

# INSIDE

News from MEMPHIS UNIVERSITY SCHOOL



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## Lessons Learned Abroad

Few schools offer the academic experience that MUS affords its students, and even fewer provide the opportunity to take those lessons learned on campus and apply them abroad. This summer, more than 70 MUS students traveled to various locations around the globe: some walked in the footsteps of fallen soldiers; others immersed themselves in the language and culture of an ancient civilization; and still others listened as their voices echoed within the walls of Paris's Notre Dame Cathedral. Here are their stories.

### MUS in Europe The Lost Generation: World War I and the American Expatriate Experience

by Elizabeth Crosby, English Instructor

*"When you see millions of the mouthless dead  
Across your dreams in pale battalions go . . ."*

(from a poem by Charles Sorley)

Several weeks before leaving the United States with my 22 students, I dreamed that I was walking down a perfectly stage-set street in Paris — perfect except that at every café table sat young men without legs; out of every apartment window leaned young men without arms; on every stoop rested young men without faces. Oddly enough, this dream made sense to me in terms of the academic and psychological preparation I had been making to teach my MUS in Europe course on World War I and the Lost Generation.

In order to personalize the historical facts of the war, I gave each student an identity as a British soldier. Each of the students was assigned to a particular branch of the British Expeditionary Force (BEF) and a particular battalion within it. What inspired my nightmare was the research that I did to ensure that each student's

history was as authentic as possible. In researching the military history of each battalion — and then personalizing that history to each student soldier — I had to walk, in my imagination, each one of these young boys from his "hometown" in England, Scotland, or Ireland to the recruitment offices where they bravely and naively shouldered their guns for Lord Kitchner, to the muddy trenches of France and Flanders where so many of them lost their minds, bodies, and spirits.

At the beginning of class every morning during our ten-day seminar in France, each student opened a letter and read about what was happening to him and to his battalion at that point in time. Among the various students' experiences were volunteering for the army, witnessing the Angel of Mons, being hospitalized with trench fever or trench fever, experiencing the Christmas Truce, suffering attacks from flamethrowers and mustard gas, recovering from shell shock at Craiglockhart, drowning in mud at Passchendaele, and going "Over the Top" at the Somme. Many student soldiers, inevitably, of course, were wounded or killed at the Front.

I tried to visually dramatize the war's attrition rate for the students in two ways. First, all the students were given white athletic armbands at the beginning of the course. The white color meant that the soldier was alive and healthy. If a student received the news in the morning that he had been wounded, either physically or mentally, he was

given an armband with a red cross on it. If a student were killed, he wore a black band. At lunch the students had to sit according to their experiences as a soldier up to that point — living, wounded, or dead. On the first day, they were all living, and little attention was given to that fact. Even on the second day, when two soldiers were wounded (and sitting alone at their own table), and one soldier was killed (and sitting alone at his table), the "living" barely noticed the change. Over the next few days, however, and certainly



*Striking pose in front of the Eiffel Tower: Ms. Crosby's class explores Paris.*

by the end of the ten-day stay at La Giraudière, French instructor **Dr. Reginald Dalle's** estate in the Loire Valley, almost all of the boys were sitting either at the table for the wounded or the table for the dead.

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# Straight from the Top

by Ellis Haguewood, Headmaster



**W**hile on a visit to Los Angeles for an MUS alumni function this summer, I toured the impressive Pepperdine University campus in Malibu. There, inscribed on the statue of George Graziadio, a man who gave a large amount of money to endow the business school, were these words: **“If we can**

**do better, then good is not enough.”** That statement resonated with me because it captures precisely the vision I have always had for MUS. I believe that a school, like any organization or institution, is either getting better or getting worse. We never stand still. I often ask students and faculty rhetorically, “Is this a great school or what?” We are a great school, but we can always get better. And we are getting better every year.

Since this time last year, we’ve made administrative changes that will make us stronger. We now have a full-time Director of Admissions, **Mr. Danny Kahalley**, who cut his recruiting teeth at Rhodes College. The much-respected **Mr. Rick Broer** has become our Academic Dean. **Mr. Clay Smythe ’85**, creative and energetic, heads the Lower School, and **Mr. Rankin Fowlkes** adds depth to our business operations. **Mr. Nat Akin** is providing valuable part-time help with college counseling, and **Mr. Loyal Murphy ’86** is now using his Rice University engineering degree to teach two sections of physics.

With the indispensable assistance of **Mr. John Grilli ’89**, we converted our music room into a state-of-the-art music production studio, which **Mr. John Hiltonsmith** will use to build a unique instrumental-music program. We remodeled Hyde Chapel — new ceiling, lights, paint, and curtains — and added a catwalk to support the theater program.

We made improvements in drug and alcohol education. With the help of our Parents’ Association, we improved our approach to the Safe Home program, and we launched our first-ever online parent-education program, Alcohol and Drugs 101.

Our faculty is stronger. We employed a highly talented Ph.D., **Dr. Michael Schwartz**, to lead us in building a major laboratory program, which will link us in singular ways to the burgeoning bio-medical community in Memphis. We brought back **Dr. David Jackson** to chair our Religion Department, as he did so ably from 1974 to 1982. And in addition to his teaching duties, we asked him to become our first-ever school chaplain, with specific counseling obligations inside the school and responsibilities to build relationships outside the school in the Memphis religious community. **Mr. Whit Tenent ’00** has returned to teach in the Lower School and to bolster our already excellent lacrosse program.

Our commitment to academic support has never been greater, and with leadership from Mr. Smythe and **Mr. Joe Abrahams ’96**, we now have an after-school study hall and academic-help program (ASAP) every afternoon for seventh and eighth graders. Our advisor program, under **Mr. Manning Weir’s ’90** oversight, has undergone significant modifications for this year that will make it even more effective.

In addition to our highly popular MUS in Europe and our well-received Spanish immersion program in Guatemala, we’ve added a Fall Break opportunity for students to tour some of the important American history and American literature sites in New England with **Ms. Elizabeth Crosby**. We now have

two Co-Edge elective classes that meet at night with Hutchison students — psychology and film production.

In May, our Board of Trustees approved a strategic plan for the school that is the result of many hours of intensive labor by trustees, faculty, and parents during last year. The difficult but exciting work of implementing that plan this year and next will give us an even better school in the future than we have now. Shaping our ideas into real and concrete form requires stamina, resources, and our best efforts. But that’s a challenge we accept gladly because that’s what we’re about — getting better, every day, every year. As James Russell Lowell put it, “They must upward still and onward/Who would keep abreast of truth.”



*The boys listen as Mr. Haguewood welcomes them back for the '05-'06 school year.*

## The Eagles Have Landed

Junior **Ken Haltom**, sophomores **David Curran** and **Mark Vives**, freshman **David Popwell**, and eighth-grader **Michael Wilder**, all members of Chickasaw Council Troop 55, were awarded their Eagle Scout badges at a Court of Honor this past spring. These young men fulfilled various requirements in the areas of leadership, service, and outdoor skills and now rank among the top four percent of Boy Scouts nationwide.



*Eagle Scouts David Curran, Michael Wilder, and Mark Vives*

## AP Scores Top the Charts

The results are in. In keeping with their tradition of excellence, MUS students scored high marks on Advanced Placement (AP) tests last year. One hundred and fifty-six students took the difficult exams, and of those test takers, 90 percent received a 3 or above (with 5 being the highest possible score). Highlights included:

- AP Biology in which 14 out of 28 students scored 5s
- AB Calculus with 10 students receiving 5s and 24 4s
- BC Calculus in which all 16 students were awarded perfect scores

The College Board recognizes those students who achieve exceptional results on their AP exams and named 70 MUS students AP Scholars in 2005, 64 percent higher than the previous year. Twenty-four students qualified for the *AP Scholar Award* by earning grades of 3 or higher on three or more AP exams, while sixteen others were designated *AP Scholars with Honor*, averaging a grade of



at least 3.25 on all AP exams taken and grades of 3 or higher on four or more of these exams. Thirty students who scored an average grade of 3.5 on all AP exams taken and grades of 3 or higher on five or more of these tests were named *AP Scholars with Distinction*. **Alex Chinn '05**, **Parth Sheth '05**, and **Eric**

**Wilson '05** received the College Board's highest honor, the *National AP Scholar Award*. These students earned an average grade of 4 or higher on all AP exams taken and grades of 4 or higher on eight or more of these exams.

## National Merit Recognizes 32 Seniors

The National Merit Scholarship Corporation (NMSC) has recognized almost 30 percent of the Class of 2006 in its scholarship competition. The NMSC rewards students who achieve high marks on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Of the 1.3 million students who take the exam each year, 50,000 qualify for National Merit recognition, and 16,000 of those students are named Semifinalists. Finalists, named in February, have the opportunity to compete for more than 8,200 college scholarships through the NMSC. Thirteen MUS students qualified as semifinalists: **Dylan Baker**, **Shea Conaway**, **Brian Evans**, **Zach Glover**, **Frank Jemison**, **Greg Jones**, **Walter Klyce**, **Jesse Mahautmr**, **Rob Peeler**, **Will Pickens**, **Robert Wallace**, **Brian Wurzburg** (former student), and **Paul Yacoubian**.

Nineteen additional seniors have been named Commended Students by the NMSC and will each receive a Letter of Commendation for their achievements: **James Aiken**, **Collier Calandrucchio**, **Jim Carter**, **Jonathan Davenport**, **Bryan Eder**, **Andrew Gordon**, **Blake Karban**, **Zach Kisber**, **Jay Martin**, **Zach Matthews**, **Donald McClure**, **David Minervini**, **Keith Parsons**, **Hayden Pendergrass**, **Cameron Ridgway**, **Barrett Steinberg**, **Christopher Thomas**, **Danny Travis**, and **Peter Zanca**.

*National Merit Semifinalists: (front row from left) Zach Glover, Shea Conaway, Paul Yacoubian, Walter Klyce, Rob Peeler (back row from left) Will Pickens, Jesse Mahautmr, Greg Jones, Dylan Baker, Frank Jemison, and Robert Wallace. Not pictured: Brian Evans and Brian Wurzburg.*



## Seventh Graders Tap Their Leaders

Classmates elected **Forrest Baty** and **Matt Montsinger** to represent the seventh grade on the Lower School Honor Council this year. **William Cross**, **Clint Montgomery**, **Scooter Taylor**, **Whit Thornton**, and **Chip Williams** will serve as the grade's Student Council representatives. Congratulations to these students!



## Guyton Tickles the Ivories

Eighth-grader **Cliff Guyton** might just see his name in lights someday — in a couple of different places. A student of piano instructor and MUS parent Mrs. Donna Glover, Guyton studies both classical *and* jazz piano, alternating his practice time between his family's grand and his own Korg keyboard. But Guyton doesn't stop at simply playing music; he arranges it as well. This past spring he was the only Hull Lower



Front row from left: Matt Montsinger, Scooter Taylor, William Cross, Forrest Baty, (back row) Whit Thornton, Clint Montgomery, and Chip Williams will represent the seventh grade on the Honor and Student Councils.

School student to participate in the MUS talent show where he wowed the audience with his own rendition of a medley that included a classical work by C.P.E. Bach and a jazz piece by Vince Guaraldi. Guyton also recently took part in the Germantown Piano Festival, an adjudicated event, in which students perform solo pieces with certain technical requirements. His score? A perfect 100!

While Guyton plans to continue his study of classical piano, he hopes one day to start a band and is excited about the possibility of participating in MUS's new Music Production class in the future.

## Matthews and McDonald to Lead Youth Commission

Junior **Bruce Matthews** and freshman **Colin McDonald**

were both appointed by Germantown Mayor Sharon Goldsworthy and the Germantown Board of Aldermen to serve as commissioners on the 2005–06 Germantown Youth Commission. The commission, an official body composed of 12 student leaders



Bruce Matthews and Colin McDonald

representing area public and private schools, will bring a youth perspective to issues before the city's board.

## Mirza a Published Poet

Junior **Naveed Mirza** wrote "Nothing Without Hard Work" when he needed to submit a poem in order to participate in the Junior Classical League Convention this past spring. He scribbled it down hastily, writing about the only thing that came to mind at that moment: school work. At the suggestion of his sister, a senior at St. Mary's, Mirza sub-

mitted his poem to *Celebrate! Young Poets Speak Out*, an annual collection of student poetry. The piece appeared in the Appalachia Spring 2005 edition.



### *Nothing Without Hard Work*

*The grades come and I feel the pain  
Much like hail and rock-hard rain  
Upon my body of sweet desire  
Which has now built up so much anger and fire.  
The anger has now turned into fear  
And everything that I hold dear  
Will be vulnerable to the one that lurks  
And says that nothing comes without hard work.*

# Diverse Seventh Grade Enriches Lower School Experience

When classes convened in August, the 98 seventh-grade students who marched up the front steps of the Hull Lower School represented 28 different schools and 3 home schools, making the Class of 2011 one of the most educationally diverse in MUS history. The following schools are represented in the seventh grade:

Arlington Middle School  
Athens Academy (GA)  
Briarcrest Christian School  
Bornblum Solomon Schechter School  
Campus Elementary School  
Central Day School  
Christ Methodist Day School  
Colonial Middle School  
Cordova Middle School  
Covington Integrated Arts Academy  
Desoto Central Middle School

Elmore Park Middle School  
Faith Heritage Christian Academy  
Gateway (home school)  
Germantown Middle School  
Grahamwood Elementary School  
Hernando Middle School  
Holy Rosary Elementary School  
HomeLife Academy (home school)  
Home School  
Houston Middle School  
Lausanne Collegiate School

Presbyterian Day School  
Richland Elementary School  
Riverdale Elementary School  
Senatobia Middle School  
St. Dominic School for Boys  
St. George's Independent School  
White Station Middle School  
Wooddale Middle School  
Woodland Presbyterian School



## Unites Seventh Grade



**SEVENTH GRADERS** received a crash course in all things MUS during their first week of school. From campus tours and get-to-know-you games to MUS trivia and a two-night trip to Camp Bear Track in Drasco, Arkansas, new student orientation proved to be a fun and informative week for everyone involved.





# Summer Flings

**MUS STUDENTS** took the phrase “divide and conquer” to heart this summer as they spread out across the country to participate in a variety of enriching programs.

## Rhodes Program Inspires Student Scientists

Seniors **Jesse Mahautmr** and **Barrett Steinberg** attended the Rhodes Young Scholars Biology program, a four-week course in which students from Memphis received an introduction to a variety of biological areas. “Days were split between labs, in which students designed their own experiments in such areas as plant chromatography and protein quantification, and lectures, covering the fundamentals of biology and science, bioethics, and possible careers in biology,” Steinberg said of the program. “At the end of each week, students presented their group’s experiment to other students and professors.

**“The relative independence of the program allowed us to freely pursue topics that interested us while teaching what a career in biology would entail.”**

## Governor’s School

Two students took part in the Tennessee Governor’s School program. Senior **Andras Tigyi** attended the school for International Studies at the University of Memphis, while junior **Jonathan Yeung** traveled to the University of Tennessee in Knoxville and spent five weeks studying math and science. “The professors taught me much about scientific reasoning and introduced me to theories in abstract mathematics,” Yeung said. “In addition to the academics, I made many friends who live in all parts of Tennessee.”

## Is There a Doctor in the House?

Juniors **West Askew**, **Louis Ghawji**, **Chris McDonald**, and **Sea Ho Song** participated in the National Youth Leadership Forum on Medicine, the nation’s foremost program in pre-medical education for high school students. Held in nine cities across the United States, the forum utilizes a hands-on, interactive curriculum that includes clinical and research visits. Askew and Ghawji traveled to Phoenix, Arizona, to explore the medical field, while Song made the trip to Boston, and McDonald received valuable experience in our nation’s capital.

**“[The Forum] was a life-changing opportunity that allowed me to explore the world of medicine in ways I would have never been able to do as an individual.”**

McDonald said. “Every minute was filled with unique experiences, from lectures by leading medical authorities at the Georgetown University campus where we stayed, to clinical experiences where I shadowed doctors and interacted with patients.”



*Greg Jones and a friend relax after a day of hard work in Coolidge State Park.*

## Nature Calls

Landmark Volunteers, an organization that gives high school students a chance to volunteer with over 60 nonprofits around the country, believes that today’s youth “have something unique and important to contribute [to society].” Senior **Greg Jones** agrees. He spent two weeks this summer assisting with hiking-trail maintenance and construction, working on historic remote campsites, and performing a variety of odd jobs at the Coolidge State Park in Plymouth, Vermont. The park, part of the 21,500-acre Coolidge State Forest in Vermont’s Green Mountains, is managed for recreation, timber, conservation, and wildlife habitat.

## Juniors Play Politics on College Campuses

Juniors **Erim Sarinoglu** and **Byron Tyler** attended Junior Statesmen Schools at Georgetown and Princeton Universities, respectively. The four-week programs were sponsored by the Junior State of America, a non-partisan organization made up of over 16,000 high school students interested in politics, government, debate, the law, and education, which also sponsors programs at Harvard, Yale, Northwestern, and Stanford Universities.



*Byron Tyler and Erim Sarinoglu attended Junior Statesmen Schools.*

During his time at Princeton, Tyler took two college-level courses: AP U.S. Government and Politics and Speech Communication, each of which came with a hefty workload that required him to write several speeches and a term paper. Tyler also participated in nightly Congressional Workshop debates in which students argued their political opinions on issues ranging from global trade policy and immigration laws to gun control. The program included a tour of New York City and the United Nations building and featured prominent guest speakers as well. Despite the demanding course work, Tyler believes the experience improved his time-management and thinking skills. "The best part was not only meeting and making new friends, but finding out how much we had in common even though each student had different political views," he said.

Sarinoglu called the Honors U.S. Foreign Policy class he took "hard, demanding, enlightening, and serious." Classes often lasted for six hours and "would start by discussing Wilson's normative foreign policy view during World War I and end with George Kennan and the Containment Policy of the Cold War." Needless to say, there was some serious studying involved; but Sarinoglu found time to explore the nation's capital as well. "They literally told us, 'Go discover Washington, D.C. Just be back by 10:00,'" he said. He enjoyed the freedom participants were given, comparing the program to a collegiate experience rather than a summer camp — he even had to do his own laundry! Sarinoglu left D.C. inspired and encourages his MUS colleagues to apply to one of the Junior Statesmen Summer Schools:

**"Opportunities to talk to and question the Chief of Staff, the ambassadors of foreign countries, high-ranking Pentagon officials, and your senators and congressmen don't come around everyday. This is your chance!"**

## Getting Down to Business

At Belmont University's weeklong Basic Business Camp, sophomore **William McGehee** learned the fundamental elements necessary to succeed in the business world. The camp, co-sponsored by Belmont's College of Business and Junior Achievement, allowed students to create their own companies and compete against other teams, thereby evaluating the most effective procedures and strategies. Students also

explored local business facilities and experienced college life. "The camp gave me a clear understanding of what is occurring in business as well as what local, national, and international businesses have to deal with on a day-to-day basis," McGehee said.

## Math Whiz

Sophomore **Mike Sousoulas** enjoys crunching numbers so much that he signed up for Vanderbilt's Program for Talented Youth (PTY) and enrolled in a course entitled Dynamics of Mathematics. The three-week class, part of Vanderbilt's intensive residential program for academically talented students, "consisted of [topics such as] algebra, pre-calculus, and calculus, along with some other lessons pertaining to math," Sousoulas said. It also provided hands-on, minds-on, inquiry-based learning endeavors that focused on applying math in practical settings. "I recommend this program to anyone willing to participate in a summer study program," Sousoulas said. "I am going to try to do it again next year."

## On a Mission

by Michael Cross '08

This past summer I was given the opportunity to go to Baltimore, Maryland, on a mission trip with Second Presbyterian Church. We were going to be working in a part of inner-city Baltimore called Sandtown. When we got to Baltimore, our team unloaded and went straight to work. Half of us went to New Song Christian Academy every day and worked as teachers' assistants. The remaining students worked with Habitat for Humanity. We worked on an assortment of yards and picked up trash. Toward the end of the week, we did street evangelism. On the Fourth of July we visited The Naval Academy in Annapolis, Maryland, and watched the fireworks. As we were returning to Memphis, we were able to stop at the University of Virginia and Thomas Jefferson's home, Monticello.

Other MUS students participating in the trip were sophomores **Christopher Bloodworth** and **Patrick Stewart** and juniors **Will Aldridge, Jay Edwards, Philip Heppel, Tyler Horn, Chase Moore, Lee Moore, Steven Thompson, Buck Towner,** and **William Ware.**

## Latin Students Go National

Five MUS students, accompanied by Latin instructors **Mrs. Marilyn Reinhardt** and **Mr. Wayne Duff**, attended the National Junior Classical League Convention at the University of Missouri in August. Over 1,500 delegates from 35 states and Canada took part in the five-day event. As members of a delegation of 104 representatives from the state of Tennessee, freshmen **Robert Duffley, Cliff Jones,** and **Brandon Parrish,** sophomore **Jack Montgomery,** and junior **Naveed Mirza** participated in academic contests, creative and graphic arts competitions, and Olympika (athletic events). In addition, spirit competitions among the states and a "Day in Old Rome" ending with a Roman banquet were highlights of the convention.

Duffley, Jones, Montgomery, and Parrish represented Tennessee in the Certamen (quiz bowl competition) on the novice level where they advanced to the semifinals. Duffley took home prizes in Classical Art, Latin Grammar, Sight Latin, and Dramatic Interpretation; Jones placed in Ancient Geography, Classical Art, and Hellenic History; Montgomery was recognized in Latin Grammar, Mottoes, Reading Comprehension, Latin Derivatives, the Academic Heptathlon, Latin Literature, and Roman Life; and Mirza placed in the Boys' Essay category. Under the leadership of Mrs. Reinhardt, Mr. Duff, and **Mr. Trey Suddarth,** the Latin Department looks forward to another outstanding year.



*Austin Chu '04 (back row, fourth from left), an MIT delegate to the convention, visited with the MUS team, pictured here with their mascot, Pullus Superbus.*



## Taking Medicine to Heart

by Jonathan Davenport '06

Two summers ago while attending Tennessee's Governor's School for International Studies, I met Dr. William Novick, a heart surgeon who is the head of the International Children's Heart Foundation (ICHF). He gave a presentation about the work he does in foreign

countries, especially Belarus. After his slide show, I asked the doctor if he would come to MUS for Charity Week and make a similar presentation and whether or not he let high school students go on his trips. He answered affirmatively to both questions. Twelve months and one special chapel presentation later, I was on a plane bound for Khartoum, Sudan, with three other crew members who were preparing to perform life-saving heart surgeries on 20 disabled children.

When I arrived in Sudan with Dr. Novick, I was not really sure what to expect. I soon found out. Within 24 hours I had not only witnessed a pediatric heart surgery, but I had also met the most interesting people I have ever worked with. The professional medical ICHF volunteers all inspired me because of their willingness to take time out of their work schedules or their vacation to visit Sudan. They helped me learn about the human heart and the surgeries performed; thanks to their enthusiasm and teaching, I am more interested than ever in medicine. They would quiz me about arterial systems, the heart's chambers, and the surgeries they were doing. When I spent time in the ICU, the doctors and nurses let me take care of the children with them; they taught me about post-surgery care and all the attention and work it takes to bring a recovering child into good health. One thing I had an unexpectedly great time doing was learning to read X-Rays.

Along with my unique medical experience, I had a fantastic time learning about Sudanese culture. The Sudanese are, as a group, the friendliest people I have ever met. A day never passed without my being invited to eat with the hospital staff at least twice. Hearing about Sudan's problems before coming to the country, I assumed that it would be dangerous and somewhat hostile and that I would see many police officers around. I could not have been more wrong; I saw fewer police on the street than I see in America and, after meeting the Sudanese, I felt safer and more comfortable there than at home. All the Sudanese I met were very proud of their homeland and gave me a new perspective of world relations. During my two weeks, I picked up on Sudanese customs and learned some Arabic, which pleased the locals greatly; they loved talking about their culture, especially when comparing it to preconceived western notions. I think such an international experience could help everyone learn to have a broader view of their own actions.



*Jonathan Davenport observed the intricacies of open heart surgery while on a medical mission in Sudan. Here he takes a break with some Sudanese doctors.*

## The Next Tiger Woods?

Last spring, the Optimist Junior Golf Program selected freshman **Drew Frisby** to participate in the Bogey Golfer International exchange program in Germany. Frisby, the sole nominee from the state of Tennessee, was chosen from a select pool of 14- to 18-year-old golfers from across the country to take part in the program.

In July Frisby joined two other young golfers from the United States for a two-week tour of Germany and surrounding countries. The trip included recreational rounds at courses such as Aschheim Golf Club and Wilder Kaiser, day trips to Munich and Salzburg, and leisure time with German Bogey golfers.



Frisby began playing golf at age seven and has participated in the Optimist International Junior Golf Program for two years. He has won several national tournaments, was named Tennessee's Player of the Year for three consecutive years, has broken major junior records around the country, was the United States Junior Golf Tour's 2002-03 Boys Rising Star, and was ranked number one in the nation in both the 10-11 and 11-12 divisions. He plays for the MUS varsity golf team.

While Frisby's long list of golf accolades is impressive, his strong character played a major role in his selection for the exchange program as well. "Drew is developing into a fine young golfer who is known by other golfers' parents and respected by his peers," said Mr. Jim Owen, junior golf chair for the Tennessee District of Optimist International.

**"In talking to parents about exemplary players and individuals, Drew's name is always included."**

Former participants in Optimist-sponsored events include current professional golfers Amy Alcott, Brandie Burton, John Daly, Billy Mayfair, Phil Mickelson, Nick Price, David Toms, and, last but not least, Tiger Woods.



*Chris McDonald (third from left) participated in the Bridge Builders program this summer.*

## Students Build Bridges

by Chris McDonald '07

This summer, more than 500 rising high school juniors, representing a spectrum of schools, religions, races, ethnicities, and economic backgrounds, were initiated into Bridge Builders, a comprehensive, two-year youth leadership program dedicated to promoting appreciation and respect for diversity while developing communication and teamwork throughout the community.

Students gathered at the University of Memphis for one of three weeklong sessions where, broken into small "family" groups, they participated in team-building and leadership exercises that taught participants to listen, trust, and learn from each other.

Bridge Builders, as students are called, discovered how to open up to people from completely different walks of life. Together they disproved stereotypes and agreed to live by a "Full Value Contract," rules that empower students to live collaboratively now and in the future, as leaders in their communities.

As one of the students who began this journey during the first-week session, I discovered Bridge Builders to be a life-changing experience that had a profound impact on me.

On the first day, I became a member of my small group, the Purple Family, and whatever reserves or uncertainties I held dissipated. I discovered that an open mind and faith in every individual could lead us beyond our differences to create something of importance.

As we grew closer, we became steadfast and loyal companions, even though we represented vastly different backgrounds. We learned when to lead and when to follow and how to accomplish a balance of both in a way that values every member of our community. Bridge Builders teaches us, as Gandhi once said, to "Be the change you wish to see in the world."

Other MUS students participating in the Bridge Builders program are seniors (in their second year of the program) **Collier Calandrucchio**, **Shea Conaway**, **Jonathan Davenport**, **Tyler Davis**, **Matt Dowling**, **Bryan Eder**, **Oliver Green**, **Bryce Hendry**, **Matt Johnson**, **Jesse Mahautmr**, **Mike Montesi**, **Devin Owens**, **Alex Rainer**, **Gabriel Rápalo**, **David Shochat**, **Nicholas Skefos**, and **Peter Zanca**; and juniors **Louis Amagliani**, **West Askew**, **Richard Blount**, **John Catmur**, **Elliott Cole**, **Jason Daniel**, **Alexander Folk**, **Ken Haltom**, **William Harris**, **Andrew Jehl**, **Ben Jordan**, **Ross Kerwin**, **Noah Ketler**, **Neely Mallory**, **John Reinhardt**, and **Ben Stallworth**.

## Mrs. Broadway Breaks Down the Language Barrier

Located about three hours south of the capital city of Tegucigalpa, the town of Choluteca, Honduras, is characterized by economic stagnation, lack of education and adequate health care, and the severe malnutrition of its inhabitants. Spending five days on a mission trip to this Central American region, Spanish instructor **Mrs. Mindy Broadway** met hundreds of children living in one of the world's most impoverished nations.

Mrs. Broadway was one of a group of 35 from Bellevue Baptist Church who went to Honduras this past June. The team had three goals: to serve as they were needed, to show God's love, and to help dispel the notion that all Americans are selfish. Mrs. Broadway served as a translator, dividing her time between Vacation Bible School (VBS) teachers and the local pastor who organized hundreds in need of medical care. "Both tasks were quite a challenge," Mrs. Broadway said.

**"Our group knew that we would encounter more need than we could possibly answer, but we just maintained the outlook that we would accomplish the small slice of work that God had set aside for us."**

Word spread throughout the neighborhood that a VBS was taking place. The first day brought 120 children; but by the third day, the 633 children had to be divided between two buildings. "The kids just do not get to experience this kind of organized, child-centered activity on a daily basis," Mrs. Broadway explained. While education is provided by the state, students are required to wear uniforms, a luxury that the majority of the children cannot afford. Mrs. Broadway learned that most of the children who do attend school do so only through sponsorship from individuals in the United States. She admits that while she had always heard about the need to sponsor children, she had never looked into the eyes of a child who depended on it or into the eyes of a mother who had to raise a family in such enduring poverty. "This experience brought to my attention the great level of need that exists in Latin America and reinforced my responsibility to serve those in need," she said. In addition to VBS and medical care, the mission group also provided dental care, built a playground, and brought a day-care building closer to completion.

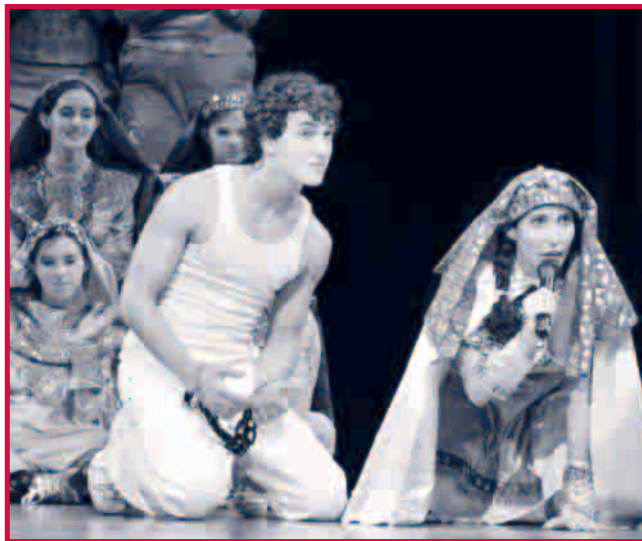
## You've Got a Friend



*Freshmen Grant Hopkins and Barry Hillyer spent a day this summer navigating ropes courses at the Bridges Headquarters with Bernardo Chadwick (far right), a St. Jude patient from Santiago, Chile. They are pictured here with a member of the Bridges Staff.*



*The brothers are reunited with Joseph (Walter Klyce) in Egypt.*



*Joseph bound in chains after being arrested by Potiphar.*

## MUS Thespians Cross the Pond to Perform

When Mrs. Jenny Madden, Director of Plays at St. Mary's Episcopal School, was nominated to apply to be a part of the American High School Theatre Festival, she sent in a five-minute video of the school's production of *Joseph and the Amazing Technicolor Dreamcoat*. The production was not only accepted to the American High School Theatre Festival, but St. Mary's was also one of 50 high schools selected to perform at the Fringe Festival in Edinburgh, Scotland.

The cast of 17 included four MUS students: **Alex Chinn '05** as Jacob, **Will Hickman '05** as Levi, senior **Walter Klyce** as Joseph, and **Eric Wilson '05** in the role of Potiphar. **Justin Willingham '01** served as the show's technical director, while sophomore **Andrew Millen** operated the follow spot.

Following a series of creative fundraisers, the cast began rehearsals, meeting for ten days for twelve hours a day. Their marathon rehearsal sessions culminated in a benefit performance in Memphis prior to their departure.

Just one out of nearly 1,000 shows in production at the Fringe Festival, *Joseph* played four times to sold-out audiences. While not on stage, cast members had the opportunity to enjoy the work of their fellow thespians, some taking in as many as 28 shows in one day. The exhausted group returned to Memphis on Sunday, August 14. "I'm proud to say I didn't even miss the first day of school the next day," said Klyce.

## Faculty and Staff Become Summertime Students

MUS is a great place to work not only because the school values its employees, but because it encourages and supports them in their pursuits outside the classroom. This summer, MUS sent teachers and administrators around the country to participate in professional development activities that will ultimately make MUS an even better place in which to work and learn.



*Mr. Haguewood attended the IBSC conference with his daughter, Lisa, and his wife, Peggy.*

### Taking on the Capital

In June, an MUS delegation comprised of **Headmaster Ellis Haguewood**, **Dr. Emily Baer**, **Mr. Eddie Batey**, **Mr. Mark Counce '77**, **Mr. Loyal Murphy '86**, and **Mr. Joe Tyler** attended the twelfth-annual International Boys' Schools Coalition (IBSC) Conference in Washington, D.C. Co-hosted by St. Albans School and Georgetown Preparatory School, the conference focused on the theme "Leadership and Service," with the belief that leadership, in its most profound sense, embodies service. Keynote addresses were delivered by such notable figures as Tim Russert, moderator of NBC's *Meet the Press*, former Secretary of State Madeline Albright, and William Bennett, author and former Secretary of Education.

All speakers emphasized the importance of education in combating the evils of poverty, ignorance, and disease and encouraged schools to produce well-rounded boys with a moral obligation to help improve their worlds. "Misery and want are not inevitable parts of human life," Albright stated. "Schools should enable people to pursue richer, wiser, and more meaningful lives."

In addition to these keynote addresses, delegates had the opportunity to attend workshops such as "Plug into Dad Power," "Helping Boys Lead Their Learning," "The Humor of Boys: Understanding the Power of Humor," and "Mentoring New Teachers."

## It's the Principal of the Thing

As a member school of the IBSC, MUS recognizes and values the advantages of being an all-boys institution. Since it makes sense to share and compare “best practices” with faculty and administrators of similar schools, **Mr. Joe Tyler** and **Mr. Loyal Murphy '86** attended a summer workshop at Montgomery Bell Academy for principals and assistant principals of all-boys schools.



Administrators from schools in Tennessee, Pennsylvania, Texas, New York, Ohio, Virginia, and North Carolina met to discuss topics ranging from student leadership to discipline methods. Sessions also covered the issues surrounding student use of drugs and alcohol, the role of athletics at school, civic service, and school-sponsored clubs and activities. All conference attendees also had the opportunity to visit with representatives from Belmont, Fisk, Lipscomb, and Vanderbilt Universities.

“At MUS, teachers encourage young men to work hard and to strive for excellence in everything they do,” Mr. Murphy said.

**“It is fitting for us as teachers and administrators to apply those same standards to ourselves professionally in everything that we undertake; comparing and contrasting our practices and policies to similar schools is another step in the right direction.”**

## Marketing and Communications in Music City

Despite sweltering July temperatures, members of the Council for Advancement and Support of Education (CASE) gathered at Nashville's Vanderbilt University for a five-day Summer Institute in Communications and Marketing. **Ms. Julia Chesney**, assistant director of communications, and **Ms. Caitlin Goodrich**, director of public relations, served as delegates from MUS.

While dorm life was less-than-commodious, participants found the workshops, affinity groups, and lectures to be valuable resources. Topics ranged from “Branding Your Institution in the Student Marketplace” and “New Trends in Community Relations” to “Blogs, Wikis, and Moos” and “Media Relations in a New World.”

“It was enlightening to see how some peer schools and colleges are creating brand images and attracting students through their marketing efforts,” said Ms. Chesney. “I was especially interested in learning about trends in design and content for communications and promotional pieces. Seeing what colleagues are doing at other institutions gave us fresh perspectives on marketing here at MUS.”

## Boot Camp for Latin Lovers

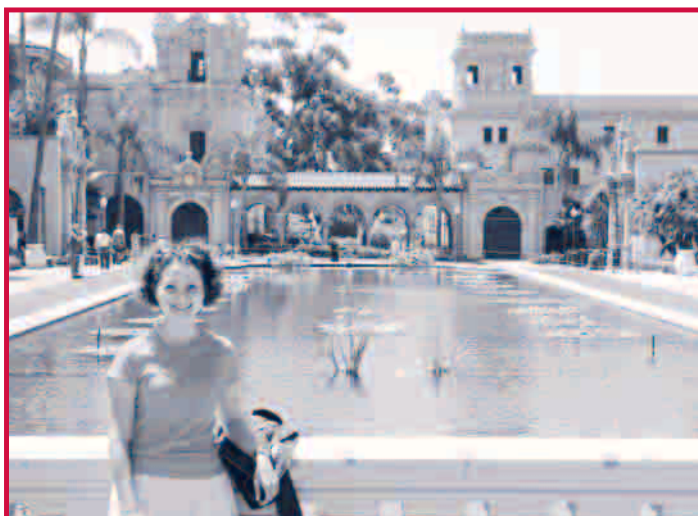
Latin instructor **Mr. Trey Suddarth** traveled to the University of Dallas this summer where he participated in a weeklong session on teaching the portions of Vergil's *Aeneid*, often included in the AP Latin exam. This Vergil “boot camp,” led by Texas Latin-teaching legend Donna Girard, taught Mr. Suddarth and his classmates how to better aim their instruction at preparing students for the AP exam. “I have to say that the experience was very rewarding,” he said.

**“I came away with numerous techniques and strategies that I am implementing with this year's classes.”**

Mr. Suddarth left the workshop armed with a computer disk of teaching activities compiled by his fellow instructors. “There was a good bit of participatory learning going on with the teachers, which made the workshop even more beneficial,” he said. “My experiences are already paying off for me and this year's Vergil boys with improved instruction.”

## AP by the Sea

Lower School Spanish instructor **Mrs. Mindy Broadaway** received a thorough training in the structure and methodology of the AP Spanish Language Exam during the six days she spent at the AP Summer Institute at the University of San Diego. Her instructor and fellow classmates shared information vital for designing an effective AP class as well as tips for planning lessons that integrate all aspects of the language.



*Mrs. Broadaway visited Balboa Park during her time in San Diego.*

Mrs. Broadaway was impressed with the well-planned sessions and the detailed explanations that she received each day. “The enthusiasm and creative ideas shared by the other Spanish teachers made each day a learning experience,” she said. “Who wouldn't look forward to a spontaneous sing-along of ‘Guantanamera’ while the instructor was shifting gears?” (Hint: the AP Statistics class next door!) With the knowledge she gleaned at the AP Summer Institute, Mrs. Broadaway will be able to further contribute to the MUS Foreign Language Department's goal of continuing to build a strong AP Spanish Language program.

**“I look forward to sharing with my coworkers the information about future test changes as well as reviewing some of the suggested curriculum strategies at each level of Spanish instruction,” Mrs. Broadaway said.**

(MUS in Europe continued from page 1)

Perhaps the most unique gifts were given to the boys by their families at home. Before the trip, without the students' knowledge, I asked the parents to write to their sons as if they were on the Western Front during World War I. Fathers, mothers, grandparents, sisters, brothers, and girlfriends all responded so creatively to my call for letters, and the boys began to look forward to Mail Call from home every day almost as eagerly as their soldier counterparts must have. One mother wrote not only to her own son but also to the boys who had grown up in Midtown with him. She researched their battalions' histories and addressed her vintage postcard-style letters to them at addresses like "Black Watch Royal Highlanders, 5th Battalion, somewhere near Ypres" and "Queen's Own Yeomanry, Gallipoli." One father, a surgeon, also did some research of his own on the advances made in plastic surgery during WWI, and he wrote to his son about it from his own work on the home front in London hospitals. Another mother sent gardenias from their family's garden at home, as many soldiers' families did. Yet another mother sent her son copies of letters that her father had written home from his service in WWII — the grandson's receipt of his grandfather's letter home on Christmas Day coinciding coincidentally with our class discussion of the Christmas Truce of 1914.

To prepare for the academic part of our journey, my students read four novels: *All Quiet on the Western Front* (Erich Maria Remarque), *Johnny Got His Gun* (Dalton Trumbo), *The Sun Also Rises* (Ernest Hemingway), and *A Moveable Feast* (Hemingway). We also discussed poetry by WWI poets, including Siegfried Sassoon and Wilfred Owen. Following the physical and emotional path of Hemingway's hero Jake Barnes, we visited Lost-Generation haunts in Paris, went fly-fishing in the mountain village of Burguete, "dove deep" in the surf at San Sebastian, Spain, and explored the culture of the *corrida de toros* (bullfight) in Pamplona and Madrid.

Seniors participating in the trip were: **Hunter Adams, Duncan Adrian, Tom Chiu, Shea Conaway, Adrian Doggrell, Matt Dowling, Johnny Duke, Charlie Erb, Zane Haykal, Chad Hazelhurst, Bryce Hendry, Matt Johnson, Pat Kimberlin, Parker Long, Barret Matthews, Donald McClure, David Minervini, Paul Morrow, Bill Steele, Danny Travis, Robert Wallace, and Paul Zettler.** Dr. Reginald Dalle, **Mr. Bill Taylor**, and **Mr. Andrew Hooser '04** also served as chaperones.

## World War I and the Modern Imagination

Equipped with new identities as Cambridge University graduates and front-line officers, 21 MUS seniors arrived in Cambridge, England, on June 23, ready to find their respective colleges within the University. After the previous afternoon's lecture on the English educational system by John Lionet, their perennial guide, the young men were eager to explore the quintessential college town.

First on the list: "Punting the Cam." Navigating the river that flows through the heart of Cambridge proved challenging for five boatloads of novices, including a faculty boat of **Mr. Lin Askew, Mr. Bill Taylor, and Mr. Vincent Beck** (who mastered the art quickly). The group carefully made their way to The Orchard, a

famous teashop in Grantchester, three-and-a-half miles downstream. There, the students began their study of the pre-war mindset and the love of nature that inspired many World War I poets. "I could easily understand [poet Rupert] Brooke's pastoral love for England as I sat in The Orchard in the shadows of the trees with a slight breeze going playfully by," **Greg Jones** wrote of his experience.

Visiting Cambridge rather than the more metropolitan city of London offered the group a chance to come face to face with the pastoral ideal of Britain so important to the course, World War I and the Modern Imagination. "When I arrived in England, I was amazed by how beautiful the landscape actually was. I was able to fully see why the British soldiers took such great pride in fighting for their homeland," **Grayson Sharpe** said. Realizations such as this helped the students understand the impact of the war on the literature and the art of the early twentieth century.

Having read both Erich Maria Remarque's *All Quiet on the Western Front* and R. C. Sherriff's *Journey's End*, the students were ready to see those sites associated with the carnage of the war. With the beauty of the English landscape fresh in their minds, the young scholars crossed the Channel to France and immersed themselves in the horrors of Ypres, the Somme, and Verdun.

The "In Flanders Field" Museum, housed in the rebuilt Guild Hall in Ypres, Belgium, offered a vivid picture of the horrors of the Ypres Salient, the area that Winston Groom calls "the most notorious and dreaded place in all of the First World War, probably of any war in history" (*A Storm in Flanders*, v). Peter Williams, the group's able Welsh guide, reinforced this view with his tour of the graveyards and trenches around Ypres.



*The trenches and battlefields became classrooms for students participating in MUS in Europe.*



*Chris Thomas, Mike Montesi, and David Shocat show their American pride at the Tour de France.*

Many students were able to place themselves in the mindset of the soldiers they studied. In reading the assigned texts for the course, **Whit Cox** began to understand the emotional toll that the gruesome events of the battlefield might take on someone like himself. "I realized [the soldiers] had to cast away all of their thoughts, feelings, and emotions in order to keep some sense of sanity," he wrote. "When their friends died in front of them, they were not able to show any emotion because so many of the men died every day."

Each stop at the battlefields of northern France brought home the slaughter of the war. "As we visited battle sites in France and Belgium, I truly began to understand how terrible this [war] really was," **Joe Hooker** wrote. Hooker's classmate **Will Pickens** had a similar reaction to the now-empty fields: "It was incredible to see all the damage the war had done to the terrain," he said. "Seeing all the old trenches, even the ones that had been remade, sent a chill down my spine. It was disturbing knowing what went on in the very trenches we were exploring."

That sentiment persisted through the group's days at La Giraudière, Dr. Dalle's estate, where the students studied the war poets, the fiction of Ernest Hemingway, and the art of Paul Cézanne, Pablo Picasso, and such war artists as Otto Dix and John and Paul Nash. As the trip came to a close, students discovered they had developed a deep understanding of not only the historical events that occurred in Europe over the course of the First World War, but also the emotional and spiritual toll it took on the youth of the participating nations, men and boys who were ultimately not much different from their friends and classmates at MUS. "We've all heard about the horrors of trench warfare, and honestly most of us brush it off as irrelevant rubbish," **Andrew Gordon** wrote in a journal he kept during his travels. "Over the summer, however, I came to realize that World War I was perhaps the most brutal war that civilization has ever seen. I say 'civilization' because the war not only damaged people's property and bodies, but the psyche of an entire generation was changed. They began the war innocently, kicking footballs along with them on charges. They ended the war a jaded generation, cynical to the last and emotionally crushed."

Seniors **Whit Cox, Tyler Davis, Hugh Francis, Mason George, Andrew Gordon, Matt Henning, Joe Hooker, Will Jameson, Greg Jones, Blake Karban, Aaron Khouri, Zach Matthews, Garrett McClintock, Michael Montesi, Will Pickens, Eric Reid, Grayson Sharpe, David Shochat, Chris Thomas, Reid Wesson,** and **Peter Zanca** took part in Mr. Askew's MUS in Europe course.

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## Spanish Immersion in Guatemala

MUS's second annual trip to Antigua, Guatemala, proved to be a worthwhile academic and cultural journey once again. Students immersed themselves in the language of the Central American nation and learned a great deal about our neighbors to the south.



*Soaring through the canopies above the ruins at Tikal required some heavy-duty equipment for students participating in MUS in Guatemala.*

This year, 15 students — seniors **Ferrell Varner** and **Marshall Bartlett** (a former MUS student), juniors **Bill Bell, Miles Bryant, Ashton Fisher, Ryan Foley, Derek Fox, Stewart Gray, Neale Hicks, Tyler Johnson, Sisco Larson, William Payne, Julian Prewitt, Hobbie Turley,** and **McCauley Williams** — took advantage of the opportunity that this three-week program offered. It helped reinforce what the students previously learned and also helped to prepare them for advanced classes.

During their time in Antigua, the group participated in a total immersion program offered by the Christian Spanish Academy (CSA) under the supervision of **Mr. José Hernández** and **Mr. John Knaff** and his wife, Kay. Thanks to the study skills the students had acquired at MUS, they learned the material quickly and progressed to higher levels based on their performances on written and oral exams. "It always gives us a great deal of pride to hear only praise from the CSA teachers of the students' excellent behavior and dedication to learning the language," Mr. Hernández said.

## ANNOUNCING MUS IN EUROPE 2006

### Creative Spaces: The Importance of Place in the Modern Imagination

May 29–June 16, 2006

Mr. Nat Akin will lead this group into the landscapes of England and France to understand how distinctive places work their way into the imagination and onto the pages of writers such as J.R.R. Tolkien, C.S. Lewis, Nick Hornby, Ernest Hemingway, and Albert Camus.

### Geology of the British Isles

June 17–July 5, 2006

Led by Mr. Vincent Beck, "This blessed plot, this earth, this realm, this England" of Richard II will serve as our classroom as it did for the great British geologists of the nineteenth century when the science of geology was defined and its compass set.

The theme of this year's trip, "Where grammar ends, great art begins," attempted to demonstrate the fun that comes once the technical aspect of language is mastered. "Singing or simply understanding a song, discussing current events, shooting the breeze about sports, or being able to write about whatever the student chooses in the Spanish language — these things are fun *and* educational," Mr. Hernández said.

Among this year's activities was a visit to the ancient Mayan city of Tikal, a location very special to Mr. Hernández. "I have lost count of how many times I have been there, but I never fail to be astonished by the beauty of the place, not only because of the rain forest that surrounds the ruins, but also because of the feeling it gives me to know that, together with my students, I am entering into the heart of the place where my ancestors lived," he said.

The students had the opportunity to explore Tikal with Cesar Morales, one of the foremost authorities on the ruins. For the bravest members of the group, the outing ended with a visit to the canopy of the rain forest where they were able to go from tree to tree using a

system of cables and pulleys. **Sisco Larson** demonstrated his physical prowess, gliding between the trees faster than any of his classmates.

The students also spent time at the beaches of Santa Catarina on the shores of Lake Atitlan where many descendants of the Mayan civilization live today. There the water from the lake mixes with the sulfur from the volcanoes of Acatenango and San Pedro, creating a Jacuzzi-like sensation, which **Tyler Johnson** particularly enjoyed. Santa Catarina is also known for its ideal cliff diving conditions, and **McCauley Williams** surprised everyone with his athletic dives.

A final stop of the trip was Monte Rico, where beaches of black, volcanic sand contrast brilliantly with the blue of the water and sky. Twenty minutes from the group's hotel, the government of Guatemala has established a wildlife refuge. Caymanes, sea turtles,

and iguanas were just a few of the animals the group observed there.

The idea of giving back to the community through service, which is so much a part of an MUS education, now extends to Guatemala. The students dedicated a few hours of their free time to constructing a house for a poor Guatemalan family. Thanks to the initiatives of **Hobbie Turley** and **Ashton Fisher**, the students used their physical abilities, energy, and compassion to help a few of their neighbors in need.

While the participants enjoyed the academic components of the trip and the high quality of instruction they received at CSA, they also had valuable experiences living in and beginning to appreciate the different culture, the richness of the people, and the history of a civilization.

## Beg To Differ Wows 'Em in Europe

In June, 19 members of Beg To Differ (BTD), MUS's award-winning *a cappella* ensemble directed by music instructor **Mr. John Hiltonsmith**, embarked on their third concert tour of France since their inaugural trip in 1999. The group spent the majority of their time at La Giraudière, Dr. Dalle's

manor in the Loire Valley. From their home base, BTD toured a number of communities and performed in a variety of venues in addition to daily rehearsals and sight-seeing.

The most significant of the Loire Valley venues was a series of evening concerts at the Anjou Festival in Cholet. The festival, which is heavily promoted and anticipated by residents of the entire region, consists of a variety of acts ranging from local folk idioms, to mainstream Rock and Roll, to BTD's unique brand of

American *a cappella* popular music. The festival takes place in the streets of Cholet with performers attracting crowds who enjoy the evening's musical offerings while they stroll through the city. The response to BTD was so great that the streets were clogged with every performance. Indeed, festival organizers plan to give the group an even more prominent place in the festival when they return in 2008.

On the last evening at the Dalle residence, brothers Reginald and Bruno hosted the local townsfolk and a guest jazz band that performed side-by-side with BTD, a show that culminated in a fabulous jam session when members of BTD acted, in an impromptu fashion, as the back-up singers for the band. The entire evening was musically electrifying.

The last three days of the trip were spent in and around Paris and consisted of three significant performances. First, at the cathedral at Reims, the group performed a concert of their religious selections for tourists. Later, a spontaneous performance in Paris' Pompidou Center attracted several hundred listeners, many of whom defected from other street performers to listen to BTD. Before long, the people in the crowd were clapping their hands and stomping their feet,

yelling for more when the group finally finished their set.

The climax of the trip, though, was the final scheduled performance of the tour at the Cathedral of Notre Dame in Paris. The group had been rehearsing and gearing up emotionally for this concert for

the entire week prior. "We spent nearly two hours every day at the Dalle residence not only rehearsing the pieces, but talking about the history of some of the pieces and their spiritual and emotional contents," Mr. Hiltonsmith said of the preparation process. "By the time we got to Notre Dame, the students were no longer singing the notes, but every single member of the group was a voice for the person who had written the music. With each student taking in the architecture and contemplating the humanity



*Beg To Differ's performances in Paris drew large crowds and proved to be emotional experiences for the singers.*

involved in creating such an edifice for the glory of God, they realized that they were presenting their own gift to God through their music." By the end of the concert, several audience members had begun crying; but more significant, many of the members of BTD struggled to hold back tears during the performance and some sobbed emotionally at the end. "It was the moment when a group of students and their teacher suddenly became one," Hiltonsmith remembers. "It was a musical experience unlike any I've experienced in my entire career."

BTD members on the trip were **Charles Askew '05, Alex Guyton '05, Will Hickman '05, Warner Russell '05, Eric Wilson '05**; seniors **Hunter Adams, Adrian Doggrell, Walter Klyce, David Minervini**; juniors **Drew Alston, Preston Battle, Blake Cowan, Ben Goldstein, and Noah Ketler**; and sophomores **Austin Alexander, Christopher Bloodworth, Hunter Edens, Nelson Graham, and Nathaniel Kastan**.

In 2008, the group is considering splitting their time between Prague, Paris, and La Giraudière.

## The Perfect Ending

On Saturday, November 19, buses and cars filled with students, faculty, alumni, and parents bleeding red and blue descended on Middle Tennessee's Floyd Stadium to pack the stands and cheer the Owls on to their second consecutive state title. The historic game pitted MUS against long-time rival Christian Brothers High School, the only team to defeat the Owls in regular-season play. Following a hard-fought, back-and-forth contest, the Owls emerged victorious, pulling out a 31-27 win with an 86-yard drive in the game's final four minutes.

Special recognition goes to **Head Coach Bobby Alston** and his staff, who selflessly led the Owls with determination and integrity throughout the season, as well as to quarterback and offensive MVP **Michael Park** and defensive MVP **Ben Stallworth**. As the season ends, the team bids farewell to 23 seniors whose leadership and drive inspired players and students alike: **Duncan Adrian, Philippe Blais, Doug Boyer, Andrew Cabigao, Whit Cox, Hugh Francis, Mason George, Andrew Gordon, Chad Hazlehurst, Blake Karban, Donnie Malmo, Garrett McClintock, Lance Minor, Russell Nenon, Jason Northington, Devin Owens, Rob Peeler, Will Pickins, Max Prokell, Grayson Sharpe, Will Thornton, Logan Welch, and Reid Wesson**.

Please see the winter issue of *MUS Today* for a play-by-play of the 2005 Division II AAA Football State Championship game.

## Owls Dominant at Bridges Kick Off Classic

Led by an impenetrable defense and an opportunistic offense, the MUS varsity football team began to defend their 2004 state title with a 47-0 trouncing of the Bolton Wildcats, their second



consecutive Bridges Kick Off Classic victory.

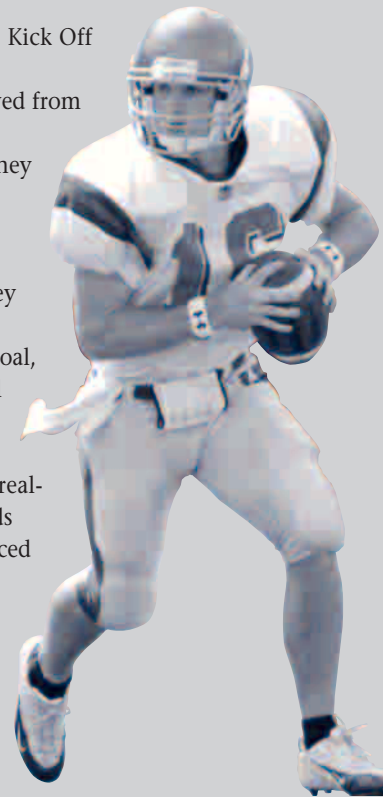
The Owls showed from the outset that they were in control as they took the opening kickoff and moved with ease down the

field against the Wildcats. Though they did not score as senior **Chad Hazlehurst** missed a 25-yard field goal, MUS proved they could move the ball on the bigger Wildcats. Bolton took over, hoping to take advantage of the Owls' misfortune, but the team soon realized that simply gaining positive yards would be a challenge on the experienced Owls defense.

Following their first defensive stand, MUS quickly landed on the scoreboard when senior **Max Prokell** returned a punt 49 yards. Hazlehurst tacked on the extra-point to give the Owls the lead merely five minutes in, and MUS was never seriously threatened again.

Bolton could never get their rushing game started and amassed only 15 total yards in the first half. And with the Wildcats' lack of offensive success, MUS took advantage of short fields to turn a 7-0 lead into a 30-0 halftime advantage.

Junior quarterback **Michael Park** led two second-quarter scoring drives to give the Owls a 20-0 lead following a blocked



*Quarterback Michael Park led the Owls to a 47-0 win over the Bolton Wildcats in the Bridges Kick Off Classic.*

*MUS defeated rival Christian Brothers High School for their second consecutive win of the 2005 Division II AAA Football State Championship.*



point after touchdown. The special teams also contributed in the second quarter. Junior **Ben Stallworth** recovered a blocked punt by senior **Will Pickens** for another score, and MUS finished the half with a field goal when Hazlehurst connected from 28 yards out.

The Owls' dominance on the field was evident on the stat sheet as well; MUS out-gained Bolton by nearly 200 total yards. The Wildcats never crossed their own 42-yard line as they hoped to prevent embarrassment in the second half.

MUS's complete control continued; they scored on their first three possessions in the second half while holding Bolton to negative-two yards in the third quarter. Senior running back **Whit Cox** scored his first career touchdown on the Owls' first second-half possession as he went in from three yards, culminating the two-play, nine-yard drive set up by another fine Prokell punt return. Hazlehurst's extra-point extended the lead to 37.

Seven minutes later, senior **Devin Owens** refused to be left out as he too found the end zone from four yards out following an interception by senior **Rob Peeler**. The eight-play, 55-yard drive all but decimated the Wildcats' spirit. Junior **Zach Scott** tacked on the extra-point for the 44-0 lead heading into the fourth quarter.

During the final period, many players saw action as the Owls worked on their depth. Bolton continued to play their first string and did gain some yardage, but the Owls reserves maintained the shutout. Scott finished the scoring midway through the fourth quarter as he boomed a 46-yard field goal that would have been good from 55 yards out.

The defense shined in this contest, led by senior **Mason George**, who had eight tackles, including three for losses. The Wildcats had only seven first downs and did not convert a third down.

## stay tuned...

★ See the next issue of *Inside MUS* for season wrap-ups of other fall varsity sports.



## Wrestling Leadership Changes Hands

When the MUS wrestlers hit the mats this winter, **Mr. Shaun Gehres** began his first season as head coach. Mr. Gehres, a former state-champion wrestler at the Blue Ridge School in Virginia, has served as an assistant coach to the team for the last three

years. He is also a social studies instructor in the Hull Lower School and a member of the varsity football coaching staff.

During his tenure at MUS, Mr. Gehres has coached wrestlers to the Regional and State Dual Tournaments each year and helped lead **Andrew Hooser '04** to the State Title in 2004. He inherits from **Mr. Tommy Harrison** a team determined to reach the top of the Tennessee wrestling scene following a season of growth and success in which several wrestlers turned in excellent performances in the State Individual Tournament.



## MacMillan Coaches in the "Big Leagues"

Memphis University School **Head Baseball Coach Marc MacMillan '92** was selected by the Tennessee Baseball Coaches Association



(TBCA) to manage Team Tennessee at the ninth-annual Junior Sunbelt Classic held in Hartshorne and McAlester, Oklahoma, from June 10-15, 2005.

The Junior Sunbelt Classic, one of the premier tournaments in the country, is a six-day round robin, which includes teams from Arizona, California, Canada, Georgia, Mississippi, Missouri, and Oklahoma. After the first round of play, seeding in the Championship Round is determined by each team's overall record. The Classic is unique in that host families house the players during their stays. "The hospitality and overall comfort of our players during our time in Oklahoma was overwhelming," said Coach MacMillan. "The support our host families provided was remarkable, and they made this a memorable experience for each of our players."

Team Tennessee was an 18-member squad made up of the top sophomores and juniors throughout the state. MacMillan selected the young men for the ball club: "Selections were made based on each player's outstanding play and a nomination by the player's head coach or a coach affiliated with the TBCA," said MacMillan. "It's a lengthy process, and, needless to say, the most difficult part is knowing that deserving players may be overlooked due to a limited roster; however, I was very pleased with the end result." Team Tennessee represented the four regions in the state: Knoxville, Nashville, Chattanooga, and Memphis.

After finishing in fourth place in 2004, Team Tennessee won the 2005 Classic, going 7-1 in pool play and defeating Oklahoma Gold in the championship game by a score of 8-1. "We had three goals in mind for this team. Our first goal was to develop relationships with other players from across the state. Second, we wanted to allow each player the opportunity to gain exposure through competition. Finally, our goal was to bring a championship back to Tennessee," said MacMillan. "Geno Miller, Matt Buckner, and I felt honored to coach a team of such fine young men and talented ballplayers, and we appreciate their commitment and the respectable way in which they represented their families, high schools, and Tennessee baseball."

## Diamond Owls Recognized

Following an outstanding 2004-05 season for the Diamond Owls, **Mason Mosby '05** and **Rob Park '05**, senior **Max Prokell**, and junior **Michael Park** were named to the 2005 Tennessee Baseball Coaches Association All-Region Team. Mosby and Michael Park were also selected to the Tennessee Sports Writers Association's Division II All-State Baseball Team. With both Michael Park and Prokell in the lineup this year, the team expects another strong showing.

## Shane Battier Camps Out at MUS

In June MUS played host to Memphis Grizzly Shane Battier and his three-day Youth Basketball Academy. The camp, offered to children in grades 2 through 12, taught the fundamental skills and team concept of basketball. Campers participated in daily games and contests and heard lectures given by Battier and other basketball experts highlighting the sport's finer points.



## MUS Hosts Basketball Classic

by Coach Jerry Peters

For the sixth consecutive year, MUS hosted the Memphis Summer Basketball Classic in July. The event, originally started by **Head Coach Jerry Peters**, is now recognized as the premier summer high school basketball attraction in the area.

A wide variety of schools made up the 24-team field. Included were a dozen Memphis City schools: Central, Cordova, Craigmont, Fairley, Hamilton, Kingsbury, Manassas, Northside, Overton, Raleigh-Egypt, White Station, and Wooddale. Public schools outside the city were Bolton, Germantown, Covington, Jackson Central-Merry, McNairy County, and Millington. Six private schools rounded out the field: Bishop Byrne, Christian Brothers, Evangelical Christian School, Harding Academy, MUS, and St. Benedict.



*Members of the MUS basketball squad honed their skills while playing host to 23 area schools at the Memphis Summer Basketball Classic.*



Each school played two games per day for three days, and teams were not scheduled against schools in their own regular-season districts. In all, 72 games were played during three days and nights.

In addition, the Memphis and Shelby County Officials Association held its training camp in conjunction with the Classic. MUS provided all other personnel to conduct the event, which drew large crowds throughout.

The Owls fared well, winning four of their six games, all against strong teams. Senior **Jay Martin** was the third leading scorer in the Classic and the leader in both three-point field goals and free-throw percentage. Junior **John Stokes** was the fifth leading rebounder, and junior **Elliott Cole** placed sixth in assists. Of special note was the 25-5 composite record of the five schools in the Owls' regular-season district. As the team prepares for a competitive 2005-06 season, MUS looks forward to hosting the popular event next year.

## Off and Running

by Coach Joe Tyler

To kick off the 2005 Cross Country season, ten members of the MUS team left the heat, humidity, and flat terrain of Memphis to run in Chattanooga's cool mountain air. These dedicated team members, including seniors **Hunter Adams, Matt Dowling, Oliver Green, Ken Haltom, Donald McClure, and Peter Zanca**; juniors **Stephen Counce and Andrew Jehl**; and sophomores **Rob Pitts and Josh Viera**, spent each morning running between eight and ten miles. In the afternoon, they took it easy, only running four to seven miles. Venues such as Covenant College, The Nature Center, Ridgeline Road, and the Aquarium kept the Owls mentally fresh and made the miles go by quickly.

While logging so many miles was beneficial, the most valuable part of the week was the opportunity to spend time together and develop chemistry as a team. **Coach Kyle Smith**, a native of Chattanooga, invited the runners over to his parents' house for breakfast and several dinners. The Smith family provided gracious hospitality, wonderful food, and a great place for the Owls to relax and get to know each other a little better. The team very much appreciated their generosity.

The Owls accomplished much during their week in Chattanooga, which laid the foundation for a successful season. **Coaches Joe Tyler** and Smith returned to campus with high hopes. (The team took home the Shelby League title this fall, and placed second in the state. See wrap-up in next issue.)



## Cross Country Finishes Strong

In the heat and humidity of late summer and early fall, a group of MUS students thrived this year. Despite the brutal conditions, **Coach Matt Bakke** and his Lower School cross country team were out working, sweating, and improving in preparation for the 2005 season.

MUS used the Chickasaw Trails Invitational, a large race in Moulton, Alabama, and four individual league races to ready themselves for the Shelby League race, held on October 5 at Shelby Farms.

In Alabama, the Owls finished third overall as several runners had fine races. Those finishing in the top 50 included eighth-graders **Jake Rudolph** (6th), **Reid Sanders** (18th), **Joseph Amagliani** (27th), **Alex Garner** (30th), **John Straton** (38th), and seventh-grader **Shea Gabrielleschi** (39th).

After having gained much experience and confidence from their road trip, MUS looked to defend last year's Shelby League title. Despite a strong effort, the Owls finished second, scoring 57 points, a mere 7 points behind champion Briarcrest.

In the two-mile championship race, MUS had several strong finishers. Those who received medals for top-20 finishes include Rudolph (3rd), Amagliani (9th), Sanders (13th), **Matthew Murphy** (14th), and **Will Carruthers** (19th), all of whom ran under 13:36.

The Owls did very well in the "B" race, held for those who did not participate in the championship race. MUS had eight finish in the top 20, including eighth-graders Straton (1st), **Michael Lewandowski** (3rd), and **Barnes Chism** (10th), and seventh-graders **Jack Maxwell** (2nd), **Houston Massey** (5th), **Clint Montgomery** (11th), **Jack Klug** (16th), and **George Newton** (20th).

These runners, along with eighth-graders **Brian Son** and **Colin Thomas** and seventh-graders **James Akers**, **Cale Carson**, **Jake Deason**, **Stephen Newton**, and **Evan Sousoulas**, made up the fine squad who represented the school well.

## Golf Takes First at Shelby League Tourney

Led by **Coach Mike Laird**, the 2005 Hull Lower School golf team had a very strong season, finishing with a record of 4-2 and claiming first place at the Shelby League Tournament in late September.

The squad consisted of eighth-graders **George Curran**, **Bo Hale**, **Richard Mallory**, **Holman Moores**, and **Whitt Thompson**. Seventh graders included **Blake Caummisar**, **William Cross**, **Rob Dickinson**, **John Hudson**, and **Jerry B. Martin**.

MUS started the season with a win over ECS at Windyke but then lost two consecutive matches, first to St. George's at Galloway and then to Houston at Audubon. But the Owls finished well, beating Briarcrest and SBEC at Wedgewood and Houston in a match play event at Audubon to complete their regular season.

In the championship tournament at Windyke, MUS posted a total of 191, defeating second-place St. George's, the 2004 champion, by nine strokes. Also in the tournament were Woodland (205) and ECS (225).

The Owls had 4 players finish in the top 12. Martin and Moores (2nd), Cross (6th), and Hudson and Hale (12th) all played well.



## Baseball Wrap-Up Seventh-Grade Baseball Wins League Championship

Last year's seventh-grade baseball team enjoyed an undefeated season in 2005, finishing 10-0 and winning the Shelby-Tipton Junior League championship. The Owls

outscored their opponents a whopping 111-23. With wins over ECS, Harding, and others, their biggest test of the year came against the Homeschool team during a game in which they came back from a 5-0 deficit to win by a score of 6-5. The Owls proved that such a comeback was no fluke as they beat the Homeschooler's 15-1 in the

league's championship game.

According to first-year **Head Coach Scotty Yount**, "These boys enjoyed representing their school and playing baseball together. If they continue to improve as well



*The 2004-05 seventh-grade baseball team was undefeated last season.*

as build on their strong team chemistry, they have a chance to be a very special class and make a significant contribution to MUS baseball in years to come."

The seventh-grade baseball team included **Daniel Clark**, **Adam Crow**, **Tyler Efird**, **Bo Hale**, **Matthew Harriman**, **Hunt Hensley**, **Drew Karban**, **Wade Laycook**, **Gray Manhein**, **Patrick Massey**, **Evans McCaul**, **Christopher Nyberg**, **Alex Perry**, **Drew Pierotti**, **Jake Rudolph**, **Graham Stewart**, **Ian Stockstill**, **Rocky Stone**, **Wilson Waller**, and **Matt Williams**.

## Eighth-Grade Owls Finish Season with Back-to-Back Wins

The eighth-grade baseball team got off to a rough start in 2005. According to **Head Coach Billy Bernard**, the league was probably the most competitive it had been since its inception. While the team did not experience early success in terms of wins, its members showed much grit and determination. "These guys played their hearts out every night," Coach Bernard said. This outstanding attitude allowed the Owls to finish the year with back-to-back wins — their first of the season. Coach Bernard credits first-year **Assistant Coach Jeff Higdon** and the boys for their continued drive, which allowed them to finish the year better than it began.

**Taylor Reed** led the team both offensively and defensively. He batted over .300 and had no errors in the field. **Michael Edwards** made significant contributions offensively as well as behind the plate and on the mound, where he led the pitching staff in earned run averages. The heart and soul of this team came from **Coleman Kimbrough**. After being hit in the leg in one game, he could barely stand, let alone run; but Kimbrough played the rest of the game and showed the strength and drive that any coach likes to see in a ballplayer.

**Walter Barnett** hit one of a few home runs in the history of Lower School baseball at MUS. His powerful arm and speed kept the Owls in several games. **Shelby Smith** came through with many big hits, and **Robert Counce** led the team in batting averages and appearances as a pitcher. **Buddy Morrison** played solid defense and provided good power from the left side of the plate, and **Michael Delugach, Trip Hale, Rhobb Hunter,** and **Mathew Jehl** added depth to the roster.

*\* Editor's Note: We apologize that the Lower School baseball teams were inadvertently left out of the June issue of Inside MUS. Congratulations to the teams for their hard work and sportsmanship.*

## Eighth-Grade Football, Shelby League Champs

The MUS eighth-grade football team continued its string of Shelby League championships as the 2005 squad cruised through the competition, winning all nine of its games by sizeable margins.

Led by **Coaches Bobby Wade '84, John Barton '95, Larry Heathcott,** and **Jay Webb,** the Owls were rarely tested as only one of their opponents came within 22 points of the team.

Under center for MUS was **Barry Brunetti,** whose strong arm and fleet feet kept defenses off-balance all season. Behind Brunetti were tailbacks **Stephond Allmond** and **Hank Hill,** whose shifty moves and breakaway speed allowed the Owls to average more than 30 points per game, an amazing total in 32-minute games. And when Allmond and Hill needed a breather, **Kevin Lomax** and **Andrew Gardella** were there to provide solid runs and good effort.

When the Owls went to the air, they had a fine stable of receivers from which to choose. Allmond, **Christian Kauffman,** who also adroitly handled all of the kicking duties, **Jake Rudolph,** and **Matt Williams** all had fine seasons as sure-handed receivers who anchored the powerful offense.



*The eighth-grade Owls played hard all season and were awarded the league title.*

As good as MUS was offensively, they were just as stout when their opponents had the ball as the defense allowed only 28 points all season.

The defensive line was anchored by **Whit Carr, Cameron Crawford, Bryan Crenshaw, Drew Karban, Phillips Morrison, Peter Rainer,** and **Michael Wilder,** players who manhandled most offensive lines. The linebacking corps took advantage of the fine defensive line as Gardella, **Sam Harris, Jon Kastan, Harrison Martin,** and others were sure-handed tacklers



all season. And when teams would challenge by passing, Allmond, Hill, Rudolph, and Williams shut down the receivers and allowed very few completions.

The Owls easily defeated their first seven opponents, beating talented teams such as ECS, Briarcrest, Arlington, Germantown, Cordova, Houston, and Bolton. That start set

the stage for a showdown against Collierville, another undefeated team. Though the game remained tight throughout, MUS ultimately prevailed, 14–8. With the win, the Owls were assured of the league title and went on to win their final game over Millington.

## Seventh-Grade Owls Show Promise

With a 26–14 victory over Millington in the season finale, the seventh-grade football team completed a good season in which the players gained valuable experience and finished with a 6–3 record.

Led by coaches **Jim Burnett '83, Craig Christenbury '83, Rankin Fowlkes, Mark Pera '99,** and **Scott Williams '85,** the Owls defeated some very talented teams and had opportunities to win all of their games.

Quarterback **William Cross** created problems for defenses all season with his throwing accuracy and poise. Behind Cross was back **Courtland Garner,** whose speed and skillful moves made life difficult for opposing tacklers. But Garner was not alone as he ran behind a good group of offensive linemen, including **Chris Carter, Conner Caruthers, Adrian Herenton, Jordan Keese,** and **Chip Williams.** Fullback **Houston Massey** opened holes and occasionally broke long runs, leading a very formidable backfield.

When Cross threw the ball, he had a talented group of receivers from which to choose, including do-it-all player **Forrest Baty,** who saw time at many positions, **Corey Franklin, Johnny Gibson,** who also handled the kicking duties, **Matt Montsinger,** and **Quay Stallworth.**

Defensively, MUS was strong, led by a solid front group. Defensive linemen such as Carter, **Rob Dickinson,** Herenton, and Keese made life tough for opposing offensive linemen, and the linebacking corps, made up of **Henry Dickinson, Zach Erickson, William Hepner,** and others, reaped the benefits, making many tackles and playing well. In the secondary, Baty, Garner, Gibson, **Charles Sligh,** and **Jian Yin** did not allow many big passing days and played well against the opponents' receivers.

The Owls started the season with a solid win over ECS before losing their first game on the road at Briarcrest in a very close contest. However, they rebounded to take three consecutive games, handily defeating Arlington, Germantown, and Cordova. Houston ended the streak with a 14-6 road win, but the Owls came back to defeat Bolton by two touchdowns in their next game. Then, in perhaps their best effort of the year, MUS looked poised to defeat mighty Collierville, but came up just short in overtime. The season ended well as the Owls finished with a win over Millington to complete the year.

Without playoffs in the Shelby League, the regular-season standings determine the overall champion. Though the Owls did not win the title, they had a good season and look forward to next year.

## From the Stacks

**Mrs. Ellen McDonell**, director of the Joseph R. Hyde, Jr., Library Learning Center at MUS, recently spoke to Scott Cohen of The Tennessee Librarian about technology, school libraries, and the importance of reading. The following is an excerpt from her interview.



*In this age of instant information via Internet, students generally tend to use technology rather than print to do research and to answer their questions. Do you see any problem with this? What is your philosophy concerning print information versus online information?*

I have no problem with students using online resources. Having said that, the student must know his source — authority, timeliness, point-of-view — and be capable of selecting appropriate material. Because the web tends to feed bits of information quickly, it should be no surprise that it is the preferred source for information. The easiest source of information is always the first choice. But we tell students that if they do not know enough about the subject to evaluate the electronic source, then they need to read for basic information first, either from a printed source or a reputable electronic source.

**Because the tendency to rush to Google for immediate gratification is ubiquitous, several of our teachers require students to begin their research with printed sources.**

This technique has forced students to spend more time reading and absorbing their subject. Then, when they get to the electronic sources, they do a much better job selecting appropriate ones.

I am convinced the future will find libraries as information providers less and less unless we can integrate selected and evaluated content into reliable search engines and portals that are easy to use while providing information from many different types of sources.

**Can you comment on the role that technology plays in the K–12 library setting?**

Today, most schools or school districts have technology specialists, and librarians have returned to the nuts and bolts of being a librarian. Much time and money is spent today trying to integrate technology into classroom activities. While this is necessary,

**I believe we need as much effort and support to instill the love of reading and learning in our children and to introduce and practice the skills of critical thinking and information literacy.**

**Could you speak about the challenges of determining and providing for the information needs of boys?**

Many [young boys] will read if encouraged. After age 12, girls keep reading; but boys get sidetracked, and many never start reading again until the age of 35 or 40, if at all. I've found that boys will

read books recommended by coaches and others they hold in high regard. We try to know what these books are and to make it obvious that we have them. But we also encourage our boys to read books that allow the reader to experience new situations. I like to see teachers encourage the reading of traditionally “girl” books, for example. I am convinced that reading fiction allows us to develop empathy for people and situations that we would not otherwise consider. How does a man ever get the chance to see the world from a woman’s perspective? It occurs only with a good book.

## Mr. McCarroll Promotes Sportsman Safety

History instructor **Mr. Patrick McCarroll '92** knows that there’s no shortage of hunters in the MUS student body. An avid sportsman himself, he was impressed with the state-sponsored hunter education course he was required to take in order to obtain his license. “Gun enthusiasts of all ages who complete the program finish their coursework with a secure sense of long gun firearm safety,” Mr. McCarroll said. The course, however, did not cover pistol safety. “Knowledge of long guns does not translate into knowledge of handguns,” he said. “And while handguns are not typically used for hunting, most hunters have access to or own them.” The problem is that few know how to use them properly, and it’s easy to see that when mishandled, pistols can be dangerous.



So Mr. McCarroll decided to take matters into his own hands. With the help of Classic Arms and the Tennessee Wildlife Resources Agency’s Hunter Education Center, he created his own Sportsman Handgun Safety Course and arranged to offer it to interested individuals free of charge. Many MUS students enrolled in the spring-time class, which included firing range instruction and demonstration and the completion of a written test based on the manual Mr. McCarroll authored specifically for the course. “I think this is an important community service,” McCarroll said of the program, which he hopes to continue to teach in the future. “If we truly care about our kids, we have to teach them to be safe.”

## Ambassador Program Gets a Face Lift

by Danny Kahalley, Director of Admissions

*He exited the room leaving the interviewers with a strong handshake. He was articulate and insightful concerning his experiences at MUS. He was honest about the things he might change. He seemed genuine about really wanting to share his school pride with others. He made eye contact during the full 15 minutes. The door closed, and there was an affirming nod among the panel of interviewers. Pending approval by a committee of faculty, this young man would be invited to join a select student organization on campus.*

Ambassadors are an elite group of student leaders chosen to officially represent MUS to school guests, visitors, alumni, and friends. They are required to participate in admissions, development, and alumni programs throughout the year, in addition to serving as MUS hosts and tour guides.

Membership is highly selective with only 15 spots for juniors and 15 spots for seniors. A 15-minute interview, a student's level of involvement at MUS, and an academic and character review by a committee of faculty and staff are the deciding factors in Ambassador selection. Students sign up in the spring to vie for a spot.

In my first months as director of admissions, something has become quite apparent. Simply stated, MUS is a special place. Hundreds of variables feed into this observation: the beauty of the campus, the dedication of alumni, the respect given to the Honor System, the successful record with colleges, the inspiring commitment of faculty, and the list goes on. However, the well-rounded, college-prepared young man of high moral character is our end product. To take this a step farther, if this young man is equipped with the skill to lead and the ability to leave a positive impression on others, he has become the ideal of what parents and faculty aspire to develop. My hope with the Ambassador program is to

identify students who have already earned the respect of faculty and other students and equip them to represent MUS to the larger public. So how do you take something great and make it better?

Ambassadors must agree to participate in an August orientation designed to sharpen their poise and presentation skills. The first meeting was held on the campus of Rhodes College where Associate Director of Admissions Alex Thomas gave an insightful presentation on the characteristics of effective student representation and leadership. Afterward, experienced student tour guide Anna Ivey took the group on a tour of the Rhodes campus and provided tips on how to interact with campus visitors. The second meeting consisted of a truly phenomenal public speaking workshop taught by **Coach Orlando McKay** in the Wunderlich Auditorium at MUS.

Students were reminded throughout orientation that they weren't just being taught rules for the Ambassador program, they were being taught lessons they'll use throughout their lives. A strong handshake, eye contact, skillful presentation, gentlemanly conduct, successful representation of people and institutions, likeability — these are timeless qualities that help earn respect and create opportunity regardless of age and social status. Ambassadors also received training manuals to refer to throughout the year and characteristic black knit shirts with the MUS crest as the official Ambassador uniform.

The next time you're on campus for Homecoming, Back-to-School Day, Open House, or just dropping by to say "hello," see if you can spot the guys wearing the black shirts with the school crest. If you're a visitor to the school, they'll probably approach you first. If you're a familiar face at MUS, feel free to walk up and congratulate these young men for being chosen as an Ambassador.

You're guaranteed to get a warm response.

*Ambassadors, front row left to right: Patrick Kimberlin, Stewart Gray, Oliver Green, Mike Montesi, Jonathan Yeung, Jeffrey Wright, Daniel Harriman, Zane Haykal. 2nd row: Hunter Adams, Zachary Kisber, Matt Farmer, Phillip DeBardleben, Jesse Mahautmr, Jeffrey Webb, Chris McDonald, Naveed Mirza, David Morelli. 3rd row: John Reinhardt, Miles Tamboli, Zack Matthews, Drew Alston, Miles DeBardleben, Richard Blount. 4th row: Alex Snyder, Zack Glover, Peter Zanca, Louis Amagliani, Ben Waller, John Stokes.*



## Classes Strengthen Curriculum

Students had more to choose from when they returned to campus after summer vacation. With the addition of the following four classes, MUS continues to work to offer its students a wide variety of academic options.

### Vocabulary, Computer, and Research Studies

**One Semester, Grade 7, taught by Mr. Whit Tenent**

This course encompasses study in three areas: vocabulary, computer, and research. Approximately half of the class meetings involve a systematic study of English vocabulary. The other half is divided among computer keyboarding, networking, and use of specific software, along with an introduction to the resources available to students in the Hyde Library and a variety of research methods.

### Southern Renaissance Literature

**One Semester, Grade 12, taught by Mr. Lin Askew**

This seminar explores and attempts to explain the sudden flowering of Southern literature of all genres beginning in the late 1920s and continuing to the present. The novels studied are William Faulkner's *Light in August*, Walker Percy's *The Moviegoer*, and Ernest Gaines's *A Lesson Before Dying*. In addition, the short story (Eudora Welty, Flannery O'Connor, and others), poetry ("The Fugitives" and others), and the essay are considered.

### Music Production

**Full Year, Grades 11–12, taught by Mr. John Hiltonsmith**

The new instrumental and recording studio production program will allow an auditioned ensemble to explore, historically and musically, genres of late twentieth century music from rockabilly to rock 'n roll and from fusion to funk. Students will learn the process of teaching, arranging, performing, and tracking their own recordings in our digital recording studio for a CD each school year.

### German II

**Full Year, Grades 10–12, taught by Mr. Patrick McCarroll**

This course transitions the novice German student to the intermediate level, continuing his work in both written and oral expression and comprehension. During this year, students first take the American Association of Teachers of German national proficiency test.

## FCD Returns to Campus

For the sixth consecutive year, representatives from Freedom from Chemical Dependency (FCD) visited MUS to discuss with students the pitfalls associated with the use of drugs and alcohol.

Eighth- and tenth-graders met with their respective FCD facilitators in a classroom setting the week of September 26–29. The facilitators used age-appropriate discussions to talk to students about their own personal histories of addiction and the negative consequences chemical dependency had on their lives. Students also learned everything from what the term "blood-alcohol content" is to how family history impacts their likelihood of becoming addicted to drugs or alcohol.

In addition to meetings with students, the facilitators also held an evening program for parents to reiterate what had been said to their sons and what parents can do to create a home environment free of substance abuse.



*Dr. Michael Schwartz, Dr. David Jackson, and Mr. Whit Tenent*

## MUS Welcomes New Faculty Members

With the school year well under way, new faculty members **Dr. David Jackson, Dr. Michael Schwartz, and Mr. Whit Tenent '00** are adjusting to life at MUS.

Dr. Jackson, who worked as chairman of the MUS Religion Department from 1974–1982, returns to the school to once again teach religion classes after serving as senior pastor at churches in Jackson, Mississippi, and Knoxville, Tennessee. While in Jackson, he served on the advisory committee for the Clinical Pastoral Education Program at the Mississippi Baptist Medical Center and was a member of the planning committee for the Community Coalition on Family Violence in Knoxville. In addition, he has worked as an adjunct professor at Pepperdine University and has been a frequent speaker at various lectures. Dr. Jackson received a B.A. from Harding University, an M.A. and M.Th. from the Harding Graduate School of Religion, and a D.Min. from Abilene Christian University. He assumes the Robert J. Hussey, Sr., Chair of Religion, and serves as MUS's first chaplain (see page 23).

Dr. Schwartz, a molecular biologist with expertise in virology, cancer biology, cell biology, biochemistry, and electron/light microscopy, joins the Science Department as a biology teacher. Dr. Schwartz earned his B.S. at Purdue University and went on to receive his Ph.D. in oncology with distributive minors in genetics, biochemistry, and animal health from the University of Wisconsin. He was employed as a research associate for the Institute for Molecular Virology within the Howard Hughes Medical Institute at the University of Wisconsin before spending two years as a research associate in the Department of Biological Sciences at Vanderbilt University. Dr. Schwartz has published articles in various professional journals and has presented his research at a number of conferences and symposia. In addition to his teaching duties, Dr. Schwartz will work to build a signature lab program within the Science Department and increase interaction between MUS and Memphis's biomedical community.

Mr. Tenent returns to his alma mater after teaching United States History and Government and coaching lacrosse at White Station High School. Mr. Tenent received a B.A., with a double major in English and history, from Lynchburg College where he earned the Lynchburg College Outstanding Senior Award, was named to Who's Who in American Colleges and Universities, and was a member of several honor societies. He also played collegiate lacrosse for four years and served as Interfraternity Council President. At MUS, Mr. Tenent will teach Lower School English and vocabulary and will work as an assistant coach to the varsity lacrosse team.

## Dr. David Jackson Serves As Chaplain for MUS

As both a teacher of religion and a former pastor, **Dr. David Jackson** is the ideal individual to hold the new position of chaplain at MUS. In this role Dr. Jackson supervises and gives direction to the Student Council Chaplain, oversees student devotionalists and alumni-led Bible studies, counsels those who seek his help, assists families in times of crisis, and visits hospitalized students. He also serves as a liaison to youth directors at local churches and synagogues and communicates with student ministry leaders, pastors, and religious organizations in the Memphis community. Already Dr. Jackson has instituted a weekly morning Bible study for faculty members and addressed the student body in Wednesday chapels. As part of his duties,

Dr. Jackson recruits students and teachers to speak at these weekly meetings and has begun a series of lectures reflecting on various elements of the MUS Community Creed.

"When I was at MUS before, I learned what was required for the academic part of my role as teacher and department chair," Dr. Jackson says. "In this second tour of duty, I wanted some avenue to bring 23 years of ministry experience into my role. The position of school chaplain seems to be that answer. In viewing the whole school community as my congregation, I can be available to minister to them in various ways. I view this role as another avenue to serve God by serving my peers and students."

## MUS Responds to Katrina



*The Civic Service Executive Board — Jonathan Davenport, President Garrott McClintock, Zach Matthews, Hunter Adams, Sam Coates, Steven Thompson, and Luke Jensen — led the school's Katrina relief efforts.*

The MUS community was deeply saddened to hear of the devastation wreaked on the Gulf Coast by Hurricane Katrina. In the wake of the disaster, the Civic Service Organization, under the leadership of senior Garrott McClintock, organized a fundraising drive to aid the storm victims. Homerooms collected a total of \$8,184 in the weeks following Katrina, and the money was given to the Red Cross through the Memphis Grizzlies Charitable Foundation. Grizzlies owner, Michael Heasley, pledged to double all cash gifts before forwarding the funds on to the American Red Cross, bringing MUS's total to \$16,368.

The Admissions Department continues to do its part to help those displaced by the disaster. Soon after the storm, Director of Admissions **Mr. Danny Kahalley** announced that MUS would accept students "academically able to make a successful transition to MUS." Since that time, MUS has welcomed four new Owls into the student body.

**Allan Farber**, a student from St. Martin's Episcopal School, and **Zeno Yeates**, a student from Isidore Newman School, joined the senior class. **Josh Aiken**, also from Isidore Newman, was accepted into the sophomore class, and **Court Burlingame** from Trinity Episcopal School joined the eighth grade. In addition, MUS is waiving the \$15 application fee for families applying to MUS for the 2006-07 school year and asking these families to send the \$15 to the American Red Cross or other Hurricane Katrina relief efforts.

## Faculty Recognition Teachers Run for a Good Cause

Despite the blistering heat, members of the MUS faculty participated in the 23rd Annual Elvis Presley International 5K Run and Fun Walk benefiting United Cerebral Palsy during this year's Elvis Week. **Mrs. Sloan Germann**, **Mr. John Hiltonsmith**, **Mr. Loyal Murphy '86**, **Mr. Kyle Smith**, **Mr. Joe Tyler**, and **Mrs. Betty Williams** convened at Graceland for the event, which was covered by ESPN's Sports Center. When all was said and done, Mr. Smith walked away with the first-place prize in his age group, while Mrs. Germann came in second in her division.

## Dr. Winfrey Brings U of M to Oakland



The idea came to history instructor **Dr. Robert Winfrey** while he was researching a book about his great uncle, the first individual to open a medical clinic in Fayette County, Tennessee. Oakland, a city within Fayette County, has grown considerably in recent years, with 50 to 60 families moving to the district each month; but the educational opportunities in the area have failed to keep up with the fast-paced expansion.

"The University of Memphis already had satellite locations in Collierville and Millington," Dr. Winfrey told *The Fayette County Review*. "I thought [the University's extended programs] could work here as well." Winfrey took his idea to the mayor and aldermen of Oakland who wholeheartedly supported the proposal. With the help of these city officials and the University, Winfrey's plan became a reality. In August, U of M began offering three lower-division credit classes, two upper-division classes, and five non-credit continuing education classes to Oakland residents. Winfrey, who was recently named to Who's Who Among America's Teachers for the sixth consecutive year, is excited to see the program take root. "This area is just booming right now," he said. "And this campus extension is just what we need."

## Inside Gets a New Editor



We are excited to announce that **Ms. Katie Cian** has joined the Communications Department as director of public relations and editor of *Inside MUS*. Ms. Cian is a graduate of Rhodes College, where she majored in English with a concentration in creative writing. She grew up in New Orleans and has decided to relocate to Memphis following Hurricane Katrina.

In New Orleans, Ms. Cian attended the Louise S. McGehee School, an independent school for girls, earning the school's top awards for citizenship, service, photography, and athletics. She was heavily involved in community service at Rhodes, holding a number of leadership and mentoring positions there, and she comes highly recommended by Rhodes faculty members. "I'm thrilled to be joining the staff at MUS," Ms. Cian said. "I firmly believe in the value of single-sex education and the importance of an Honor Code, and cannot wait to promote the mission of the school to the community."

Please contact Ms. Cian with your news, stories, and comments. She can be reached at (901) 260-1348 or [katie.cian@musowls.org](mailto:katie.cian@musowls.org).

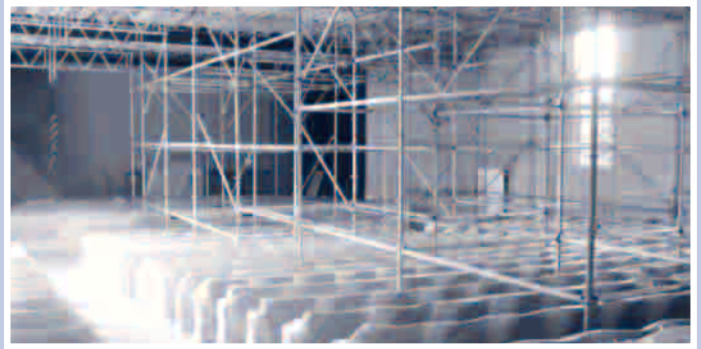
## Summer Campus Improvements

Despite the boys' absence, things remained busy at MUS over the summer. Director of Business Operations **Mr. Rankin Fowlkes** oversaw a number of improvements to buildings around campus, the most extensive of which involved the renovation of Hyde Chapel. Thanks to those who generously contributed to last year's Annual Fund, a catwalk was constructed in the chapel that will allow students to move from the balcony to an opening in front of the stage from which lights can be hung and adjusted according to the action taking place below. New ceiling tiles were installed; the interior of the chapel received a fresh coat of paint; a dark blue stage curtain was hung; new window dressings were ordered, and Fine Arts instructor **Mr. Curt Schmitt**, a skilled carpenter, replaced the woodwork on the front of the stage.

Mr. Schmitt also put his woodworking skills to good use in the foyer of the Fisher Fine Arts Wing, constructing two new display cases that will showcase student artwork, photos of MUS C Productions, and Beg To Differ memorabilia. New carpet, ceiling tiles, and lighting were also added throughout the wing. The creation of a state-of-the-art music studio inside the existing music room completes the major overhaul of the Fine Arts facility, which will greatly enhance the capabilities of the department. (The music studio and production class will be featured in the winter issue of *MUS Today*.)

The Athletic Department also benefited; lockers with built-in combination locks were installed in the Lower and Upper School PE locker rooms, the football locker room was recarpeted, and Todd-Snowden Gymnasium received skylights and a new roof.

As if that weren't enough, the Information Technology Department remained busy replacing 100 computers in both faculty



*Hyde Chapel underwent major renovations this summer to enhance programs.*

offices and the Rose Technology Center with newer models, and upgrades to the chemistry and biology labs were made as well. To put the finishing touches on the campus overhaul, a new periodical display case was installed in Hyde Library. Even at a place like MUS, where history and tradition serve as cornerstones of the school, "if we're not getting better, we're getting worse."

## Convocation Marks 50 Years in "New" Location

"I am grateful that you have chosen to spend the year at 6191 Park Avenue," **Headmaster Ellis Haguewood** told faculty and students assembled in Hyde Chapel for Convocation on Monday, August 15. The day commemorated MUS's reopening at the corner of Park and Ridgeway 50 years before. "To be a part of this school is a privilege, not a right," he said. "You must embrace the values and rules of our Community Creed and understand that truth and honor are of the utmost importance in everything that we do."



Following Mr. Haguewood's opening address, senior **Peter Zanca** shared with the student body his thoughts on the importance of academics in relation to the MUS experience. Senior **David Shocat** then spoke about service and leadership, urging his peers to become involved in extracurricular activities. Shocat was followed by senior **Mason George**, who addressed the issues of respect and school spirit, and senior **Hunter Adams** concluded the program with his reflections on honesty and MUS's Honor System. "You go to MUS, the best school in the South," Adams told the student body. "Be proud. You are privileged. Strive for respect by acting as honorable men. Think about the little decisions you make. Take your honor system seriously."

Members of the faculty, staff, and student body recited the Honor Pledge following Adams' speech, thereby reaffirming their belief in and commitment to a tradition far older than the building in which they stood: MUS's Honor Code.

## Tech-y Teachers

This summer, 17 MUS teachers returned to campus to participate in a variety of technology workshops and individual projects. Educational Technology Coordinator **Ms. Judy Rutledge** organized the overall program, and she and other faculty members with expertise in particular technological areas led the sessions.

Mathematics instructor **Mr. John Knaff** helped his colleagues learn to operate the Classroom Performance System (CPS), a remote-controlled device that allows students to anonymously answer questions that appear on a screen. Teachers had observed how enthusiastic Mr. Knaff's Economics and Algebra II students were last spring, and, as a result, the school has acquired three additional CPS systems. Math instructor **Mrs. Betty Williams** and Latin teacher **Mr. Trey Suddarth** kicked off the school year using the CPS technology they learned to enhance in-class activities with wonderful results.

Other sessions included Spanish instructor **Mrs. Molly Burr's** Forms workshop designed to familiarize participants with the Web editor FrontPage and the ways in which the program can be used to create online activities. Ms. Rutledge also led a workshop on enhancing teachers' Web pages and another on the interactive whiteboard program, Mimio.

Several enterprising teachers developed individual projects using technology. **Mr. Dax Torrey** created online review exercises for his seventh-grade English students; science teachers

**Mr. Vincent Beck** and **Mr. Loyal Murphy** worked with Vernier probes and their accompanying software; and this year's Hale Fellows **Mr. Al Shaw** and **Mrs. Laura Lawrence** attended a course at Phillips Exeter Academy involving the use of the same data-collecting probes in Chemistry and AP Chemistry. Mrs. Lawrence also developed several Web quests that allow students to participate in CSI-type investigations.

Ms. Rutledge and her team continue to work throughout the year to integrate new and useful technology into MUS classrooms.

## Math Teachers Up the Technology Factor

Algebra II students now have another tool to help them prepare for tests. This "gateway" course has posed a significant challenge to math students in the past, so **Mr. Tom Brown** and **Mr. Darin Clifft** took a week out of their summers to provide students with an additional resource in their quests for academic excellence. Mr. Brown and Mr. Clifft created online, interactive Algebra II review exercises that correspond to each chapter of the textbook. These multiple-choice exercises can be accessed easily, be completed, and provide instant feedback, praising correct answers and providing insight when the wrong choices are selected.

## Parents Head Back to School

Those parents who fondly recall their carefree high school days and might occasionally wish they could return to the classroom had the opportunity to do just that on Wednesday, September 14, when they arrived on campus for MUS's annual Parents Back-to-School Day. A record 88 percent of parents took part in the day's activities, which included a general meeting in Hyde Chapel, the chance to visit with teachers during 15-minute class sessions, lunch in the Campus Center Dining Hall, a presentation by parenting expert John K. Rosemond, and individual parent-teacher conferences. Members of the faculty,

staff, and student Ambassadors were on hand throughout the day to answer questions and direct parents to various locations on campus.

While their parents wandered through the halls of MUS, 49 students, led by **Coach David Ferebee** and senior **Garrott McClintock**, president of the Civic Service Organization, traveled to Cherokee Elementary School. There the MUS students worked singly and in pairs to provide the children with individual and small group instruction as directed by members of the Cherokee faculty.



*John Rosemond*



*Dr. Harkins discusses U.S. history with visiting parents on Back-to-School Day.*



*MUS students provide instruction to Cherokee Elementary students.*

# Parents' Association Ready for a Stellar Year

The 2005–06 Parents' Association kicked off the year on two high notes. Hospitality Chair **Sherri McDonald** and her committee served a delicious Asian feast to members of the faculty and staff during the annual in-service luncheon, and the newly-appointed



*Patty and Mark Harriman*

Board members met in August to report on progress already made and discuss plans for the coming year.

Under the leadership of Chairs **Patty and Mark Harriman**, the Board hopes to involve *all* parents in the Association in some capacity and plans to focus its efforts on promoting the school's Safe Home Program, the goal of which is to encourage communication and provide students an environment in which they are comfortable abstaining from illegal drug and alcohol consumption.

Without the help of the Parents' Association, the school would be unable to support many of the extracurricular activities and educational programs it currently offers. The Association needs your help to continue to contribute meaningfully to the lives of all MUS students. Help them meet their goal of 100 percent participation. If you have not yet joined the Parents' Association and are interested in becoming involved, please contact Membership Chairs **Peggy and John Bolich** at 624-5715 or Director of Alumni and Parent Programs **Claire Farmer** at 260-1356.

## Join the Parents' Association

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## Parents' Association Board of Directors 2005–2006

Chairmen .....	Patty and Mark Harriman
Secretaries .....	Sandy and Michael Khouri
Treasurers .....	Beth and Mike Heflin
Membership .....	Peggy and John Bolich
Parent Education/ Communication .....	Missy and Jim Rainer '77
Sports Coordinators .....	Jan and Chris Cornaghie Alice and Jeff Wright
Arts Coordinator .....	Neely Battle
Fundraising .....	Cathy and Chris Jameson
Phonathon .....	Missy and Rusty Hensley
Hospitality .....	Sherri and Jack McDonald
Upper School Hospitality .....	Melinda and Mark George
Lower School Hospitality .....	Linda and Hank Hill '66
Grandparents .....	Anne Craig and Kirk Bobo
Twelfth-Grade Class Rep .....	Kirk and Murry McClintock
Eleventh-Grade Class Rep .....	Jane and Tripp Folk
Tenth-Grade Class Rep .....	Julie and Steve Maroda '75
Ninth-Grade Class Rep .....	Nancy and Lowell Hays
Eighth-Grade Class Rep .....	Tracy and Rocky Anthony
Seventh-Grade Class Rep .....	Kim and Rob Pickering



*The Parents' Association's Hospitality committee provided a feast for faculty members during in-service week.*



*Elizabeth Cates, Rhonda Hollingsworth, and Angela Isom get to know each other at the New Moms' Coffee.*



*Olivia Cabigao, Patty Harriman, Beth Heflin, and May Boyer enjoy each other's company at the Senior Mothers' Coffee.*

# The College Application Process as a Character Building Tool

by Dr. Emily Angel Baer, Director of College Guidance

The National Association of Independent Schools (NAIS) defines the exceptional school as one which prepares children not just for this year's tests but for all of life's tests. In a recent article, the NAIS noted the character-building dimension of an independent school. At MUS we adhere to the idea of providing a safe place for personal development. We have high expectations, but we also have a structured, nurturing environment in which students learn the importance of math, language, science, and



history and the importance of hard work, leadership, responsibility, and citizenship. MUS recognizes that an individual's growth toward adulthood cannot be measured by a single test or graded by a single standard. The college application process is the culmination of all those "teachable moments" that can lead to success later in life.

Joyce Slayton Mitchell, a veteran college counselor and published author, agrees that the college selection process "provides seniors with an educational opportunity that includes a lot of important developmental tasks that they most need in order to grow up enough to leave home." It is an independent study in decision-making and teaching independence, self-reliance, and self-discipline skills that build the confidence all young people need. This process is the first step in the transition from home life to campus life.

The process may seem scary. The boys will have to delve into self-examination and realistic self-assessment. They must identify the right colleges, organize all the pieces of the applications, and write the essays. MUS students should have confidence; they have already used these skills to get to this point. Now they must take responsibility for their own education.

Creating a list of compatible colleges is like doing a research project — it's daunting at first. But a daunting assignment can stimulate thinking and produce the greatest rewards. Each student can approach the project with confidence and excitement because no one knows the subject better than the subject himself. He will approach the data and evidence with scrupulous objectivity and genuine curiosity. This will lead to a set of characteristics to seek in a college. Seniors will use all their research skills to synthesize the information and make the college list.

The second step, organizing the details, requires discipline and

time management. This should be easy for MUS seniors. They have spent years training for this moment. How else could they have survived the challenging curriculum of MUS while participating in extra-curriculars?

Finally, there is the essay. Students have been working on this one since they wrote their first paragraphs on the ISEE for admission to MUS. The essay will be evaluated on how well it is conceived and written, how well it answers the question, and whether or not it reflects the student's own voice. At this point, students should draw on their most important tools: imagination, discovery, growth, curiosity, organization, thoughtfulness.

The transition from high school to college can be a meaningful and educational extension of a student's academic, intellectual, personal, and social development. He can have a sense of control if

he knows the path he's following and the tools he will use to reach his destination. With parents, faculty, and the college counselor at his side, he doesn't go through this process entirely alone. But we can't eliminate uncertainty, and that's part of the adventure and the discovery. Dealing with the outcome is an important transitional phase in his educational and personal journey.

College professors will expect students to think clearly, to organize their work carefully, to write well, to explore ideas with a thoughtful and open mind, and to be willing to take some intellectual risks — the same expectations held by the admissions departments of most universities. College gives a student the chance to focus on the challenge and excitement of learning, a pleasure and a privilege a student cannot enjoy if he has not strengthened and examined his own character.

Graham Greene writes in *The Power and the Glory*, "There is always one moment in childhood when the door opens and lets the future in." The process of evaluation and self-discovery can be that moment for MUS seniors. Students will find in themselves both their strengths and their flaws.

A final thought for the Class of 2006: All of your previous hard work and preparation and dedication, all of your friendships and kindnesses and loyalties, all of your soul-searching and risks and decisions — all of these validate you as individuals. The growth you experience this year will help form your bridge to the next phase of your life. With remarkable support from the faculty, administration, and staff of MUS, I look forward to assisting you to the best of my ability as we begin this journey.

## THE "Ps" OF THE APPLICATION PROCESS

One of the speakers at the recent conference of the International Boys' Schools Coalition provided a paradigm of "Ps" to describe the journey that is the college application process:

- Person:** A student should understand who he is.
- Place:** He should know where he comes from and where he is.
- Purpose:** He should know what he intends to achieve.
- Persistence:** He should be willing to work hard to accomplish his goals.
- Prepared:** He should have done the work and the research that prepares him for his journey.
- Principles:** He should search his soul and define his own integrity.
- Peace:** He should have the contentment of knowing that he has done his very best.

Ellis Haguewood  
Headmaster

Barry Ray  
Upper School Principal

Clay Smythe  
Lower School Principal

Bobby Alston  
Director of Athletics

Emily Baer  
Director of College Guidance

Rick Broer  
Academic Dean

Perry Dement  
Director of Advancement

Rankin Fowlkes  
Director of Business Operations

Bebe Jonakin  
Director of Counseling Services

Danny Kahalley  
Director of Admissions

Debbie Lazarov  
Director of Communications

Ellen McDonell  
Director of Hyde Library

*Inside MUS* is published by Memphis University School. Send news and comments to Katie Cian, Editor of *Inside MUS*, at [katie.cian@musowls.org](mailto:katie.cian@musowls.org), or call 901-260-1348.

Memphis University School is a college-preparatory school dedicated to academic excellence and the development of well-rounded young men of strong moral character, consistent with the school's Christian tradition.



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## UPCOMING EVENTS

### January

- 4 . . . . . Second Semester Begins
- 9 . . . . . Eighth-Grade Parents Meeting:  
"High School Program"  
in Hyde Chapel
- 16 . . . . . School Holiday —  
Martin Luther King, Jr., Day
- 20 . . . . . Basketball Homecoming Dance
- 30 . . . . . Charity Week Begins

### February

- 6 . . . . . Progress Report Grades Recorded
- 17–18 . . Wrestling State Tournament
- 20 . . . . . School Holiday —  
Presidents' Day

Don't miss the  
MUS winter play:  
**The Philadelphia Story**  
Directed by Mr. Andy Saunders  
March 2–4 at 7:30 p.m., Hyde Chapel

### Winter Shopping

Visit the Schaeffer Bookstore in the Campus Center across from the Dining Hall to keep your Owls warm this winter! You'll find many logo items including chino caps, pique polos, t-shirts, plaid dorm pants, blankets, and sweatshirts. You can even buy the official MUS tie or blazer buttons. See our Web site at [www.musowls.org/school/aboutmus/bookstore.htm](http://www.musowls.org/school/aboutmus/bookstore.htm) or stop by Monday, Tuesday, or Thursday from 11:15 a.m.–1:30 p.m.