creative public-school teacher for 30 years. Though she died of breast cancer on January 23, 2020, her teaching still resonates. Many of her signature lessons continue to touch hearts and souls across our state and around our world. Jo, mother-in-law of **Rob Brewer '85**, and grandmother of **Carter Brewer '10**, **Clay Brewer '12**, and **Smith Brewer '17**, knew and loved The Lexington School well.

Kelly partnered on this project with Beth Pride, mother of **Eliza Pride '12** and **Lewis Pride '15**, former TLS Director of Admission, and the school's inaugural Director of Marketing and Communications. She says of the Common Wealth of Kentucky Project, "So many roads lead back to The Lexington School." The magnetic multimedia art exhibition and accompanying coffee-table-style book form a compelling invitation to learn more about the Commonwealth of Kentucky. Kelly's oil paintings from life of 70 diverse Kentuckians, Beth's engaging narratives of the participants, and the distinctive voice as each shares stories through QR codes combine to celebrate the common good of mankind that Jo Robertson instinctively and enthusiastically promoted throughout her lifetime and beyond.

Kelly's close friend since childhood, Jill Johnson, who feels Jo was a second mom, completes the project's solid, three-legged-stool partnership. A superconnector who learned from Jo "to look people in the eye and see their humanity," Jill, using her innate empathy with people, made each of the 70 subjects feel comfortable before, during, and after their portrait painting. She facilitated a thousand details, logistical and otherwise, spanning the landscape of Kentucky: east, west, north, and south.

Getting back to Jo's Journal and her life-changing question, "What are you doing with your privilege?" Kelly says, "Other than being a wife and a mom, my



"This has felt like a once-in-a-lifetime opportunity. I'm so grateful it all came together." **—Kelly Brewer**



greatest privilege is that I get to be an artist. I love it. My mom was the best at seeing the best in people, making people feel special and that we are all connected."

On a bright September morning with a gentle Bluegrass breeze, Kelly, Beth, and Jill welcomed eager TLS eighth graders to the exhibit of the Common Wealth portraits at LexArts in downtown Lexington. As Beth says, "I like the symbolism of our being in central Kentucky, central downtown. We were centered here in this space. It was meant to be here and radiate like a ray of sunlight, which is what Jo was/is."

The 63 students, their teachers, and parents who helped drive divided into two groups. When Kelly asked for a volunteer to sit for a portrait, Lilly hopped at the opportunity. Kelly, in jeans, tee shirt, her well-used artist's apron, and roll of paper towels tucked under her arm, was completely at home with her easel and array of paints, brushes, and solutions. In turn, she made her students feel at home. Encouraging the students from the get-go, she advised, "The more you do it, the better you get."

With 20 years' experience turning blank canvasses into engaging worlds, for which she has become nationally and internationally known, Kelly told the eighth graders the story of her mom's Journal and the inspiration it gave her to paint people, rather than focusing on animals and landscapes. The Middle Schoolers were interested to learn that TLS alumnus **Reid Noonan '17** sat for her first portrait. Calipers in hand, Kelly measured Lilly's head, the planes of bone structure, top of the head to chin, ensuring against a tendency, sometimes, "to make things too big or to make the eyes too high." She noted that typically the distance from the brow line to the top of the head is the same as the distance from the brow line to the chin. The eyes are usually in the middle of the oval (the head). She pointed out, "These are only guidelines though, no exact science here; we are all different. That's

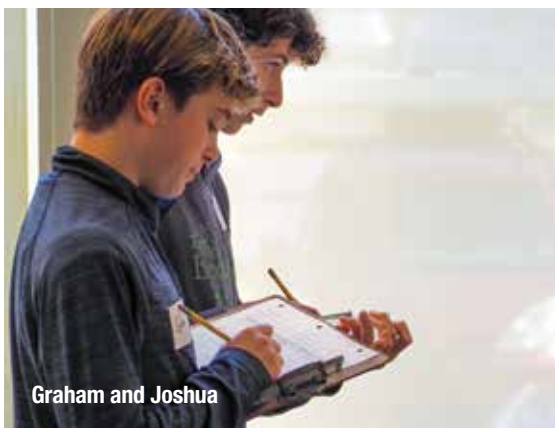

Paul and Noura



Left: Art teacher Mrs. Staley encouraged Gage and Woods to notice symmetry and color blending.



Right: Beth Pride gave step-by-step direction on how to write, sound edit, and publish a multi-media art project.


Graham and Joshua

why I say always to observe and make comparisons." Step-by-step, she explained the process, "Break it down into shapes. Put basic shapes in first. How wide is the face? Put deepest, darkest colors first, then lights. Keep your darks really warm. Develop a strong sense of light and shadow. Always squint and compare."

With her TLS artists and artists-in-the-making, Kelly shared, "I've always loved to paint and draw.

the COMMON WEALTH OF KENTUCKY PROJECT

To buy a copy of the book, please visit:
https://thecommonwealthofkentucky.com
Sales benefit the Jo B. Robertson Charitable Foundation.

I keep my paint thin at the beginning. Be patient. Watch it develop. When I don't like it, I step back to look, and I start over. I might have the side of the face too big." She brought chuckles when she mentioned, "For pallet knives, I often use old credit cards."

When it was time for the groups to switch rooms and speakers, Lilly quickly said, "It was lots of fun sitting on the stool and just watching my picture develop in front of me."

In the conference room with the group gathered around the large table, Beth Pride, project producer, first gave background, emphasizing Jo's love of humanity, stimulus for the unique, multi-sensory storytelling project. She then showed, and described in detail, the entire multimedia experience from the perspective of art and storytelling – video, podcasting, and narrative.

As Jill described the interview process and stressed that everyone has a story, students learned the importance of asking open-ended questions: "What's your story?"; "What's your connection to Kentucky?"; "How do you connect with others?" Important, too, to the interviewer's job is to establish quiet and to listen, to listen to the individual's replies.

Before the LexArts visit, Dr. Lauren de Beer, Middle School English teacher, had emphasized that words and images have incredible power. She asked students to be notetakers, to be aware, to select a particular painting of someone they didn't know. That afternoon, back in the classroom, she continued the lessons. Eighth graders used their notes and ideas to write reflections.

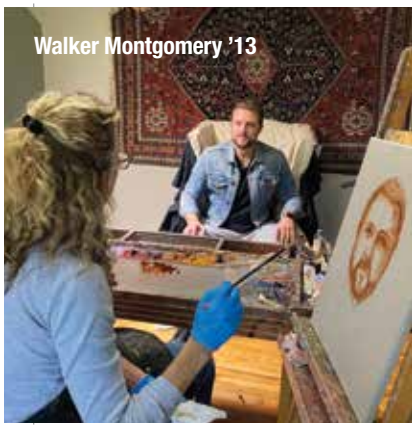
From Dillon's pen: "She's that grandmother I never had. Her silver hoops say she can still have fun like she did in high school. They say she's not afraid to steal the spotlight. Her dark brown eyes are like the chocolate chips that she puts in her famous chocolate chip cookies. And you already know she measures with her heart."

And from Kate: "His azure eyes were mesmerizing to watch; I felt that I could not look away. A mix of curiosity and a soft gaze, making me feel a sort of kinship with the man. The eyes reminded me of my grandfather, who had fragile movements and a warm heart with rich wrinkles surrounding his sky-blue eyes."

Even weeks later, over on the Fine Arts Hallway, the art room of Sallye Staley was still abuzz with excited inspiration from CWKY. In the middle of a gaggle of busy artists, Grace admitted, "I didn't know that simple paintings could tell such an in-depth story about the world around me." Emma added, "I learned so much about our community and drawing techniques that I see in my own drawings now."

As Kelly said, "This is about a community of people. There's a lot I have learned. My mom's still trying to teach me."

There are countless life-enhancing connections that have come about because of the Common Wealth of Kentucky Project. Each person's story touched many hearts, and it all began with Jo's Journal.


Walker Montgomery '13



Great-grandmother Gaga, Pamela Davis, is shown in the center with her hand around Tripp. Olivia is at far right beside her grandmother, Megan McGee. Lisa McFadden is in blue. At left are Olivia and Tripp's grandfather and step-grandmother, Fred and Karen Kukulus.

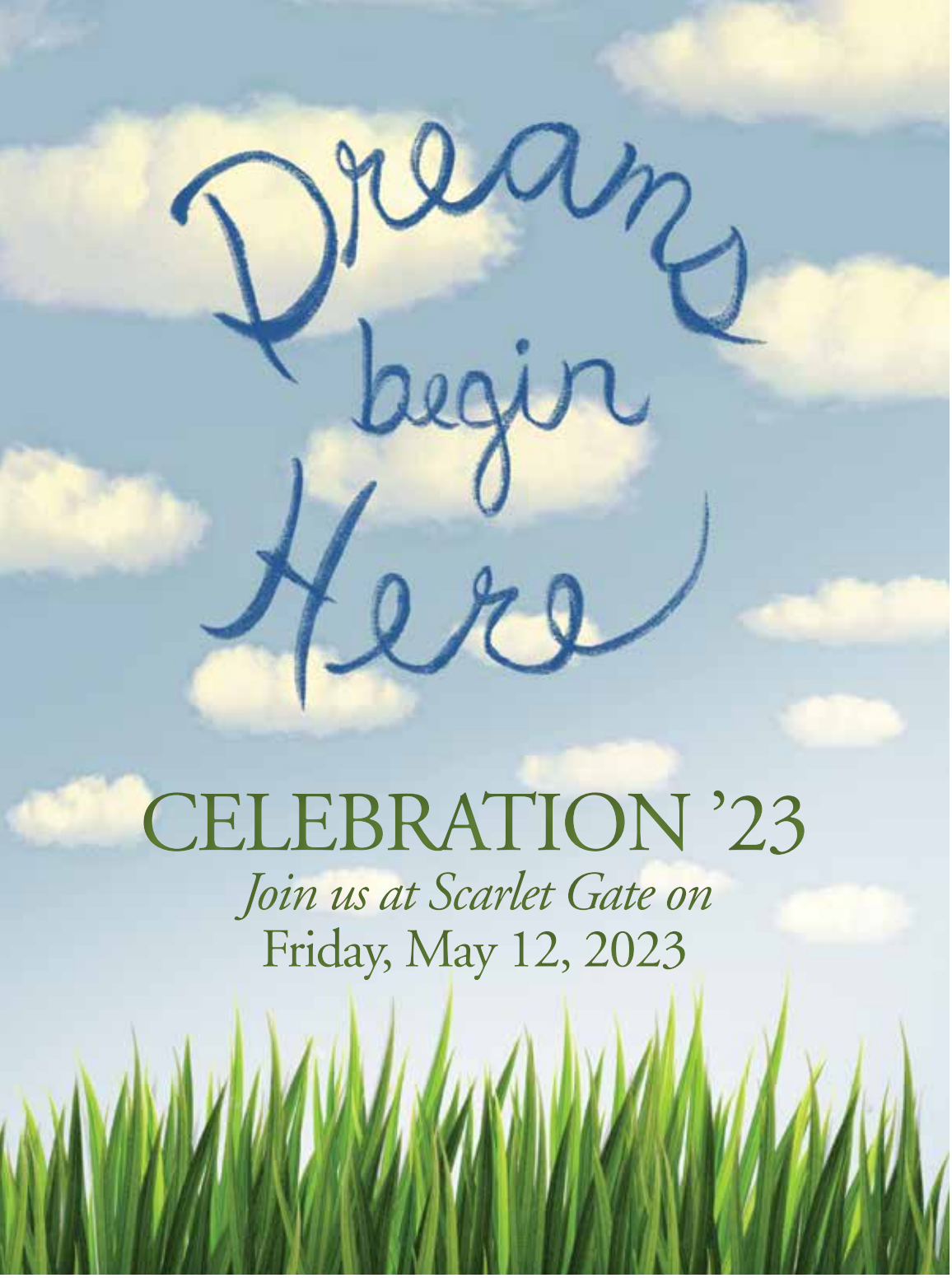
TLS GRANDFRIENDS DAY

in grand style!

Now 98 years young, Gaga more than keeps up with folks a fraction of her age. Mrs. Pamela Davis, the maternal great-grandmother of Olivia McFadden, sixth grade, and third grader, Tripp McFadden, is definitely a fan of The Lexington School. Lisa McFadden, mother of Olivia and Tripp, says, "She comes to all the programs – Holiday Concerts, Grandparents Days, Boo Sings, Spring Sings. She loved being at Grandfriends Day."

Mrs. Davis lived on the Big Island of Hawaii for 50 years with her husband, Henry Davis, a pilot for Hawaiian Airlines. She moved to Lexington after Lisa and her husband, Guinness McFadden, had Olivia, who shares her April 24th birthday with her great-grandmother. They are 86 years apart, but are understandably close. Gaga continues to live independently, by herself; takes quilting classes; and plays an impressive game of bridge. Olivia and Tripp are especially impressed whenever Gaga texts them.

Gaga says the trick to her longevity is that she does not eat processed food. She is a meat-and-vegetable gal through and through. No wonder she enjoys Chef Ryan's selections.



CELEBRATION '23

Join us at Scarlet Gate on

Friday, May 12, 2023

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HOMECOMING AND REUNION WEEKEND

40TH REUNION, CLASS OF 1982

Jonathan Miller, Marnie Clay Holoubek, Stephanie Poole, Robert Kotchen, Price Headley, Charlotte Gay Stites, Camden Clay.





50TH REUNION, CLASS OF 1972

Front Row: Laura Freeman, Sally Wiley McConnell, Peggy Graddy (widow of Joe Graddy), Benny Bell Williams. **Back Row:** Jon Arvin, Jack Resinger, Larry Pritchett, Laura McCann, DeeDee Alexander, Matt Simpson (Jennie Leavell, Not in Photo).



20TH REUNION, CLASS OF 2002

Tyler Bromagen, Carl Gray, Leah Martin, James Lagrew, John Brooks.





BIG BLUE TAILGATE

Sixth graders Reed, Sydney, and Kathleen.

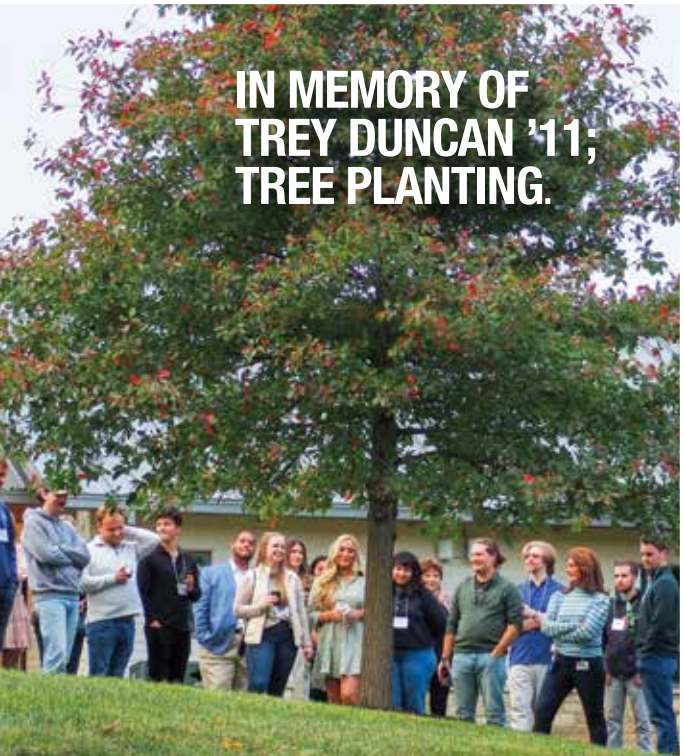
CLASS OF 2011 TIME CAPSULE UNEARTHING.



10TH REUNION, CLASS OF 2011

Front Row: Kyle Williams, Hina Iqbal, Velvet Marsh, Maria Stogioglou, Maya Smith, Sara Suhl, Riley Ferguson, Axel Kiefer, Bobby Kessinger. **Back Row:** Ivan Wood, Daniel Beard, Spencer Sabharwal, Will Webb, Alex Webb, Jate Bernard (Madison Montgomery, Not in Photo).



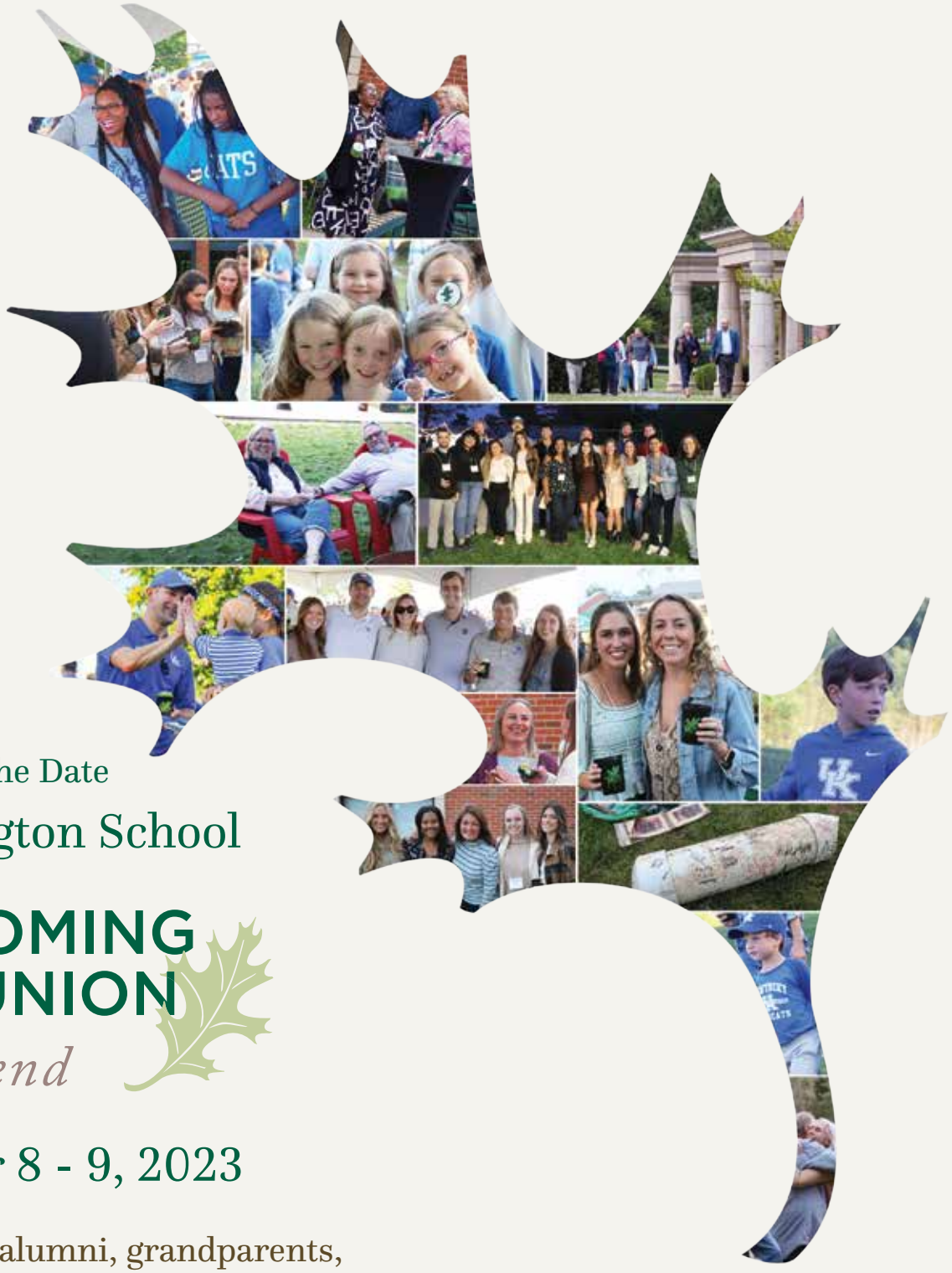


IN MEMORY OF TREY DUNCAN '11; TREE PLANTING.



10TH REUNION, CLASS OF 2012

Front Row: Emma Calhoun, Sophia Tannir, Catherine Donnelly, Carmen Maria von Unrug, Tyler Patton, Jade Wright. **Back Row:** Trevor Arvin, Josh Ehl, Huntley Hacker, Kyle Draper, Mel Zakharia, Ashton Cole.



Save the Date

The Lexington School

HOMECOMING & REUNION *weekend*

September 8 - 9, 2023

Welcome all parents, alumni, grandparents,
faculty and friends – past and present!

Featured Reunion Classes

Classes of 1963-65 – 60 Year Reunion

Class of 1973 – 50 Year Reunion

Class of 1983 – 40 Year Reunion

Class of 1993 – 30 Year Reunion

Class of 2003 – 20 Year Reunion

Class of 2013 – 10 Year Reunion and Time Capsule Opening!



Row 1: Chase Young, Carmen Applegate, Anna Clay, Macy Blevins, Madison Bashorun, Katelyn Loyd, Kate-Bradley Harris, Kennedy Beatty, Aena Malik, Grace Barnett, Daphne Nicol, Mia Zakharia, Hadley Applegate. **Row 2:** Idalia de Beer, Savannah Merritt, Maya Borland, Eva Duignan, Corinne Brunker, Faith Lyman, Kate Golden, Galadriel Stamm, Eliot Brooks, Sadie Barlow, Leena Sfar, Anna Kate Miedler. **Row 3:** Katelyn Police, Irene Kazee, Lilly Adams, Maren Johnson, Andie Claggett, Tori Trimble, Katie Holoubek, Anna Kate Keating, Emily Harper. **Row 4:** Cassius Clay, Aidan Smith, Jon Henry Prewitt, Griffin Sims, Emmett Coons, Pierce Whitman, Colin Miedler, Ethan Greer, Aden Ausbrook, Cass Ralph, Ahmad Iqbal, Cooper Duzyk, Parker Nurick, Noah Lutz, Liam Fallon, Henry Jett. **Row 5:** Sammy Slabaugh, Ben Taylor, Jacob Ehl, Nathan Vittitow, Ben Belin, Christopher Medley, Camden Barnes, Evan Hawkridge, Dant Bowling, Catesby Clay, J Owens, Ryan Absher, Robbie Chaplin, McGuire Neuman, Cole Pennington, John Sader.

CLASS OF 2018 MATRICULATIONS

Ryan Absher ..... Butler University
Lilly Adams ..... University of Georgia
Carmen Applegate ..... College of William and Mary
Hadley Applegate ..... University of Georgia
Aden Ausbrook ..... Oberlin College
Sadie Barlow ..... Northwestern University
Camden Barnes ..... University of Kentucky
Grace Barnett ..... University of Vermont
Madison Bashorun ..... University of Kentucky
Kennedy Beatty ..... Coppin State University
Ben Belin ..... University of Florida
Macy Blevins ..... University of Kentucky
Maya Borland ..... University of Kentucky
Dant Bowling ..... Colorado School of Mines
Eliot Brooks ..... Pratt Institute
Corinne Brunker ..... Wake Forest University
Robbie Chaplin ..... Liberty University
Andie Claggett ..... University of Kentucky
Anna Clay ..... Texas Christian University
Cassius Clay ..... Loyola University Chicago
Catesby Clay ..... Centre College
Emmett Coons ..... Transylvania University
Idalia de Beer ..... University of Virginia
Eva Duignan ..... University of Georgia
Cooper Duzyk ..... College of Charleston
Jacob Ehl ..... University of Colorado Boulder
Liam Fallon ..... Wake Forest University
Kate Golden ..... University of Kentucky
Ethan Greer ..... PG Year @ Lawrenceville School; Davidson College
Emily Harper ..... Gap Year; Modeling
Kate-Bradley Harris ..... Clemson University
Evan Hawkridge ..... Western Technical College, Wisconsin
Katie Holoubek ..... University of Mississippi

Ahmad Iqbal ..... University of Kentucky
Henry Jett ..... Miami University
Maren Johnson ..... Sewanee: The University of the South
Irene Kazee ..... Bluegrass Community & Technical College
Anna Kate Keating ..... University of Alabama
Katelyn Loyd ..... Morehead State University
Noah Lutz ..... George Washington University
Faith Lyman ..... Miami University
Aena Malik ..... University of Kentucky
Christopher Medley ..... Western Kentucky University
Savannah Merritt ..... University of Kentucky
Anna Kate Miedler ..... Ohio State University
Colin Miedler ..... University of Virginia
McGuire Neuman ..... University of North Carolina
Daphne Nicol ..... University of Texas at Austin
Parker Nurick ..... University of Kentucky
J. Owens ..... University of Virginia
Cole Pennington ..... Marshall University
Katelyn Police ..... Centre College
Jon Henry Prewitt ..... Florida Southern College
Cass Ralph ..... Full-Time Employment
John Sader ..... University of Michigan
Leena Sfar ..... University of Chicago
Griffin Sims ..... Vanderbilt University
Sammy Slabaugh ..... Beloit College
Aidan Smith ..... University of Alabama
Galadriel Stamm ..... Barnard College
Gray Taylor ..... Northeastern University
Tori Trimble ..... Colorado College
Nathan Vittitow ..... Bluegrass Community & Technical College
Pierce Whitman ..... Montana State University
Chase Young ..... University of Virginia
Mia Zakharia ..... University of Kentucky

NEW ALUMNI PARENTS



The **Cutadean** Family

Even before **Alex Cutadean '96** walked into Mrs. Beers's prekindergarten class for the first time, in 1984, he knew the way from home to school, having ridden along when big sister, **Amelia Cutadean '90**, was going back and forth. Flip the calendar forward several decades; Alex and wife, Jen, now bring Isla to the Acorns class, with Mrs. Sandberg and Mrs. Clay.

From Alex:

Although it has been many years since I graduated from TLS, there is a multitude of things that have left an indelible impression on me to this day. During my time as a Colt, lifelong friendships were formed, studious work ethics were instilled, and I was always encouraged to be curious and inquisitive. When Jen and I began looking for preschool options for Isla, we were excited to see the addition of the Acorns program, and we scheduled a tour.

As we walked around the facilities and visited classrooms, it was a wonderful combination of new and familiar sights. Something that has not changed is the engaging faculty who are enthusiastic about their subjects and students, which was observable throughout our visit. This was especially true as we watched Mrs. Martha Anderson working with Preschoolers with as much enthusiasm as she had my very first year at TLS. Today, I can already see that excitement in Isla when she comes home singing a new song.

Faculty, staff, and friends make up a strong and enduring community, and one morning I was happy to introduce Isla to **Bret Jones '96**, a classmate from my first year in Pre-K. Some of my earliest and most cherished memories come from this time, and it makes me think about the long-lasting friendships and memories Isla is making today. In a wholesome environment that fosters friendships, curiosity, and learning, I am excited for Isla's future at TLS.

The **Lyster** Family

It's only natural for the newest Lysters in the TLS family to feel right at home. Lysters have been driving from Woodford County to Lane Allen Road since 1983, when **Meredith Lyster Jones '94** was in Prekindergarten with Mrs. Beers. In 1985, **Gray Lyster '96** *took his place* in Mrs. Beers's Prekindergarten and **Bryan Lyster '97** joined in Miss Brogan's Montessori. Mom, Muffy Lyster, got plenty of TLS class time, too, through serving on the Board of Trustees.

From Gray:

I was thrilled to introduce my young family to TLS this fall. I have always bragged to my wife, Natalie, about the wonderful experience I had as a student and so far it feels like my kids are on the same path. Twins, Teddy and Bowen are in Mrs. Stout's and Mrs. Harrison's Kindergartens and Lucy is in KinderKlasse with Mrs. Roden and **Emily Ryan Taylor '99**.

Our family lives on a small farm in Versailles with our energetic dog, Otter. Our family enjoys sports, travelling, the great outdoors, hanging with family, and never sleeping in. All three of my kids have made a great transition so far and love their teachers and their new friends.



NEW ALUMNI PARENTS

The **Miller** Family

Chad Miller '96 is another alum who has known this preschool hallway practically his entire life. It was 1984 when he began Miss Brogan's Montessori program. Two years later, his sister, **Katie Miller Willie '98**, followed, and Miss Brogan had two Millers in her class. Meanwhile, Dad, Benson Miller, was doing his own TLS homework as a member of the Board of Trustees.

From Chad:

Elise and I couldn't be happier to have Max join the TLS family. From the moment we set foot on campus for our tour, TLS simply felt right, and we were confident it would provide the ideal, nourishing environment for Max, just as it had for me nearly four decades ago. In the mornings, as we get the opportunity to walk him to his classroom, my heart is warmed both by the resurfacing of twelve years of memories, as well as, and far more importantly, by the warm greetings given to Max by both faculty and classmates alike. Having already observed noticeable improvements in maturity and skills since his starting this fall, we are excited to watch him continue to learn, develop, and flourish as a member of the TLS family.

In the photo with Chad, Elise, and Max is little sister, Molly, with German Shepherds Harvey and Kiwi.





The **Scott-Ray** Family

Rush Scott '98 began TLS in Montessori with Miss Brogan in 1986 and spent the next 12 years in the hallways on Lane Allen Road before graduating from ninth grade.

From Rush:

Maryanne eased into the transition from Good Shepherd Day School to TLS with several summer camp sessions – bringing home solar system toilet paper rolls, hand spun yarn, and more fun crafts! She is loving every minute of first grade with Mrs. Hinkle [**Emily Miller Hinkle '08**]. We have marveled at Maryanne's bourgeoning self-confidence in an atmosphere where she is clearly loved and cared for. TLS has the ability not only to challenge and develop, but to nurture our children in such a unique and personalized way. I know that lifelong friendships will be made in this exceptional place.

Alumni news

From **Gloria Baker Feinstein '69**, Portland, Oregon:

Greetings from the Pacific Northwest!

I've loved reading about many of my TLS classmates over the years; I figured it was time I weigh in. It's been a long time since I sat in the classrooms of Mr. Gilchrist, Mr. Hawley, and Miss Cook, but I remember those particular teachers with great fondness. They helped set me up to be a curious learner, a quality that has deeply enriched my life. From TLS, I went to Henry Clay, then on to the University of Wisconsin-Madison, where I received both a BA (Communication Arts) and MA (Photography), and met my future husband, Eddie. We just celebrated 50 years together!

Eddie and I lived in Kansas City for 38 years. It was there we raised our children, Abbie and Max. I also owned a photography gallery (The Baker Gallery) and worked as a fine art and portrait photographer. Four years ago, we moved to Portland, Oregon, in part, to be closer to my sister, Bobbie [**Barbara Baker '74**], see right, who lives in Seattle.

Photography has taken me to some fascinating places over the years. In 2006, I traveled to Uganda and, upon my return home, established a non-profit to help support AIDS orphans there. I ran the organization for 13 years. I've published several photo books and have been fortunate to exhibit my work in galleries and museums across the country. I love adventure, and I love to travel. My favorite trip these days is to New Orleans to spend time with our three grandchildren.

I don't get back to Lexington very often anymore, but when I do, I sometimes find myself driving down Lane Allen Road, conjuring up sweet memories of those long-ago days in the classroom, on the stage, and on the playing fields with Tobey, Kathy, Amy, Dawn, Biff, Jimmy [**Tobey Stilz Sturgill '69, Kathy Thompson Murray '69, Amy Levy Jacobs '69, Dawn McGuire '68, Biff Baker '69, Jimmy Bell '69**], and so many others. Those were four years for which I am very grateful.



Gloria and Eddie enjoy their grandchildren, Clara, Lucy, and Henry, and grand dog, Scout.



Bobbie is at right, holding Olive, and Gloria is with Charlie.

From **Bobbie Baker '74**, Seattle, Washington:

Although Lexington will always be home in a way, I am deeply rooted in Seattle where I have lived for more than three decades. After eight years in Madison, Wisconsin, where I attended college and began my career in television production, I moved to Seattle with my late husband, Rob, to work for the local PBS affiliate where I produced local and national documentaries. After his death in 1993, and raising our daughter as a single parent, I retired from television. Eventually I returned to graduate school for a master's in marriage and family therapy and art therapy. I now have a private practice where I use play and art therapy to support young children and their families. I also spend a fair amount of time on Interstate 5, traveling north to the Gulf Islands of Canada, where my partner, Eliot, has a home, or south to Portland, where my sister, **Gloria Baker Feinstein '69**, has settled. I am the proud mom to two amazing adult children, daughter Anna and stepdaughter Emilie, and grandmother to sweet Sophia, three years old, and Stella, one.

One of the many gifts that TLS gave me is my lifelong friendship with **Pace Cooke '74**, who has been one of my dearest friends since Miss Ison's first grade class in 1966!



With Kim are Bif, left, and Doc.

Kim Badenhop '85, Lexington, Kentucky:

Back home in Lexington full time, after another stint in Washington, D.C., **Kim Badenhop '85** loves running into people associated with TLS on a regular basis now.

She worked several years for the U.S. Department of State both in the office of the Secretary of State and for the office managing the U.S. government foreign real estate portfolio, responsible for the design, construction, and maintenance of embassies and consulates around the world.

Kim has countless stories about D.C. life, working for high profile offices and people, the different branches of government, and her newer knowledge of U.S. diplomacy throughout the world.

Using her firsthand knowledge of international embassies and consulates, Kim, as co-owner of Yappy Place, gives the royal treatment to fortunate canine friends. The new business, YappyPlace.com, conveniently located on South Ashland Avenue in Chevy Chase, is a canine enrichment and wellness center that includes aquatic treadmills, a swimming pool, Amusement Bark activity space, and dog-wash machines.

YappyPlace.com

Charlie Dalton '95, Price, Utah:

The Hooking Colonel, AKA **Charlie Dalton '95**, was featured in the September/October 2022 issue of *Rug Hooking Magazine*. As he tells it, "A seed planted in ninth grade art class with Mrs. Judy Apple at The Lexington School bears fruit decades later." His creation, *Hope Comes in an Array*, focuses on the inspiration that led him to his latest series of rugs. Charlie continues, "TLS provided me a rich learning environment where I was encouraged by my teachers to push myself. The art department especially. From Mrs. K(asperbauer) to Mrs. MacKellar to Mrs. Apple, our art teachers gave us a new set of tools and lenses through which to look at the world. It might come off as Mrs. Apple trying to stifle my creativity in the first lines of the article ["You shouldn't ever draw the sun," Judy Apple once told me in art class. It was 1995, and I was a headstrong student who was being challenged artistically for the first time.], but it couldn't be farther from the truth. She was pulling us out of our childlike pictures of stick figures and smiley face suns and projecting us into pointillism and the difference between Manet and Monet.

"I started hooking in my late 30s while teaching at the University of the South, but it was the strong foundation of a good, early arts education that gave me the wherewithal to pick up my hook. I cherish the relationships I had with my art teachers. Mrs. K still is one of my biggest cheerleaders, and I still feel like that little kid learning about Picasso when I'm chatting with her. What a blessing."

charliedaltonfiberart.com



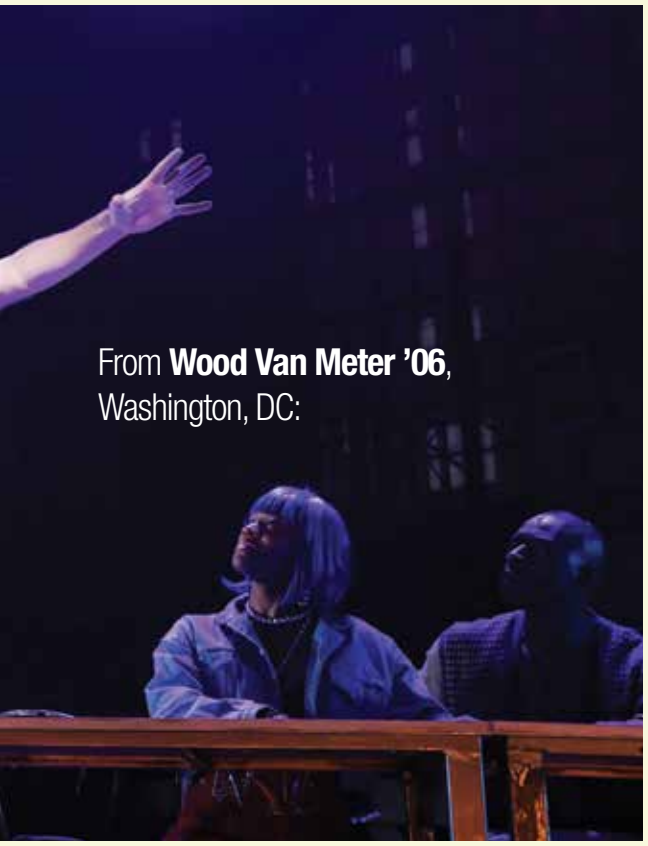
A Kentucky Colonel as well as a Hooking Colonel, Charlie met his wife, Evey, at Sewanee, and he credits her mom in encouraging him to pick up the hook. He completed his first rug in 2017, has had a showing at Locals at Sewanee, and some of his work is at Cross Gate Gallery now. His website, Charlie Dalton – Fiber Art, The Online Home of the Hooking Colonel: charliedaltonfiberart.com, notes, "Circles and squares in tandem with line and perspective are the verbs and nouns he uses to hook his sketchbook brainstorms."



It was at TLS where I fell in love with music and theatre, which was bittersweet because liking to perform was certainly not cool. This was the era before shows like *Glee* or *Smash* had popularized a passion for the arts.

I owe a lot to two teachers from those early years. Dr. Laura Blake saw me for who I was from the day I walked into her class and gave me an outlet for expression I hadn't had before, something I didn't appreciate until years later. The second teacher is Dr. David Cooper. The amount of talent and musicianship he had was insurmountable, and the fact that he shared his gifts with a bunch of kids is remarkable. He directed our musicals, often on a zero-dollar budget, and found ways to make everyone shine and have fun. He also introduced several other students and me to the iconic song "Seasons of Love" from *Rent*.

I saw the 2005 *Rent* film when I was a TLS student and was immediately enthralled. I'd never seen storytelling like that using this incredible rock score and these characters who are all trying to figure out what legacy they can leave while it feels like the world is ending. I had always wanted to play Mark, but after a few years *Rent* wasn't getting performed much anymore. It was considered a dated piece from a specific era that people weren't interested in exploring. In 2020, between the pandemic and Black Lives Matter protests, the



From **Wood Van Meter '06**, Washington, DC:

entire world changed. A musical about the fear/stigma surrounding a contagious disease, the displacement of the homeless population, the vibrancy of black/queer/ballroom culture (particularly due to popularity of shows like *RuPaul's Drag Race*), seemed suddenly so timely. Getting to play the role of Mark was an honor, and I'm thankful I got to do it now as a grown man with a lot more understanding of the material, a lot more training, and a lot more focus.

Having so many TLS alumni and teachers see me perform in *Rent* at Nashville Rep was incredibly special for me. I would always get emotional as the cast took the stage to sing "Seasons of Love," realizing there was someone in the audience who had been there when I sang this song for the very first time nearly 20 years earlier in the TLS gym.

I want to thank everyone from the TLS family who came to see it. I leave you with a quote from the late Jonathan Larson, the writer of *Rent*:

In these dangerous times, where it seems that the world is ripping apart at the seams, we all can learn how to survive from those who stare death squarely in the face every day and [we] should reach out to each other and bond as a community, rather than hide from the terrors of life.

Rent is a show about community, and I'm thankful that, all these years later, I still have one in TLS.



Tucker Bulleit '07, **Griffin Miller '07**, Ms. Zimmerman, Mrs. Russo, **Emily Talbott Perdue '07**, and Mr. Scarr talk over old times.

Tucker Bulleit '07, Lexington, Kentucky:

Tucker Bulleit '07 gathered with members of the **Class of 2007** on December 3, 2022 to mark their 15th reunion year.

He gives good advice: "For those who may be considering going to your class reunion, go see the people you haven't seen since you were little kids. Go tell those stories you haven't heard or thought about since 2004. You'll learn some, you'll reconnect, you'll cherish the time shared and the memories that get rekindled. It's important to swing by."

Alumni news

Alumni news



Braxton DeCamp '09, Johns Island, South Carolina:

On June 11, 2022, **Braxton DeCamp '09** married Frances Westervelt Wells, from Owings Mills, Maryland, his college sweetheart. Braxton's sister, **Elise DeCamp '05**, was a bridesmaid. **Brooks Courtney '08** was best man, and **Jake Linton '09** was a groomsman. Other TLSers included **Alex Atwood '09**, **Ashley Atwood '11**, **Clark Courtney '07**, **Emory Parsons '10**, and **Wood Van Meter '06**.

Braxton and Frances live on Johns Island, SC, where he is Senior Manager of Business Operations at Crossfit International and Frances is a physician's assistant for a plastic surgeon in Charleston.

Living in Miami Beach, Elise is Co-Founder and CEO of Toki LLC (an e-commerce/web3 company).



At the wedding are **Patterson DeCamp '70**, Braxton, Frances, Kim DeCamp, and Elise.

Leah Pederson Honeycut '10, Lexington, Kentucky:

Definitely doing their part for social distancing during COVID, in October 2020, **Leah Pederson Honeycut '10** and Austin Honeycut eloped in the Red River Gorge with no friends or family. Word spread quickly, though, when they were featured on the local news as part of a segment on COVID weddings. They live in Lexington with their animals and enjoy hiking, baking, reading, and learning new skills and hobbies.

After graduating from Georgetown College in 2018 as a biology major, Leah changed career paths and attended Bellarmine University's one-year accelerated Bachelor of Science in Nursing program. She graduated early in the pandemic, May 2020, and immediately went to work in a makeshift COVID Lexington ICU. She took a leadership role, precepting new nurses and being charge nurse, and transferred to the world of outpatient endoscopy. She says, "Nursing allows you to be the best part of someone's worst day, and I find a lot of peace in that."

Leah thinks of her ten years at TLS practically every day, and says, "The Southwest trip is a favorite memory. I'm grateful we learned how to pitch tents, mountain bike, start a fire, and scale the sides of mountains. I have another memory I can now laugh at – getting lost with **Emma Pirmo '10** in the train station during our seventh grade Washington, D.C., trip. Luckily, after several minutes of our running around the station and crying in the Starbucks, Mr. Herrington and Mr. Johnson came to our rescue. Thanks to Mr. Conley, I can still recite the Pledge of Allegiance in Spanish, and I'll never forget the definition of homeostasis, thanks to Ms. Lounsbury."

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Blake and Marnie

Memories by Blake Snyder Eames '86

I don't remember the day I met **Marnie Schlansky Michael '86**, but I do remember how fast we became best friends. It was effortless, magnetic. We were both brown-eyed brunettes and passed as sisters. We were both the youngest in our families and all that comes with that. We shared a deep love for all animals and music.

We giggled for hours on end when her waterbed sprung a leak and we woke up on a typical weekend sleepover soaking wet. You see, her pet monkey had inadvertently cut a hole in the mattress with his sharp nails because we had fallen asleep with him snuggled between us. Sleepovers at the Schlansky house were my favorite thing to do. Being the youngest of four, Marnie's older, cooler siblings were usually in charge of us. We felt like we got away with everything there, which, for us, meant eating junk food and staying up all night watching MTV.

We were both tomboys who were ready at the same time to try out being girly. Once, we swiped our older sisters' make-up and attempted to wear it (terribly), all the while telling each other we were so pretty.

When I changed schools the summer between sixth and seventh grade, my family invited Marnie along on our summer trip to Siesta Key. A last hurrah before leaving each other the following school year. We stayed out on the beach for too long in our first ever bikinis getting awful sunburns. We still had a total blast, though, playing, because we were just kids, dipping our feet together in the water of becoming teenagers. Those years were easier to cope with having her going through it all with me. Life just felt a little easier with my friend Marnie.

By Brooke Folley Counts '96

Ashleigh Long '96 was the girl in our class who brought joy to everyone. She could make us laugh with her sense of humor and did so daily. Even in the least likely of times – such as during chemistry lab while working on projects. That didn't mean Ash goofed off academically. Somehow Ash made chemistry labs fun even as we learned. After all, she had a medical degree to get!

I'll never forget playing basketball with Ashleigh. From fifth grade, when we were excited to score a single basket, to varsity, when we were such a tightknit group of friends. Her smile was infectious; even if we lost a challenging game, she could make us smile.

Rachel Ezrine Wasserman '96 remembers what fun they had together on our ninth grade trip to Washington, D.C. Rachel, Ashleigh, **Helen Liu '96**, and **Krishna Joshi '96** were in a room together and threw a dance party. They laughed and sang for hours.

That's who Ashleigh was and the mark she left. One of happiness, compassion, and joy. That's not even counting what she did after leaving The Lexington School.

Ashleigh tackled her M.D. and Ph.D. with that same love and passion that she tackled chemistry at TLS. Ash left her mark on the world and on every person in the **Class of 1996**, one that leaves people smiling as they remember her.



Ashleigh with **Wells Bullard '96** and **Rachael Carney '96**



Alex Simpson '14

Alexandra Simpson's infectious spirit and passion for the arts can still be felt in the halls of The Lexington School today. This independent thinker challenged the school's commitment to the arts and followed up with the Simpson After-School Arts program in her late father's memory. Then she fought for the school's French program. Alex's mother, Melanie, remembers how her determined daughter encouraged the school's board to keep the French program with a convincing letter written in French. Melanie believes passionate teachers ignited Alex's love for the language. "Alex's strong foundation built at TLS parlayed into a French/psychology major and government minor at Dartmouth where she graduated last June, *summa cum laude*."

Sara Merideth, Alex's middle school French teacher says, "Alex was the kind of student every teacher dreams of having – smart, engaged, eager to learn. We even had a shared favorite spot in Paris, the gardens of the Tuileries Palace. Alex is forever in my heart and memory." Jill Susini, her tutor during cancer treatment puts it like this: "In addition to her love of the language and culture, Alex adored French food, eating and cooking it.… She was a joy."

During her senior year at Dartmouth, Alexandra focused on how theatricality is a distinguishing characteristic of France's gastronomy, employing her personal experience and love for the arts to illuminate one of the major attributes of France's cultural identity. The Simpsons returned to Paris last June before Alex's passing in August from a third battle with cancer. But we at TLS are not without Alex's forever reminders that the Arts, French, and Individuality matter.
"*Sois belle à ta façon.*" (Be beautiful in your own way.)

In Memory of Penny Lastinger

The Lexington School was fortunate to have Penny Lastinger in a variety of roles from 1972 through 1990. From third grade teacher, to second grade teacher, to Head of Lower School, and of course, always, mother of Julie Lastinger and **Kirt Lastinger '77**, Penny kept a good watch on what was happening in school. One interest included the great outdoors. Upon her retirement, the lovely, flowered area in front of the preschool entrance, the Penny Garden, was named to honor her.

From second grade in 1983 - 1984, **Julie Falk '91** remembers, "Mrs. Lastinger was one of my favorite teachers, and what I remember most was her teaching us cursive. She made learning new capital letters feel like such a special treat, showing us the secret uniqueness of each one. We all waited eagerly for the day when we would learn a letter from our own name. But not all were created equal. The way she talked about the beauty of the cursive 'W' made me very jealous of Trevor Wilkes. It goes without saying that Mrs. Lastinger had the most perfect handwriting of all."



WHO?
WHAT?
WHERE?

PIN PRINTS

1 Mady and Wesley, KK, celebrate Fire Safety Month. **2** At Red River Gorge, sixth graders Ezra, Julie, and Allie scale the mountain. **3** Third graders Simone, Vala, and Mila enjoy the Holiday Concert. **4** Middle Schoolers are speech team champs. **5** At Barrier Island, Lida, seventh grade, catches a big one. **6** Leighton scarf dances at the Pre-K Circus.

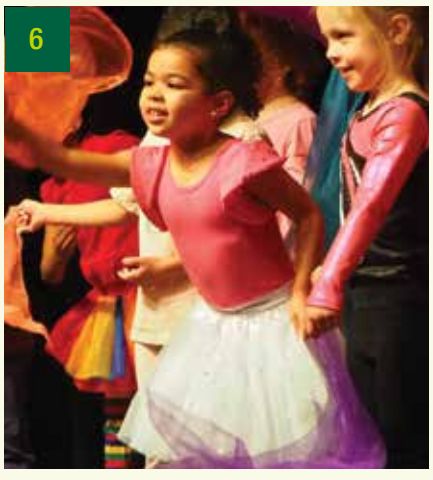














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HISTORICALLY SPEAKING



Front: Lindsay Macfarlane, Ben Nelson, Jack Resinger, Lucie Deedes Alexander, Harry Weiss, Laura Freeman, Pat Noyes, Ruthie Collins. **Back:** Benny Bell, Jim Malek, Laura McCann, Jon Arvin, Larry Pritchett, Matt Simpson, Caroline Barrow, Sally Wiley (Joe Graddy, Not in Photo).

It was a grand turnout!

The Class of 1972 made a big effort to "come back home." Larry Pritchett took the prize for coming the farthest, from South Carolina. Jon and Rebekah Arvin drove from Mt. Vernon, and Laura Freeman, from Winchester. Peggy Graddy, Joe Graddy's widow, DeeDee Alexander Lloyd and Duncan Lloyd, and Benny Bell Williams came from Versailles. Jennie Leavell was in Lexington. Laura McCann, Sally Wiley McConnell and Wes McConnell, and Jack Resinger each made the trip from Louisville. Matt Simpson drove from Paris.

Unable to join in person, but in good touch through phone calls and an incredibly long email string sharing archival and current photos and reminiscences were Cindy Featherston Baker, Caroline Barrow, Tom Bower, Ruthie Collins Cogar, Andy Eiseman, Lindsay Macfarlane Maurer, Kirk McCain, Ben Nelson, Pat Noyes, Harry Weiss, and Webb Willmott.