Lamplighter’s Community Outreach Commitment
Cover story starts on page 8.
Calendar of Events

August 2014
14  New Family, Pre-K, and Kindergarten Parent Orientations
18-19 Parent Intake Conferences
20  First Day of School

September
1   Labor Day (Holiday)
5   Donuts with Dads/Popsicles with Pops (EC and LS)
12  Soles4Souls Kick-Off
16-19 Class Pictures
26  Carnival

October
3   Hootenanny for First and Second Grade Parents 10:30 a.m.
13  Columbus Day (Holiday)
23-24 Parent Conferences, No School
31  Halloween Hootenany, Parade, and Picnic 10:30 a.m.

November
6   Fourth Grade Luncheon
10  Dolores Evans Speaker Series (#1)
24-28 Thanksgiving Break

December
4   Media Center Open House
19  All School Program
22  Winter Break Begins

Note: All dates are subject to change. Please log on to www.thelamplighterschool.org to view the most updated school calendar.

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Mission Statement
Dedicated to igniting the potential of each child, Lamplighter engages children in the joy of learning through intellectual discovery in a creative, inclusive, and collaborative environment.

Diversity Statement
Diversity will strengthen the education of Lamplighter children and enrich the lives of all members of the Lamplighter community. Lamplighter will, therefore, strive for the lamps that we light to reflect the ever-changing community in which we reside. We value individuality and encourage all children to reach their potential, while respecting their similarities and differences. We are united in purpose and committed to working together to accomplish the mission of The Lamplighter School.

Non-Discrimination Statement
In compliance with federal and state laws, The Lamplighter School does not discriminate on the basis of race, color, creed, gender, national or ethnic origin, age, marital status, sexual orientation, or disability in administration of its educational policies, admission policies, financial aid program, athletic and other school-administered programs, or the employment of staff.

Contact Us
Send story ideas to Edward Ritenour (eritenour@thelamplighterschool.org). Deadline for articles, photographs, and news for the next issue (Fall 2014) is August 1, 2014.
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Dear Parents,

I am pleased to report that we are indeed moving ahead in several of the areas that I discussed with you in our breakfast meetings last fall. As a result of input gathered from parents, alumni parents, alums, and prospective parents, we learned a lot. Through the surveys and focus groups, along with work with our consultants, it became clear that we needed to update the logo to better reflect the strength of the school and to express a more contemporary look and feel.

The first Lamplighter logo was created in the 1960s. It has been updated three times since. Retired Head of School Pat Mattingly told us that the color was changed from yellow and black to red and white to reflect a more youthful style. Over the years, the lamp gave way to building blocks and then to the lantern. Interestingly, the lantern had become the dominant symbol, when truly it is the flame or the light that is most representative of the school motto, “A student is not a vessel to be filled but a lamp to be lighted.” We are excited about the new design which you will see on the website and in written materials beginning this spring and summer.

The infrastructure needed to begin this work was developed by the Board of Trustees and includes an Architectural Search Committee and a Campaign Steering Committee. Both of these groups have been meeting throughout the school year to define the scope of their work, set goals, and establish processes for moving forward. I will report details of progress in our annual fall meeting.

In February we attended the National Association of Independent Schools conference. It was an exciting event. Each year, thought leaders from all over the country are assembled in one place to discuss the latest thinking as it relates to independent schools. The opening speaker was Lynn Heward, a ballerina, gymnast, choreographer, and the former Director of Creation for Cirque du Soleil.

Cirque du Soleil is considered one of the world’s most innovative companies. Cirque captivates and astonishes audiences with spectacular shows. Heward talked about her job of shaping the work of performers, designers, and technicians.

Heward likened her work to that of teachers who help create an environment so that the best possibilities emerge from the students. She explained how a nurturing environment and sense of true connection and purpose allow Cirque’s performers to extend their limits, work outside their comfort zones, try something different, take risks, and become resilient after setbacks.

In the future, innovative thinking and new ideas will be the result of connections with museums, foundations, and other institutions. The partnerships we have developed with the Perot Museum of Nature and Science and the new ones we are building with SMU, Commit!, and the Dallas Arboretum will stretch and nurture the innovative spirit that has long been emblematic of a Lamplighter education.

It is a privilege to guide the school during this exciting time, and we all look forward to what lies ahead!

Sincerely,

Joan Buchanan Hill, Ed. D.
Head of School
Dear Lamplighter Community,

As we wrap up another great year, I wanted to reflect on some of the exciting things going on at Lamplighter. The Strategic Plan, completed in 2012 under the leadership of Vice Board Chair Catherine Rose, is a really well-thought-out road map to both the near- and long-term future of Lamplighter. The plan, entitled “Lighting Our Path,” offers several key directives that emerged from the year-long process to put it together.

Some of the main directives from the plan will run together as we execute them. For example, two goals concerned building a strong community within while externally better messaging ourselves around Dallas and the nation. Those two goals tend to work in harmony because the more everyone in our school community feels like an indispensable part, the more we will tell our story effectively outside Lamplighter.

It starts with a Head of School who really understands and knows our children. Every child is a living, breathing person to Joan and her staff, and their day-to-day challenges and opportunities are always viewed through that prism. Joan and her team have raised the bar so high that I would guess most everyone feels well connected and an integral part of the Lamplighter community.

Resources to attract and retain the best teachers was also an important part of the plan. Continuity and professional development for teachers are vital parts of a superlative academic program, and it is important the School has the financial resources to fund everything properly.

One of the key directives from the plan centered on two elements related to facilities. First, we want to make our current campus as efficient and meaningful for the future as it was during its first 45 years. This involves a good hard look at how we use our space now, and what our needs might be in the future. We completed a space study in 2010, and it shed light on things we could tweak short of major construction. Now we have begun a more in-depth process to determine how to make the physical campus its best for the next decades.

The second part of the facilities plan is to consider a new building. By now most of you have seen Mr. Burton’s modular classroom parked outside of pre-K. The need to get this modular classroom was necessitated by some large classes coming up from Early Childhood. To properly accommodate all those children, we had a bit of a summer shuffle where several grades were moved around to accommodate current needs.

In a school that is deeply steeped in a culture of innovation, we must be very clear what that term might mean to us going forward. Technology is ubiquitous in our world. Merely accumulating technology will not make you an innovator any more than collecting reams of notepads will make you a writer.

“An innovative place for our future is one where students have the room …to dream, imagine, design, and create.”

Led largely by Joan’s dynamic vision, we have settled on this understanding of innovation as it pertains to Lamplighter. An innovative place for our future is one where great minds collaborate on new and exciting ideas for our students so they have the room (spatial and intellectual) to dream, imagine, design, and create. This innovation might be in the realm of technology, or it might be in the arts. Innovation must seep into all levels of a school. Any new facility should be designed with the intention of fostering creativity and allowing for myriad uses, some of which we probably have not yet fully imagined. The initial steps for the facility are quietly underway. Trustee, alum, and alumni parent Leslie Krakow leads an architectural committee that is conducting a nationwide search for the designer of the next great physical space on campus.

On a regular basis, we are seeing the benefits of renewing our emphasis on innovation this year. The established partnerships we have with the SMU Simmons School of Education and the Perot Museum of Nature and Science are paying great dividends for our students and faculty alike. We are also very excited about our newly formed partnership with the Dallas Arboretum. Recent visits to the school by great thought leaders like Tom Kelley, Wendy Mogul, Carol Dweck, Rishi Desai, and Paul Tough have elevated the conversation among all members of our community.

Another great partnership we have formed this school year is with Commit!, a local organization formed by Abigail and Todd Williams that seeks to improve the level of education in our local public schools. The LPAs Community Outreach Team of Nicole Small, Jenney Gillikin, and Kristin Rees has paired students in the Lower School with their peers at two local DISD elementary schools, Walnut Hill and Sudie L. Williams. This collaboration has given our students priceless perspective into the lives of children who live near them. If meaningful service became a new pillar of Lamplighter to add to all the other amazing things the School does for our kids, it would be spectacular.

On a personal note, this will be the last LampPost letter I will author. It has been my great pleasure to serve Lamplighter, mostly because of the lifelong impression it has made on our daughter. As the parent of a proud graduate, I will tell those of you with younger children that there is in fact life after Lamplighter. Our students go on to their next schools ready for the challenge, but firmly a product of the great experiences they have had here. I am turning over board leadership to the amazing and ultra-capable Catherine Rose. She and her husband Will are the parents of three remarkable Lamplighter graduates: Alex, Charlie, and Jack. I will still be around …maybe too much (see photo above from Auction 2014!). And I will always be a fan.

Thanks Lamplighter.

Best Regards,

Alex Nila K. Sharma
Board Chair
Senior Tribute

Brooke Adams
Blake Bassman
Cooper Buss
Finn Collins
Michaela Creel
Angad Dhall
Chris Dickey
Xander Fermier
Bella Fielder
Mira Foshee
Varsha Gande
Kate Gillikin
Satori Griffith
Charlie Leake
Emma Lochridge
Jazzy Lunia
Margot Meyer
Tony Miller
Henry Morgan
Macy Moskovic
Timmy Nadolsky
Mia Ness
Gavin Nourallah
Gabriel Patel
Gianluca Pedroso
Peyton Plumlee
Rishul Rai
Kalli Ratan
Gabriella Rees
Whitney Reid
Anneliese Scherz
Lilly Sealy
Will Shoup
Peydinn Stockham
Lauren Stump
Katherine Swango
Jodie Thompson
Jack Trochu
Miller Trubey
George Warren
Owen Welton
Matthew Wiggans
Emily Yancey
Sophia Yung

Lamplighter Class of 2014
Last summer, The Lamplighter School joined the LPA’s Community Outreach Committee to announce plans to support efforts to strengthen Dallas Independent School District (DISD) students’ reading skills. The project, Commit!, kicked off in the fall and involves local foundations, corporations, and nonprofit organizations. The broad partnership uses data and community expertise “to help prepare every student in Dallas County for success in school and life.” Lamplighter is the only private elementary school participating in the program that also involves several area high schools, including St. Mark’s, Greenhill, Parish, ESD, and Hockaday. The school’s efforts are directly benefiting nearby Sudie L. Williams and Walnut Hill elementary schools.

From its founding 60 years ago, Lamplighter has been committed to instilling in students an awareness of social responsibility and civic participation. According to Head of School Dr. Joan Hill, in Early Childhood, civic duty is learned as students vote democratically for the names of the animals in the School’s barn, for example. In the Lower School, fourth graders work cooperatively to decide how the Lamplighter Layers Corporation (the School’s entrepreneurial “chicken-raisinig and egg-selling” program) will use its profits. At every grade level, social and civic responsibility is part of the curriculum. “There is such joy when children are involved in this type of learning,” remarked Dr. Hill. “Just watch the faces of third and fourth graders as they make lunches for the Austin Street Shelter, or observe the youngest child dropping off a pair of gently worn shoes for Soles4Souls” (a nonprofit organization Lamplighter supports that collects shoes to help victims of abject suffering and poverty), continued Hill.

The Commit! initiative is “central to Lamplighter’s community service work,” according to Hill. With a goal to advance third grade reading scores in DISD, she said the Lamplighter community “felt a responsibility to be involved” in the effort. The multi-phase initiative includes parent participation through the LPA’s Community Outreach Committee that designed comprehensive reading kits that included word lists, books, and supplies. Last fall, parents and their children helped assemble the packets used for tutoring students at the two elementary schools.

In December, books were collected for the two elementary schools by Lamplighter families during the Media Center Open House “Giving Tree” drive to help build the DISD classroom libraries. Students at the schools are practicing reading and writing skills and talking about books as they develop pen pal relationships. According to co-chair, Kristin Rees, “Lamplighter families were not only...
excited to be able to help fill the shelves at these elementary schools, but also to instill in our own children an awareness of social responsibility.”

Through the video and pen pal program, letters are being exchanged, and the schools video-conferenced in December with Lamplighter’s second, third, and fourth graders. Students at all three schools are practicing reading and writing skills and talking about books as they develop relationships with each other. “Our Lower School teachers are excited about the Skype conversations and letter-writing exchanges,” described Vicki Raney, Lamplighter’s Assistant Head for Academics. “I am thrilled that this new service project allows our private school to have a public purpose. It is even more meaningful because we have the same goal: to nurture literacy,” she explained. “The literacy goals are the same at all three schools – to help students become lifelong, passionate, and avid readers.”

Commit! founded by Abigail and Todd Williams and supported by the office of Dallas Mayor Mike Rawlings, was designed to improve educational outcomes in DISD. Students from the partner high schools tutor students in reading as part of their community service requirement and as Commit! partners.

“While our focus here at Lamplighter is to ignite young minds, our mission is for the School to be part of a broader educational community,” explained Dr. Hill. “There is a benefit to the field of education by bringing teachers and parents together around a common goal.” She explained that many DISD students in the upper elementary grades are unable to read at a third grade level. According to Commit!, studies show that 80 percent of students who are not reading at grade level by the third grade will be unprepared to successfully attend college or some form of post-high school training without intervention. Further, studies indicate that Texas will need 60 percent of adults to complete some type of higher education to compete in the job market by 2030. While those statistics are dismal, Hill is confident that Lamplighter “can in some small way contribute to the solution. This is an exciting opportunity for Lamplighter… to be at the center of shaping the future with and for the youngest learners.”

As a major component of Lamplighter’s partnership with Commit!, LPA volunteers, along with representatives from the School, delivered hundreds of books to second graders at the two elementary schools in January. LPA Community Outreach co-chairs, Kristin Rees, Nicole Small, and Jenney Gillikin, were joined by Dr. Hill, Ms. Raney, and Sandy Diamond, Director of Advancement at Lamplighter. The group not only delivered books, but also read passages from several selections and discussed favorite titles with the enthusiastic students.

Small explained, “It was an honor to have the opportunity to work with Commit! to support their tremendous efforts to further education in our community.” She said the parents “greatly enjoyed” the chance to visit with the DISD schools’ students, teachers, and administrators “and to meet some of our children’s pen pals and share some of our favorite books with them.”
Strategic Plan
To advance the institution, Lamplighter has completed a comprehensive branding effort to fulfill the intent of the School’s 2012-2017 Strategic Plan. The goal identified in the plan was to “Broaden awareness of Lamplighter’s offering of the premier early childhood and elementary education program in Dallas.”

Since its founding, Lamplighter has been “a place for childhood” where “a child is not a vessel to be filled but a lamp to be lit.” These founding commitments are still relevant today; however, the practicalities of educating young children in the Lamplighter way have not remained static. A thorough branding process allows Lamplighter to successfully communicate what we do and how we do it. It is critical that we differentiate the School through efforts to serve as a leader in early childhood education.

Brand Promise
The results of the branding initiative will yield a shared understanding among stakeholders of the mission, values, and strengths of the School. In order to continue to attract and retain students from increasingly diverse communities, successful branding and differentiation is required to heighten awareness of and interest in the program. The exercise resulted in a “Brand Promise” for the School that includes a new logo design. This update serves as the foundation for all communications. Our brand is the choice that provides a distinct compelling benefit: For people who value a strong educational foundation, Lamplighter is the private school that delivers serious education wrapped in the wonder of childhood.
The purpose of a new logo:
- Symbolizes everything we are about
- Shorthand for a brand
- Becomes the consistent element in our communications
- The flag under which we march

What makes the new logo effective?
- “L” represents Lamplighter and lifelong learners
- Inspired by senior letter jackets
- Evokes college, academics, varsity (serious education)
- Flame starts from within, but radiates out
- More emphasis on light

initiative
Ensure compelling and consistent messaging to all constituents
To help raise money for the Land Fund, the February LPA Auction tapped into “the freedom of the open road.” The annual benefit, held at Gilley’s, featured a “Roadhouse Rules/Biker Bar Chic” theme. Proceeds will help provide a permanent home for the School, which recently celebrated its 60th anniversary.

The Auction is not only a fundraiser, but also serves as a community-building event for Lamplighter families and friends. Alex Sharma, Board Chair, described the Auction as a “smashing success…our wonderful Auction team put together a really memorable night for everyone that served both our community-building and fundraising goals equally well.” Sharma, dressed in leather and sporting aviator shades, explained that “an incredibly high bar has been set for our future Auctions.”

Live-auction items included vacation trips to New York to see Late Night with David Letterman and to Newport Beach for a stay at the Pelican Hill Resort. In addition, suites for the George Strait farewell and the One Direction concerts at AT&T Stadium were auctioned.

As in the past, some of the highest bidding was not for jewelry or trips, but for an in-school “lock-in” party and the “Head of School for the Day.” Other “priceless” items included class projects made by students such as original artwork and a cookbook with recipes contributed by every fourth grader.

Headed by Lamplighter parent Shannon Morse, more than 400 members of the Lamplighter community “got their motors running” for the annual fundraising event.

“Lamplighter spirit was everywhere,” she described. “Live-auction bidding was lively, setting new records for Head of School for the Day and a new favorite, the lock-in.” She said the Old 97s “rocked the crowd; they kept the party rolling late into the night.”

The Auction committee consisted of “an impressive list of volunteers” according to LPA President Courtney Plumlee. She said Shannon “led by example, which is why so many people enthusiastically agreed to assist in this huge endeavor.” Co-chairs included Brenna Lambert, Karen Lobdell, Selwyn Rayzor, and Laura Trubey. Dr. Hill commended an “exceptional parent community,” who, along with dedicated teachers and staff, “work together to enrich the lives of our students.”
Change Makers and Tough Talker

Season features New York Times writer, MTV filmmaker, and one of Time’s 100 most influential people

The past season of the Dolores Evans Speaker Series featured a panel of three “Change Makers” in early November, followed by an appearance by author Paul Tough in January.

The three Change Makers are improving the lives of children through innovative thinking. The program included discussions with Erica Kochi, co-leader of UNICEF’s Innovation Unit, recently named by Time as one of the world’s 100 most influential people; Emily Hunter, an MTV environmental journalist and filmmaker; and Rishi Desai, M.D., a medical educator at the Khan Academy, a nonprofit online education platform. The speakers were interviewed by KERA’s Jeff Whittington.

Though the series traditionally features authors, Head of School, Dr. Joan Hill decided to try something different. “Schools should be at the forefront of new things.” She explained that risk taking that can lead to innovation is “something we try every day to instill in our students.” Hill said Lamplighter actively engages children “in the joy of learning, teaching them to be tomorrow’s problem solvers and laying the foundation for lifelong learning.”

Kochi talked about her work in developing countries. Hunter discussed how to involve people in environmental issues. Pediatrician Desai argued how parents and others can learn more about pediatric issues through Khan Academy’s open-sourced information. The theme of the evening, “Improving the lives of children around the globe through innovative thinking,” was designed to help parents empower their children, “our next generation of leaders,” according to Dr. Hill.

After the program ended, Hill said what we do here at Lamplighter could be considered the ultimate long-range investment. “It’s called primary education, but we think of it more as a noble mission to ignite young minds. Not merely to pique their intellectual curiosity, but we see it as our calling.”

In late January, more than 300 people attended “An evening with author Paul Tough.” A contributing writer for the New York Times Magazine, Tough discussed his book How Children Succeed. He challenges the idea that test scores define a child’s ability to succeed and argues that children need to be given the chance to fail in order to learn how to cope with failure. Tough explained that by creating an environment in which children always succeed, parents and teachers may be putting them at a disadvantage.

“Paul Tough has spent years researching the importance of non-cognitive skills like grit, self-control, zest, social intelligence, gratitude, optimism, and curiosity,” according to Dr. Hill. She explained that Tough “posits that these skills are central to a social-emotional curriculum and serve as a tool kit of strategies from which to draw when faced with academic and life challenges.” Twelve-year Lamplighter parent Sarah Weinberg agreed. “Lamplighter’s social-emotional education really embodies the character elements Tough discussed.

Dooley Noted

Lamplighter’s Author Series welcomes Ivy & Bean Illustrator Sophie Blackall

Children’s book artist Sophie Blackall, Lamplighter’s first female illustrator to visit as part of the Dooley Author series, met with students last October. Blackall is best known for her work as the illustrator of the one-million-copy-selling Ivy and Bean series. The Brooklyn-based Australian artist has illustrated more than 30 books including Ruby’s Wish in 2003 which won the Ezra Jack Keats Award.

During an engaging slide presentation, Blackall described her past and her current work environment: she shares a studio with three other children’s book authors and illustrators. One former business partner was John Rocco, the Dooley author who visited Lamplighter last year. According to Media Center Coordinator Patricia Vermillion, Rocco recommended her for Dooley. Vermillion received an email from him the day of Blackall’s visit and his first question was, “How are the chickens?”
To close her presentation, Blackall explained her work with the Measles & Rubella Initiative. In partnership with UNICEF, the goal of the global effort is to eliminate measles and rubella. “I traveled to the Congo and India to visit families in villages affected by measles. She said she feels “privileged to have the opportunity to use illustration to help save lives.”

Next, she took questions from students, and many wanted to know about her measles efforts. One student asked how she communicated with the people there who don’t speak English. She replied simply, “My drawings. Drawing is a great way to communicate with people of a different language. I just sketched what I needed to say.”

After lunch Blackall spent time creating art with third graders. She invited students to work together to create a large Chinese scroll poem with art. The children wrote nouns, verbs, and adjectives on small slips of paper and mixed them up. Then they picked out a new set of all three. According to art teacher Pam O’Krent, “They wrote mismatched imaginative poems from the mismatched words, creating flowing sentences that somehow ended up connecting together!” As the students illustrated, Blackall added to the scenery, painting images with her Chinese ink and brush. O’Krent said Blackall “interacted beautifully with the students, adding illustrations to the group poem with her paint brush and Chinese ink. Her whimsical style and easy-going nature were delightful.”

According to Dr. Hill, “Sophie Blackall made art and literature accessible to the Lamplighter students in a unique way. She explores the possibilities with children and encourages their creativity. Her visit was inspiring not only to them, but also to all of us.”

Alma Matters at Lamplighter

Young alumni students inspire fourth graders at School’s Senior Celebration

Nearly 100 people attended the fourth grade “senior” luncheon held in November. The annual gathering provides not only an opportunity for students and their parents and teachers to reminisce, but also a way for the School to celebrate the fourth graders’ achievements during their seven years at Lamplighter. Invited to address the group were two young alumni, Katie Payne and Joe Durst. Payne, a high school senior at Hockaday, and Durst, a junior at Cistercian, returned to address the excited fourth graders. The two shared favorite Lamplighter memories and offered words of advice.

Payne graduated from Lamplighter in 2006. She said she left Lamplighter prepared with a very strong foundation, thanks to the teachers and administrators. She explained that she learned how to work on group projects, how to talk to teachers, how to engage actively in class, and how to write creatively. “And if I did not know a concept, I felt confident enough to ask questions to gain clarification.” Payne’s mother, Jennifer Karol, said her daughter’s passion for Lamplighter “is a huge testament to the faculty and staff that nurtured her during her very important formative years.”

Durst graduated from Lamplighter in 2007. He explained to the seniors that he went from having “my closest friends all around me every day to not knowing a single person.” He said most of the students in his fifth grade class had come from “rigorous elementary schools that are extremely different.” Regardless, he felt that he was just as qualified as those students, “if not more.” He described that many of the other students had not learned how to meet new people, work together, or understand learning as anything more than just memorizing facts.

According to fourth grade teacher Marty Melton, a 30-year Lamplighter legend, “The luncheon was a touching occasion to celebrate the culminating year of the children’s journey through Lamplighter.” She reiterated how parents honored their
children’s accomplishments by presenting each senior with a Lamplighter pin. “Students reflected on memorable moments and voiced their perspectives,” she said. “It was an inspiring time to look back, and to look forward to the many rich experiences yet to come in this final year.”

Afterward, Dr. Hill commented that the School strives for academic excellence while it offers “a warm and supportive environment which, in turn, inspires a love of learning and self-confidence.” She said she is convinced the students are successful because of the strong foundation they receive at Lamplighter.

Joe Durst and Katie Payne

Another Eggcellent Year!

By Jody Stout and the Lamplighter Layers Communications Committee

The Lamplighter Layers Corporation has been in business since 1970, and yet each year of its long history is as unique as the make-up of the chicken flocks that are the very foundation of the business. Each senior class begins the business year with a flock of their own choosing, carefully researched and selected during their third grade year. The election of first-time officers at the beginning of each school year sets the tone for new leadership and new ideas. Students take on key participation and leadership roles as officers, crew, and committee members, stamping out the path of the business year with distinction and authority. The various student-led committees formed in support of the Layers’ business plan are key to the unique identity of each corporate year and to the sustainability of the business, year after year.

Kalli Ratan, a communications committee member, describes the responsibilities of the production committee: “Right now the committee is working on ways to have happy, healthy chickens.”

Because each season presents a variety of problems to be solved, the production committee’s work is essential to the success of the business. Communications committee member Gavin Nourallah explains the effects of a harsh winter: “Some of the eggs are coming out wrinkled and fragile.” The recommended solution, he reported, was for updated equipment, “We have a new basket for gathering eggs—meaning less breakage.” According to Ratan, the measure was approved by the finance committee because “the more eggs you don’t break, the more money you collect.”

In addition to reporting on the progress of Layers, the communications committee is also working to support the finance committee’s profit goals with efforts to brand the business, creating a corporate logo and the business slogan, “Another Eggcellent Dozen!” And as Ratan reports, “The communications committee is always working on decorating our cartons.” The demand for decorated cartons is high. “Layers got 881 eggs in the month of January,” explained Nourallah.

The drive to increase production and profits is a reflection of motivated students striving to do their best in all endeavors, but also a reflection of a generous Lamplighter spirit. Miller explains, “Our corporation uses the money for charity so we can help others in need.” The dividend committee, reports Ratan, “is working on picking charities to donate to.”

While the corporation is a proud tradition, Lamplighter Layers 2013-14 is a creation all its own, fueled by the individuals that make up the dynamic business team. Ratan observes, “Everybody has a different job in our corporation. Behind all of our selling, there’s tons of hard work.” Yep, looks like another eggcellent bunch!
LampPost continues “Faculty Focus.” Our goal is to illustrate how our accomplished faculty, chosen and trained for this crucial portion of education, teach, engage, inspire, and mentor as they deliver serious education wrapped in the wonder of childhood. Learn more about our published authors, world travelers, and our “lifelong learners” who are earning advanced degrees and professional development certificates.
I have been teaching art at Lamplighter for more than 20 years, but I have been creating art even longer. I have participated in quite a few art exhibits throughout my career. Recently all three of these elements merged when I had the privilege to participate in a group exhibit with two former Lamplighter students. The Printmaking Exhibit was held at The Episcopal School of Dallas during the fall semester of 2013 and included artists, art educators, and AP art students.

ESD brought Ron Pokrasso, Master Printmaker, to Dallas to lead a workshop in printmaking. I had the benefit of having worked with Mr. Pokrasso several times in Santa Fe, most recently last summer at a week-long printmaking workshop. His skills in printmaking and his ability to encourage new ways of thinking and creating is indeed inspirational. He worked with students all day on day one. He first demonstrated techniques in making monoprints, then worked with the young artists individually. Two of these students, ESD seniors Megan Sims and Emily Bassel, are Lamplighter alums. On day two, Mr. Pokrasso worked with artists and art educators from area private schools. All participants from the two-day workshop contributed one piece of art for a group exhibit.

ESD printmaking instructor and artist Kathleen Raymond had the original idea to host a guest artist-in-residence workshop. She wanted to include students, artists, and art educators, and present an exhibition of the resulting work. She has worked with many Lamplighter alums and enjoyed working with Megan and Emily.

I was thrilled to see the work my former students had created. I fondly remember teaching these two girls through their years at Lamplighter. And during the summer of 2006, upon their graduation from Lamplighter, both girls enrolled in a printmaking summer class I taught. We used our school’s printing press to explore the art of monoprints. My earlier work with Ron Pokrasso inspired many of the techniques I taught during that class. The opportunity to participate in a group printmaking exhibit with Megan and Emily years later was one of those “full circle” kinds of experiences. Both of these young artists are talented, bright, and simply lovely people. I know their paths ahead will be promising and certainly creative.

These kinds of unique opportunities don’t come around often, but when they do, I relish the chance to continue learning, growing, and creating alongside my students.

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Creative Connections

By Pam O’Krent, Art Teacher

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Teaching Tech

By Kate Odgen, Academic Technology Coordinator

This June I will be presenting two 90-minute workshops at the 2014 Conference and Expo for the International Society for Technology in Education (ISTE) in Atlanta. ISTE is the largest educational technology society and serves more than 100,000 education stakeholders throughout the world. The conference is the world’s most comprehensive educational technology event.

My first presentation is focused on learning the basics of Scratch, a kid-friendly computer programming language developed at MIT. Participants in this workshop will learn how to integrate a Scratch project into any subject or lesson. In addition to teaching the basics of computer programming through Scratch programming language, we will use this highly intuitive and accessible software platform to create online interactive digital storytelling, animations, and original characters.

Students will love using these LEGO-like programming “building blocks” to create digital characters (Sprites) that can flip, jump, talk, and interact with players to problem-solve, explore, and collaborate.

What’s the best part about Scratch? There are no mistakes! Students and teachers will learn that there is more than one way to communicate with your Sprites. All you need is a laptop and your imagination. Objectives of this presentation include creating a Scratch project, discovering efficient ways to increase student problem-based learning, applying interdisciplinary STEM learning activities, and learning how to integrate Scratch into curriculum.
Science, Technology, Engineering, and Math (STEM) has been gaining traction in schools over the last several years. It’s become such a focus in school curricula that the National Science Teachers Association and other organizations have begun offering conferences dedicated solely to STEM. But what is STEM exactly?

In general, STEM is an integrated experience that combines multiple academic disciplines. Science alone isn’t STEM. Programming becomes non-linear as students learn to use “if-then” switches and multiple lines of code.

Once basic skills are learned, students are ready to solve a problem or complete a challenge. Using WeDo robotics, students might build a wall of gears and determine that power might be lost as speed is gained. With Mindstorms robotics, students might build and program a vehicle that traverses a maze or retrieves objects.

At the end of the projects, after the robots are disassembled, students take with them the 21st-century skills that make STEM such a powerful learning experience.

**Well Read**

**Guest Lecturer Sallie Wells Presents on Early Childhood Development**

*By Judith Mullens, Director of Early Childhood*

As one of the many ongoing learning opportunities available to teachers at The Lamplighter School, on January 21 the Early Childhood division welcomed guest lecturer Sallie Wells, adjunct professor for Texas Woman’s University and member of the National Lecture Staff for the Gesell Institute of Child Development in New Haven, CT. Wells presented on topics including children’s growth, learning, and behavior from 2 ½ to 6 years, and how to create developmentally appropriate curriculum that embraces cognitive, social, emotional, and physical growth. Wells received her Masters of Science in
Child Development from Texas Women’s University and is currently a PhD candidate in family studies, also at TWU.

After the three-hour presentation, Pre-K teacher Debbie Herskovitz commented, “Wells reminded us of what we are doing correctly and what we need to strengthen. The best reminder of all was that development cannot be forced or rushed, it can only be enhanced, and that children develop at their own unique pace.”

This summer, two more of our Early Childhood teachers, Lauren Pond and Amy Brown, will be attending a five-day Gesell Workshop to enrich their understanding of the stages of early childhood development and how to create learning environments that support our students as they move through these very crucial and formative years.

Joy of Reading

By Brandy Dalton, First Grade Teacher

In the spring of 2013, I applied, and was honored to be accepted, to attend the Teaching of Reading Summer Institute at Teachers College at Columbia University in New York City. The institute is an annual gathering of teachers from around the world who come together to examine, explore, and learn how to incorporate reading workshop, the reading portion of the Teacher’s College Reading and Writing Project, into their curriculum. The mission of the Teachers College Reading and Writing Project is to help young people become avid and skilled readers, writers, and inquirers, which aligns well with Lamplighter’s mission. What a great opportunity to gain strategies to improve the reading curriculum at Lamplighter!

The July 2013 institute was an intense, week-long experience where teachers spent most of the day working in grade-level groups looking specifically at the reading workshop curriculum for levels they would be teaching in the fall. This gave me an opportunity to study with first grade teachers from around the world and to see how I could excite and engage my first grade students with the joy of reading.

We talked about creating balanced literacy instruction through six key components: reading workshop, writing workshop, small-group instruction, read aloud, word study, and shared reading. Then we examined the appropriate classroom environment with an adequately stocked classroom library, anchor charts we could create with students to support and remind them of their learning, and vocabulary to use to encourage students to become more active and engaged readers during reading workshop. The focus was not on lessons and lectures to provide to students; rather, we focused on how to give children the power to take center stage in their own reading development and to flourish as lifelong readers.

The institute was a wonderful, rewarding experience, and I was thrilled to return to Lamplighter to share my learning with the other first grade teachers and the literacy team. I hope more Lamplighter teachers have the opportunity to attend this remarkable institute in the future.
Innovation Through Collaboration

by Vicki Raney, Assistant Head for Academics

The Lamplighter School takes pride in delivering a serious education wrapped in the wonder of childhood. Lamplighter continues to improve every aspect of its curriculum, enhancing what is good and making it better, setting higher goals for students to achieve, and searching for ways to be innovative in its approach to educating young children.

Having rich collaborations with museums and universities are ways that our school measures how our academic program stands up to the latest research and best practices for teaching children. In recent years, Lamplighter completed a thorough examination of the literacy curriculum, specifically how we teach reading. We compared national and state standards, discovered what other independent schools are doing in this area of the curriculum, and participated in the best professional development opportunities available. Partnering with Southern Methodist University gave us access to professors like Dr. Reid Lyon, who led discussions about meeting the needs of young readers, and Dr. Stephanie Al Otaiba, who discussed how to build a stronger vocabulary. We now understand the components of an excellent reading program and the significance of increased time spent reading. Dr. Diane Gifford, Research Specialist at SMU’s Simmons School of Education and Human Development, meets with Lamplighter faculty members regularly so they can ask questions about various aspects of reading instruction. She offers books and articles that support our literacy curriculum.

Literacy teachers assess their students to learn the level of text complexity that each child can handle (on an A-Z scale) and then channel students toward texts they can read. Through our relationship with Dr. Gifford, teachers now use more tools to assess each student’s progress, including running records, the DIBELS screener, Gates-MacGinitie Reading Tests, and a spelling inventory. We are certain that our relationship with SMU strengthens our work each day with Lamplighter children, and that our collaboration with university professors such as Dr. Gifford and Dr. Calkins reinforces our commitment to serious education.

Now back to that line about “searching for ways to be innovative in its approach to educating young children.” I want to whisper to you about our newest project, one that focuses on the potential for rich, new international relationships, but I will save the details for our next LampPost…
Year in Review from the LPA President

Dear Lamplighter Families:

It has been a busy and successful year for the Lamplighter Parents’ Association! We kicked off the summer by welcoming our new families. New Family Coordinators Denise Stewart, Rachel Trowbridge, and Kate Hoedebeck personally welcomed each family with personal phone calls and emails.

Our Spirit Store co-chairs, Molly Sealy and Karen Reid, worked through the summer to make sure our children were dressed with the coolest attire. The first big LPA event of the year was our Lamplighter Jubilee Carnival in October. Co-chairs Aimee Whitaker and Melissa Niven worked many hours with committee members so that a fantastic time could be had by all at this family-favorite event.

The Media Center Open House event provided hundreds of new books for our library as well as iPads for classroom use. Laura Godkin chaired this December event that dedicated books to our wonderful faculty and staff. Also, through our community outreach partnership with Commit!, we raised money to purchase hundreds of books for two neighborhood DISD elementary schools.

In February, we kicked off the parent event of the year, the “King of the Road” Auction chaired by Shannon Morse, Laura Trubey, Selwyn Rayzor, Karen Lobdell, and Brenna Lambert. They worked endless hours with committee members to raise more than $300,000 for our Land Fund! We wrapped up our year with International Night in April. Our children were able to travel the world at this exciting event that was chaired by Amisha Patel and Gunjan Jain.

In addition to these fabulous events, there are several other areas that the LPA is responsible for at Lamplighter. A special thanks to these parents:

Special Lunch co-chairs Robyn Neuhoff and Sunny Knocke for ordering and serving delicious lunches to our happy and hungry children every Friday.

Community Outreach chairs Kristin Rees, Jenney Gillikin, and Nicole Small, for helping our children brighten the days of others in our community.

Cultural Awareness chairs Becky Keane, Stephanie Bowden, and Marylene Leogier, for organizing enriching activities such as Lunar New Year and Cinco de Mayo.

Faculty and Staff Appreciation chairs Allegra Feito, Natalie Oudt, and Danielle Cate, for coordinating monthly snacks, breakfasts at conferences, and special holiday and year-end appreciation events for faculty and staff.

Communications chair Heather Balestri for helping us stay up-to-date with LPA events in the weekly eNews and eReminders.

Dad’s Coordinator Jay Newberger for Donuts with Dads and Popsicles with Pops.

Volunteer co-chairs Carmen Yung and Laurie Darlak, for working year-round to line up parents to staff our numerous volunteer opportunities.

All of our Grade Level Coordinators (Jen Lochridge, Kiersten Stockham, Debbie Wiggans, Nova Patel, Leslie Benners, Allison Bovard, Nancy Buss, Tiffany Welmer, Amy Mitts, Catherine MacMahon, and Janelle Pinnell) who emailed parents every Sunday evening with weekly reminders. They also organized Moms’ Nights Out, playdates at the park, and parent parties for their grades.

The following volunteers helped keep the LPA running smoothly all year:

Treasurers: Kristen Phillips and Suzanne Pham
Secretary: Jackie Katz
Presidents Elect: Monica Purdy and Carmen Yung
President Advisor: Stephanie Bassman

Please join me in applauding the contributions made by this dynamic group of volunteers. Last but certainly not least, I would like to express my heartfelt appreciation to Stephanie Bassman, Monica Purdy, and Carmen Yung for their support and guidance. This has been an amazing year, and I will cherish the memories for the rest of my life. I know that next year’s LPA under Carmen’s leadership will carry on the spirit of giving, caring, and sharing while helping make Lamplighter one of the finest schools in the world!

Yours truly,

Courtney Plumlee

Board Members of the 2013-2014 Lamplighter Parents’ Association
2008

Class of 2008 Lamplighter alums and current ESD sophomores Jonathan King, Kate Robinson, Meredith Hessel, and David Kerrigan displayed their fondness for Lamplighter as they built a Habitat for Humanity house recently. The group was part of a team that volunteered their time to help build a new residence for an East Dallas family in need.

1974

Debbi Levy recently moved back home to Dallas from San Antonio. She is a yoga instructor at the Jewish Community Center and Larry North Cityplace.

Jeffrey Miller was promoted to Executive Vice President and Chief Operating Officer of the Halliburton Corporation in September 2012.

1980

Jennifer Bryan toured Lamplighter in the fall with Mark Hurst; both are Class of 1980 graduates. Jennifer attended the Hockaday Centennial Celebration where one of her charcoal drawings was on display.

Mark Hurst toured Lamplighter with Jennifer Bryan ’80 last fall. Mark is a former DISD history teacher.

1994

Sean Leatherbury received a Doctor of Philosophy in history (Late Antique and Byzantine Studies) from Oxford and is a post-doctoral fellow at the Bard College Graduate Center in Manhattan.

1995

Lindsay Stark Edelman is the Youth Market Director for American Heart Association and worked with Kathy Ritz to plan the recent 2013-14 Jump Rope For Heart Campaign.

1996

Kenny Hughes received a Doctor of Medicine from the University of Texas Health Science Center at San Antonio with residency at Mount Sinai in New York City.

1997

Colin Leatherbury is a financial analyst for Twitter in San Francisco.

1999

Basil Koutsogeorgas graduated with a B.S. in architecture from Northeastern University.

2000

Shannon Blakey defended her Master’s Thesis in September 2013 at the University of Wyoming. She will continue in pursuit of a PhD in clinical psychology, specializing in research and treatment of anxiety disorders such as OCD, PTSD, and phobias.

Lindsay Dolan is currently a second-year PhD student in political science at Columbia University in New York City. She won an honorable mention in the National Science Foundation Graduate Research Fellowship Program. Majoring in international relations and minoring in domestic politics, her research concerns international security and the political economy of development.

Steven Mickey is a financial analyst for Goldman Sachs.

Kathryn Woodward graduated from Clemson University in December 2011 with a double major in Spanish and sociology. She married Lyle Weed in December 2012. She works for the Department of Social Services in Greenville, South Carolina.
Adam Genecov, Class of ’01 and St. Mark’s Class of ’09, and brother of Becca Genecov ’03, was awarded the Stanford University Frederick Emmons Terman Engineering Scholastic Award. This award was given to the top 5 percent of the graduating seniors in the School of Engineering at Stanford in April 2013. He graduated Phi Beta Kappa in June 2013 with a BS in biomechanical engineering. Adam is continuing his studies at Stanford, pursuing his MS in engineering.

Emily Wisner is studying public relations at the University of Texas in Austin.

Katie Kerrigan spoke to Lamplighter faculty and staff at a luncheon during Faculty Days in August 2013, sharing her personal Lamplighter stories and memories. Katie is a freshman at Wake Forest University.

Emily Barnes was a semifinalist for the National Merit Scholarship Program. She attends The Episcopal School of Dallas.

Tanner Hakert also attends The Episcopal School of Dallas and is involved in many extracurricular activities including the golf and wrestling teams.

Paige Hughes was featured in the Centennial Celebration of Girl Scouting at The State Fair of Texas.

Nick Kraus is a semifinalist for the National Merit Scholarship Program. He is a senior at Greenhill School. Nick spoke to Lamplighter faculty and staff at an August 2013 luncheon during Faculty Days before the school year began and shared stories about his journey at Lamplighter.

Tiffany Le is the editor-in-chief of Hockaday’s newspaper, The Fourcast. She attended a high school journalism conference and won first place for “Best Page Design Portfolio.” Tiffany worked as an intern for The Dallas Morning News during the summer of 2013.

Emily Barnes was a semifinalist for the National Merit Scholarship Program.

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Christian Mastrogiovanni is actively involved in film, acting, and directing. She won first place at a film festival in Dallas. Christian has recently been signed by the Campbell Agency in Dallas.

Katie Payne is a semifinalist for the National Merit Scholarship Program and will compete for approximately 8,000 scholarships this spring. Katie is a senior at The Hockaday School.

Megan Sims is a semifinalist for the National Merit Scholarship Program and attends The Episcopal School of Dallas.

Class of ’06 Presidential Scholars
Only 25 girls and 25 boys were selected from Texas, but three are from Lamplighter this year: ESD’s Megan Sims, St. Mark’s Aidan Dewar, and Greenhill’s Nick Kraus.

Alex Foote is currently attending Harvard University. As a Weissman International Intern last summer, she translated documents for a forum on Tibet co-hosted by China’s State Council and the Harvard Center in Shanghai. At Harvard’s Weatherhead Center, Alex has analyzed Chinese source materials to understand China’s recent military development, the results of which were featured in a report for the U.S. Navy. She has led a number of community service initiatives in the United States and China and is currently the co-director of the Chinatown After School Program. The 2003 Lamplighter graduate was selected by China Hands magazine for their inaugural “25 Under 25” feature that highlights students and young professionals who have worked to further mutual understanding between China and the United States. The finalists were evaluated on the basis of their academic achievement, extracurricular or professional involvement, and leadership potential. Among other accomplishments, Alex graduated from The Hockaday School in 2011.
Alexandra Villareal ’06, a senior at The Hockaday School, has been named a 2013 Young Woman of Distinction by Girl Scouts of Northeast Texas Council and spoke at the luncheon in October at the Hilton Anatole Hotel. The event recognized outstanding women leaders and Girl Scouts for their contributions to the community. The honorees are recognized as Lifetime Achievement, Woman of Distinction, and Young Women of Distinction. Alex has been a member of Girl Scout Troop 578 since first grade at Lamplighter. According to the Girl Scouts website, “Alexandra embodies the qualities of a Girl Scout in that she continuously strives to make herself a better person and make a positive impact in the community. Alex has been a Girl Scout for 11 years and has received her Bronze, Silver, and Gold Award, the highest award a Girl Scout can earn. For her Gold Award project she worked with the Dallas Area Rape Crisis Center to develop therapy information packets and toiletry bags for more than 200 of their clients. Alex is continuously on the commended honor roll and is a championship member of the varsity golf team and serves as team captain. She is also an officer in varsity choir. Alex is a member of Hockaday’s Spanish Honor Society and has incorporated her bilingual abilities in many Girl Scout volunteer projects.

2008

Meredith Hessel attends The Episcopal School of Dallas and is the 2013-2014 sophomore class president. She volunteers at the Perot Museum of Nature and Science for community service and traveled to Thailand during the summer of 2013 on a community service leadership trip. Meredith placed first in a statewide art contest, the Dallas Holocaust Museum’s Art Competition.

Sally Levine currently attends Parish Episcopal School and is a member of the varsity tennis team. She was accepted into a new program called the Academy of Global Studies.

2011

Grace Grimes recently visited Lamplighter and volunteered in the Media Center in October 2013.

Skylar Kaye raised more than $13,000 for the Susan G. Komen Race for the Cure event in Plano for “Team Tracy,” in support of her mother, Tracy Kaye, who was diagnosed with breast cancer in 2013. “I decided I wanted to make a difference,” said Skylar, who attends Parish Episcopal School. That decision to help inspired the image on the team’s T-shirts: a photo of Skylar carrying her mother on her back.

2012

Lily Baughman is a sixth grade honor roll student at The Episcopal School of Dallas.

Sophia Ehring visited her former Lamplighter teachers in August of 2013. She is currently a sixth grade honor roll student at The Episcopal School of Dallas.

Kirsten Kirk is currently serving as the class agent for Lamplighter’s Class of 2012. She was an alumni volunteer at the Lamplighter Jubilee Carnival in October 2013.

2009

Lauren McDaniel and Whit Payne at the Lamplighter Carnival and then together for the 2013 St. Mark’s Homecoming.
**Campbell Crates** is a sixth grader at Greenhill School. She starred in the short film *The Call* and won Best Young Female Performer at the AOF International Film Festival Awards in August 2013. The film was made by Maderfilm productions, a motion picture company founded by award-winning filmmaker Kenneth Mader. In addition to Campbell, the young male lead, Greg Marks, won Best Young Male Performer at the film festival. The short film also captured a runner-up honor for Best Score for Peter Rafelson. According to Mrs. Crates, Rafelson, who has worked with Madonna and Elton John, composed the music for the film.

**Billy Lockhart** visited Lamplighter to see some of his teachers and to tour the campus in October 2013. He is currently attending St. Mark’s School of Texas and is involved with woodworking and sports.

**Ali Scherz** is in sixth grade at The Hockaday School and was elected Treasurer of the Student Council.

**Avery Antes** visited Lamplighter in October 2013. Her team won second place in a softball championship in Oklahoma.

**William Leake** met up with Lamplighter alums and current students at Camp Longhorn last summer. **Will Smith ’99**, was his Camp Longhorn counselor along with three other Lamplighter alums: **Josh Chabria ’13, Jake Darlak ’13, and Andrew Pfaff ’13**. Camp Longhorn counselor **Tucker Rice ’04**, was the counselor to two current Lamplighter seniors, **Charlie Leake and Jodie Thompson**.
To cap off the School’s Alumni Week in February, more than 100 faculty, staff, parents, and alumni attended the annual Spirit Award Luncheon. This year’s honors were awarded to former employees Sheila McCartor and Juli McGinnis. The two women worked for the School for a combined 80 years. The annual award presented to the pair was established in 2003 during the School’s 50th anniversary. According to Kyle Ford ’74, President of the Alumni Association, McGinnis and McCartor were chosen because they “embody the spirit of Lamplighter: lifelong learners who are willing to take risks and display creativity in their work.”

The recipients were introduced by former Head of School Pat Mattingly, who began her speech by quoting “Life must be lived forward, but understood backward,” helping to explain the spirit of Lamplighter. She explained that McGinnis joined the faculty in April 1971 and wore many hats during her lengthy tenure. McCartor was hired by the School’s founders, Natalie Murray and Sandy Swain, in 1965 after just one interview. Before retiring in 2013, McCartor’s most recent years of service were spent working with alumni. Mattingly explained how McGinnis worked with students, faculty, and parents with “equal skill, understanding, a welcoming demeanor, and a very wry sense of humor.” She said that even if McGinnis did not author an article, note, or publication, “she probably edited it.” Next Mattingly quoted McGinnis, with an example of her writing talent: “I love describing the confidence of a kindergartener who demonstrates square-dancing skills as if it’s no challenge at all; the fourth graders who tackle with aplomb the writing, staging, set decoration, and performing their original operas; and everything in between.”

In her 33 years at Lamplighter, McGinnis taught nursery school and kindergarten, worked in admissions and development, and established the Lamplighter Award.
communications function. Her daughter and Lamplighter alum Susan McAllister described her “as one never to seek the spotlight. She devoted her energies to working tirelessly behind the scenes.” McAllister said her mother instilled the love of learning in her students and in all of those who worked with her by being a lifelong learner herself.

Next, former science teacher John Breitfeller took the stage to help introduce Ms. McCartor. He described her teaching style and unassuming manner and said, “You don’t have to know Sheila very long to see her spirit.” He remarked that knowing her taught him what Lamplighter spirit was all about and said she “singularly will do what’s right for a child.”

McCartor was last to speak and said that in 1965, “Lamplighter became my life.” She described how after being interviewed, she was told that she would hear from the founders “in a few days.” As it turned out, “they called me at 7:30 the next morning and of course, I said yes! Thus began my life’s work, and it was then and there that I encountered the palpable spirit that is interwoven into the very fabric of this school.”

“Peggy Myer ’73 and her son Ben ’13 presented to the third grade. Myer spoke about her marketing work at Scottish Rite Hospital, and Ben led off with a few magic card tricks, some using math equations that his math teacher Ms. Beddow taught him. Scurry Johnson ’73 spoke to the fourth graders about a new medical device he represents that helps patients with Parkinson’s disease. He was assisted by science teacher Bill Burton who took the students’ pulses. Mr. Ford returned to see the second graders and answered their many questions about life at Lamplighter in the 70s. Priya Zeikus ’85 read a book titled Stinky Face to Brian McCool’s pre-K students.

McCartor then told the group about a Native American storyteller who years ago visited Lamplighter. When he arrived, he said he wondered where the heart and spirit of the school might be. By the end of the day he said it was evident that the heart and spirit are wherever the children are. “What an intuitive man he was,” McCartor smiled, “because the spirit of Lamplighter has been patent and strongly manifest in its children from the very beginning.”
Parents: If this issue is addressed to your son or daughter who no longer maintains a permanent residence in your home, please send us the correct address to the school address above, or email it to advancement@thelamplighterschool.org

Be the spark... that ignites young minds

Your gift is the spark that helps ignite the lamps of our students. Thank you for supporting the 2013-2014 Lamplighter Annual Fund!