

MEMPHIS UNIVERSITY SCHOOL

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Minding the Three R's

by Mr. Mark Counce '77, Assistant Principal, Instructor in Mathematics



On the front of the birthday card that my colleagues gave me this year is a picture of a student standing in old-fashioned "time out," with his nose in the corner.

"It was totally worth it," he says.

Many a student ponders that thought after choosing not to follow the rules, and I am always interested in how a boy responds to our school's discipline

process, the process of the three R's: Repentance, Reconciliation, and Restoration.

On Convocation Day I tell our students that the disciplinary part of my job resembles that of a referee in a soccer match. I try to enforce the rules fairly and reasonably. When I call a "foul," I look for remorse from the student. "I made a mistake," is a common response. But how many "mistakes" does it take for a student to amend his attitude toward following the rules?

True repentance – a 180-degree turn from a wrong position – is the first step in the discipline process. I sometimes ask students to write apologies as a tool in their development. I ask them to put themselves in the position of the person they have offended, since a little empathy can be a great aid in bringing a boy to repentance. Ideally, all students would turn away from the temptation to make poor decisions at school, but, when confronted, I like for them to respond with more than an obligatory "sorry."

Of course, when a student is disrespectful or disobedient there are consequences for his misbehavior. At our school, these consequences are mostly predetermined. I try to fit the punishment to the crime, since correction should be designed to bring reconciliation between the student and the school or the offended person. Hopefully, the penalty is not overly harsh; it does its work and does not yield a spirit of enduring resentment in the boy who is in trouble. Accountability is one of the tenets of MUS's Community Creed: An MUS student takes responsibility for his actions and accepts their consequences. Holding a student accountable is a time-sensitive part of the discipline process. A student should face the consequences of his actions very quickly.

Mr. Haguewood amusingly calls the list of boys that I summon during the morning announcements the "Crime Report." A young "criminal" comes to see me to be informed of his punishment, and my standard word of encouragement has been, "Now, do what you say you are going to do." I have found that most students respond well at this point because they want to be free from the pressure of the penalty.

I tell the students in the fall of every year that there is only one thing more shameful than the behavior of a "criminal": that of a "weasel" – someone who breaks the rules to gain his own advantage at the expense of others. For example, cutting in line during lunch is weaselly behavior. As punishment the weasel in question gets to wait until everyone has gone through the line before he eats lunch. Another example of weaselly conduct is looking for ways to get around the same punishment that fellow students routinely undergo. The students endure mild shame when they appear on the Crime Report, but, thankfully, none of them wants to be thought of as a weasel.

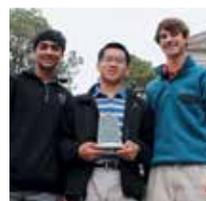
Ultimately, the goal is to restore the student back into the good graces of the school, his teachers, and his peers. Parental support is a vital part of the restoration process. Parents who stand behind the school's disciplinary decisions can affirm that the path the student is on leads to restoration into the school community. I appreciate parents who suppress the natural urge to protect or defend their son and who allow him to undergo discipline. The process works best for our boys when there is teamwork between the parents and the school. The writer of Proverbs encourages parents to, "train up a child in the way he should go, and when he is old he will not depart from it." A proverb may not be a binding promise from God, but it is a wise standard for a parent, and likewise a school, to follow.

Ultimately, the disciplinary process aims at revealing and building the character of the student. Did he commit an immature error or behave like a callous knucklehead? Can we discern what his attitude is as he undergoes correction? Will he end up as a more mature young man afterward? Our mission statement says we are dedicated to "the development of well-rounded young men of strong moral character, consistent with the school's Christian tradition."

We work to meet this goal every day.



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Freshman Caleb Riggs takes advantage of the nice fall weather as he reads on one of the campus benches.



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NATIONAL MERIT SCHOLARSHIP CORPORATION HONORS 28 OWLS



National Merit Semifinalists are, front row, from left, Murray Morrison, Chandler Clayton, Gil Humphreys, Saatvik Mohan, Jackson Pacheco; middle row, Grayson Lee, Witt Fesmire, Sam Bartz, Reed Barnes, Patton Orr; back row, Forest Colerick, Colin Threlkeld, Wesley Wells, Daniel Tancredi, and Theo Wayt.



National Merit Commended students, in front, from left, Ethan Schaffer, Kyle Day, Patrick Murphy, Tom Fowlkes, Austin Hord, Bilal Siddiq, Russell Sands, Andres Carro; back row, Mac McArtor, Will McAtee, Henry Keel, Philip Freeburg (not pictured Daniel Tang)

The National Merit Corporation has recognized 26 percent of the 2015-16 senior class.

Fifteen seniors are among 16,000 semifinalists in the 61st National Merit Scholarship Program, which recognizes high achievement on the Preliminary SAT/National Merit Scholarship Qualifying Test. The semifinalists are **Reed Barnes, Sam Bartz, Chandler Clayton, Forest Colerick, Witt Fesmire, Gil Humphreys, Grayson Lee, Saatvik Mohan, Murray Morrison, Patton Orr, Jackson Pacheco, Daniel Tancredi, Colin Threlkeld, Theo Wayt, and Wesley Wells.** About 1.5 million juniors in more than 22,000 high schools entered the 2016 National Merit Scholarship Program

by taking the qualifying tests in 2014. National Merit Semifinalists are the highest-scoring entrants in each state and represent less than 1 percent of U.S. high school seniors.

To become a finalist, a semifinalist and his high school must submit an application detailing the candidate's academic record, participation in school and community activities, demonstrated leadership abilities, employment, and honors and awards received. Nominees must have an outstanding academic record throughout high school, provide endorsement from a high school official, write an essay, and earn an SAT score confirming his earlier performance on the qualifying test.

Should semifinalists become finalists, they will compete for 7,400 National Merit Scholarships worth more than \$32 million. The NMSC will announce finalists beginning in April 2016.

The corporation also honored 13 seniors as National Merit Commended Students – **Andres Carro, Kyle Day, Tom Fowlkes, Philip Freeburg, Austin Hord, Henry Keel, Mac McArtor, Will McAtee, Patrick Murphy, Russell Sands, Ethan Schaffer, Bilal Siddiq, and Daniel Tang.** They are among 34,000 students nationally who have been honored for their outstanding academic promise.

Quiz Bowl Win

The team of, from left, sophomore Jackson Howell, senior Reed Barnes, and juniors Aneesh Ram and Brooks Eikner won the Houston High School Quiz Bowl Tournament November 7. Mr. Darin Clifft, Mr. Jonathan Large, Mr. Davis Smith, and Mr. Phillip Stalls are coaches.



Students Dominate Engineering Competition

Science instructor Mrs. Analice Sowell gave her Honors Accelerated Materials Science students a challenge before they attended this year's BUC E-Day engineering competition at Christian Brothers University. "I told my students to go big or go home!" Sowell said. Her words and lessons clearly resonated, as her junior and senior students ended up winning first place in every event they competed in.

Junior **Alex Wolf**, senior **Nathan Dinh**, and junior **Cole Wilder** took first, second, and third place respectively in the egg drop competition, in which an apparatus holding an egg is dropped from 30-40 feet in the air. In the K'NEX bridge competition, juniors **Burch Baine**, **Andrew Hopkins**, and **Alex Wolf** won first place for the second year in a row. The winning bridge not only held substantial weight (about 92 pounds), but also had the lowest load-to-mass ratio (a measurement of engineering efficiency). Junior **John McBride** won first place in the CO₂ car competition with a design he has worked on for the past

two years. Senior **Hunter Finney** and junior **Charlie Gilliland** won first in the Arduino challenge, in which the object is to write a computer program that will light a set of LEDs, a task combining electrical wiring and computer programming skills.

In addition to participating in the

competitive events, the students also attended workshops on various aspects of engineering.

"We very much appreciate the work of the School of Engineering in putting this together," Sowell said, "and I am extremely proud of our students for bringing home the gold."



Owls took first place in every event they entered in this year's BUC E-Day engineering competition at Christian Brothers University. Competitors included, from left, Cole Wilder, Christian Berry, Andrew Hopkins, Nathan Dinh, Daniel Tang, Bolton Gayden, Alex Wolf, Tim White, Andre Johnson, and Burch Baine.

2015–16 Ambassadors Announced

Student ambassadors are a select group of young men chosen in the spring of their sophomore year for a two-year commitment to officially represent MUS during admissions visits and special school events. An ambassador review committee considers the candidates' grades and school and community activities as part of the interview process.

This year 25 juniors joined senior ambassadors

Reed Barnes, Sam Bartz, Chandler Clayton, Carter Coleman, Forest Colerick, Tucker Colerick, David Dabov, Nathan Dinh, Tom Fowlkes, Philip Freeburg, Owen Galvin, Gabe Hanna, Grayson Lee, Alex Mansour, Mac McArtor, Will McAtee, Patrick Murphy, Patton Orr, Russell Sands, Bilal Siddiq, Daniel Tancredi, Colin Threlkeld, Connor Whitson, and Linhao Zheng.



"I love MUS for the sense of camaraderie among its students, faculty, and outside community."
– Jacob Suppiah



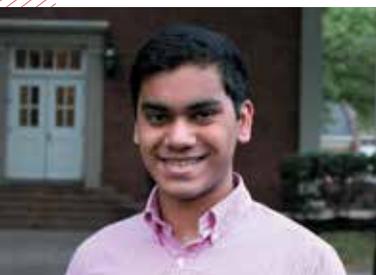
"MUS is distinctive in that it gives students the opportunity to fill leadership positions and really make an impact on the school." – Alex Hyde



"The Honor Code and the faculty at MUS truly define why I love this school and how it has made a huge impact on my life." – Jamie Lindy



"I love how much the students respect the U and what it symbolizes."
– Jack Heathcott



"Memphis University School is a college preparatory school dedicated to teaching young men to exemplify honor, truth, and character."
– Mayur Patil



"Students are expected to do the right thing even when they aren't being watched. MUS is great because it's more than a school. It is a community." – Josh Gray



"MUS has taught me to serve and lead. One day I hope that I can impact Memphis like those before me."
– Kobe Gibson



"The faculty really care about each student, and they want each of us to succeed. Outside of class, teachers' doors are always open to us for help or just to talk whenever we need it." – Luke Wilfong



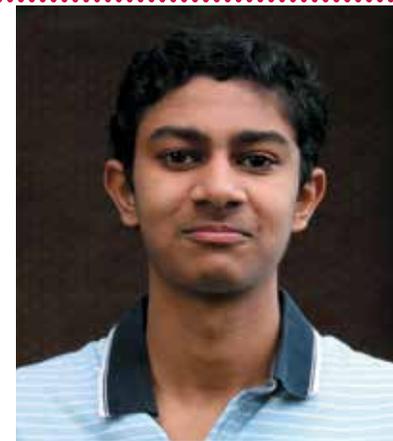
"Whether you are an athlete, an actor, or a scholar, MUS lets you engage in your specialties. Through the freedom that MUS provides in letting you choose your classes and activities, you grow and mature into a more independent and respected human being." – Matt Silver



"All of the teachers work day in and day out grading papers, helping out their students, and building relationships with their students. [They] care about the students' well-being, and they strive to make the student a better person."
– George Crews



"MUS is unique in how it requires the students to learn and utilize time management. With this, a student can be involved in multiple clubs, organizations, and sports while still excelling in the classroom." – Christian Berry



"While any student is fostering and finding new interests ... he can do so with a community of his peers and friends to form a kind of brotherhood unique to MUS.

– Aneesh Ram



"I personally love MUS because of the trust I can have with my teachers and more importantly my fellow students." – Henry Trammell



"MUS is unique because of all the different ways that students can get involved and the freedoms that students are given."

– Philip Deaton



"MUS is unique in its excellence in all aspects of school life."

– Cade Klawinski



"The reward of the school is not the high ACT score nor the acceptance into a prestigious university but rather the memories made."

– Mason Rudolph



"My favorite part about MUS, by far, is the Honor Code. Without it, much of the prestige carried by the name Memphis University School would be lost." – Brooks Eikner



"I truly believe that this school is one of the best in the South, and I am proud to be a part of its long history." – Marcus Gronauer



"I think every student buys into a desire to be great, and it makes MUS a truly exceptional school."

– Cole Middlebrook



"Out of the many outstanding qualities that set MUS apart, the one that I love the most would have to be the student-teacher relationships."

– Harrison Tabor



"The teachers are fully committed not only to the academic success of the students but also to the character and moral development of the students; every teacher at MUS follows and emphasizes the Honor Code and tries to influence and encourage the student body to do the same."

– Will Tomes



"MUS has an amazing faculty as they provide you with encouraging support as well as moral leadership. The faculty's embodiment of MUS's principles truly allows me to recognize how lucky I am to attend such a school."

– Jack McCaghren



"Teachers at MUS are always willing to help outside of class, and they develop student-teacher relationships that last well beyond the years you spend as a student. These relationships and the Honor Code are what shape the tightly knit community that I genuinely love." – Evan Smith



"The teacher-student friendship is one of a kind at MUS. All of the faculty want you to succeed and try your hardest, so they are always willing to help you and be your friend."

– Parker Kaye



"I love all of the different activities that are available at MUS. Sports, theater, music, and robotics are just a few examples of the wide variety of things you can do here."

– Alex Wolf

MATH OWLS ACE NATIONAL AND STATE CONTESTS



Gus Carter watches intently as Ramiz Somjee proofs Carter's test for the National Team Scramble.



The Pro2Serve Math Team prepares to leave for Knoxville, accompanied by Mr. Loyal Murphy (left) and Dr. Steve Gadbois (right).



From left, the team of Omar Alyousef, Wesley Butler, Ryan Peng, and Harmon Colvett begin the Fall Startup with fist-bumps and smiles.

Team Scramble

Owls achieved a perfect score on the national Team Scramble math contest, marking the first time since the competition began in 2003 that any team has scored 100 out of 100. Teams from 106 schools (including six international schools) participated in the test, administered by National Assessment & Testing. The next highest score was 81. The MUS team of about 100 students, including a few from St. Agnes Academy, took the test after school November 4 in the Dining Hall. Senior **Patrick Murphy** organized the team's proofing and scoring process, contributing to the team's success.

Pro2Serve

Fifteen Upper School students, accompanied by Dr. Steve Gadbois and Mr. Loyal Murphy, traveled to Knoxville October 26 to compete against 500 students in the 2015 UT Pro2Serve Math Contest. The MUS team included seniors **Tucker Colerick**, **Murray Morrison**, and **Patton Orr**; juniors **Ohm Patel**, **Ramiz Somjee**, and **Ray Zhou**; sophomores **Jackson Moody**, **Rick Reinhard**, and **Chang Yu**; and freshmen **Andrew An**, **Kyle Gan**, **Ethan Hurst**, **Ethan Lam**, **Ev Nichol**, and **Jet Tan**. The team of Morrison, Patel, and Yu earned first place overall in a sweep of the math bowl, which involved 64 teams in a double-elimination tournament. Five Owls qualified to compete in Fermat II: Moody, Morrison, Patel, Yu, and Zhou. Individual honors and a \$24,000 UT scholarship offer went to Moody for placing in the top five in Fermat I and top 10 in Fermat II. Yu and Patel were not eligible to win this year because of previous wins.

Fall Startup

At the Fall Startup math competition September 23 in the Dining Hall, 104 Owls raced against time to complete a 100-question test in 30 minutes. These mathletes were among 1,587 competitors in 80 schools around the world to participate. Two students ranked nationally at their grade level: **Ohm Patel** placed eighth among all juniors, and **Chang Yu** placed fifth among all sophomores. Top scorers from each grade level (**Patrick Murphy**, Grade 12; **Patel**, 11; **Yu**, 10; **Ethan Hurst**, 9; **Arjun Puri**, 8; and **Max Shackelford**, 7) made up the MUS team. Their efforts resulted in a ninth-place ranking among all participating schools.

National Latin Accolades

Team Brings Home Lauds from NJCL

Latin teachers Mrs. Marilyn Reinhardt and Mr. Trey Suddarth accompanied five sophomores to the National Junior Classical League Convention July 27-August 1 at Trinity University in San Antonio, TX. More than 1,650 people from 45 states attended.

The Certamen Team of **Omkar Hosad**, **Jackson Howell**, **Jackson Moody**, and **Chang Yu** represented the state of Tennessee at the intermediate level. They advanced to the semifinals where they finished in ninth place overall. Sophomore **Jon Staffel**, an alternate, also played on an at-large team.

Individual awards went to the following students in Latin II:

Omkar Hosad	Greek Derivatives	10th Place
Jackson Moody	Latin Literature	2nd Place
	Ancient Geography	6th Place
	Academic Heptathlon	9th Place
	Latin Grammar	9th Place
	Latin Derivatives	10th Place
Chang Yu	Latin Vocabulary	10th Place
	Mottoes	9th Place
	Greek Derivatives	10th Place
	Greek Life /Literature	10th Place
	100-M Jr. Boys Track	5th Place
	Jr. Boys Long Jump	5th Place



Front row, from left, Mrs. Marilyn Reinhardt, Chang Yu, Omkar Hosad; back row, Jackson Howell, Jon Staffel, Jackson Moody, and Class of 2004 valedictorian and Senior Classical League member Austin Chu

Owls Rank Highest in State on Latin Exam

MUS earned the highest number of perfect 2015 National Latin Exam scores (11) in the state. Owls brought home 65 Summa Cum Laude Gold, 46 Maxima Cum Laude Silver, and 12 Magna Cum Laude awards. Of the 69 Upper School students who took the exam, 100 percent scored above the national average.

Overall, 5,220 Tennessee students participated in the exam, with the following top five state results:

SCHOOL	NUMBER OF PERFECT SCORES
Memphis University School	11
Montgomery Bell Academy	9
Harpeth Hall School	4
Houston High School	4
White Station High/Middle School	3

Owls who earned perfect scores were Latin III students **Brooks Eikner**, **Aneesh Ram**, and **Tom Wells**; Latin II students **Charlie Evans**, **Benton Ferebee**, **Jackson Howell**, **Brad Kerkhof**, **Jackson Moody**, **Jason Wang**, and **Jacob Webb**; and Latin I student **Ty Williams**.

2015-16 Leaders Take the Helm



Student Council leaders, in pre-snap formation, are ready to tackle the year in style. Front row, from left, Max Murray, Trammel Robinson, Mac McArtor, Hudson Anthony, Jackson Pacheco; second row, Eli Weinberg, Tom Fowlkes, Russell Sands; third row, Billy Dunavant

STUDENT COUNCIL

UPPER SCHOOL OFFICERS:

President – Tom Fowlkes

Vice-President/Commissioner of Special Activities – Jackson Pacheco

Commissioner of Student Athletics – Max Murray

Commissioner of Student Welfare – Eli Weinberg

Commissioner of Social Events – Trammel Robinson

Secretary-Treasurer – Billy Dunavant

Chaplain – Hudson Anthony

Parliamentarian – Russell Sands

Grade 12 Representatives – Beck Blake, Chandler Clayton, Tucker Colerick, Owen Galvin, Gil Humphreys, Matt Kruczek, Mac McArtor

Grade 11 Representatives – Christian Berry, Jack Crosby, Josh Karchmer, Jack McCaghren, Cole Middlebrook, Joseph Threlkeld, Henry Trammell

Grade 10 Representatives – Smith Duncan, Miller Grissinger, Michael Jennings, Chris Kerkhof, Hastings McEwan, Bobby Wade, Rucker Wilkinson

Grade 9 Representatives – Scott Burnett, Maurice Hampton, J.J. Johnson, Emerson Manley, Sloan Miles, Sellers Shy, Philip Wunderlich

LOWER SCHOOL OFFICERS:

President – Gregory Guo

Vice-President – Will McEwan

Grade 8 Representatives – Stratton Barousse, Robert Dickinson, Charlie Gilbert, Keithran Hopson, Tre Johnson, Cole McDonald, Will Portera, Benjamin Sklar, Charlie Street, Jonah Wexler

Grade 7 Representatives – Judson Fair, Elijah Graham, Warren Johnston, Akbar Latif, Everett Miller, Edwin Shy, Harm Thomas, Wes Vanderslice, Tamaz Young, Tylyn Young

CIVIC SERVICE LEADERS

President – Grayson Lee

Vice-President – Philip Freeburg

Senior Executives –
Sam Bartz, Patton Orr,
Daniel Tancredi

Junior Executives –
Andrew Douglass, Jacob Suppiah,
Henry Trammell, Luke Wilfong

Grade 12 Representatives –
Chandler Clayton, Witt Fesmire,
Owen Galvin, Gil Humphreys,
Henry Keel, Cameron Lakin,
Bilal Siddiq

Grade 11 Representatives –
Frederick Danielson,
Philip Deaton, Kian Ghodoussi,
Rahul Mehra, Christopher Nanney,
Whit Waggoner

Grade 10 Representatives –
Benton Ferebee, Alex Humphreys,
John McBride, William Miller,
Macon Orr, Matthew Temple,
Leon Vo

Grade 9 Representatives –
James Blatchford, Jonathan
Douglass, David Holmes,
Bailey Keel, Stillman McFadden,
Ev Nichol, Henry Wood

OTHER

Senior Class President –
Mac McArtor

Government Club President –
Alex Mansour

The Owl (Yearbook) Editors –
Jack Richman, Bilal Siddiq

The Owl's Hoot (Newspaper) Editors –
Sam Bartz, Tucker Colerick

The MUSE (Literary Magazine) Editor –
Witt Fesmire

*Student leaders, from left, Tucker Colerick,
Sam Bartz, Mac McArtor, Alex Mansour,
Grayson Lee*



HONOR COUNCIL

President –
Gabe Hanna

Grade 12 Representatives –
Forest Colerick, Connor Whitson

Grade 11 Representatives –
Alex Hyde, Louis Wittenberg

Grade 10 Representatives –
Josiah Crutchfield, Charlie Evans

Grade 9 Representatives –
Stephen Christenbury, Call Ford

Grade 8 Representatives –
Charlie Eason, Ben Spiegelman

Grade 7 Representatives –
Drew Burnett, Chris Parks

*Honor Council leaders, seated, from left, Stephen Christenbury, Connor Whitson,
Gabe Hanna, Forest Colerick, Alex Hyde; standing, Call Ford, Drew Burnett,
Louis Wittenburg, Josiah Crutchfield, Charlie Evans, Ben Spiegelman,
Charlie Eason, Chris Parks*



When eighth graders **Benjamin Klemis** and **Alex Warr** announced their intention to launch a Lower School Debate Club, seventh grader **Michael Gallagher** was intrigued. Politics would be the topic of choice for an upcoming town hall forum, and Gallagher had been interested in that subject for as long as he could remember.

"My parents would discuss news and government at the dinner table, and I wanted to join the conversation and learn about what

grader **Inam Zafar** said membership soon declined.

"When the club started, about 20 kids signed up," he said. "But the numbers quickly dropped to five or six guys when the actual work started."

Gallagher took on the responsibility of moderating the event, recruiting help and preparing the candidate introductions and graphics. He designed a detailed event schedule and prepared to keep the proceedings professional and well-paced.

Five eighth graders prepared to represent the presidential hopefuls: Klemis as retired neurosurgeon Ben Carson, **Arjun Puri** as 67th U.S. Secretary of State Hillary Clinton, **William Shepherd** as Kentucky Senator Rand Paul, Warr as business mogul Donald Trump, and Zafar as the junior senator from Vermont, Bernie Sanders.

Zafar was more than comfortable playing the role of Sanders. He regularly discusses news and politics, and the legitimacy of a Sanders nomination, with his family.

"At home we debate the pros and cons of the different presidential candidates," he said. "My parents are more conservative and do not support Sanders, so I'm well-versed in defending his candidacy's validity."

When they took their podiums Friday, October 30, eighth grader **Jake Knaff**, as time keeper, held the candidates to exactly three-minute presentations. Then, in true town hall fashion, each candidate took five minutes of questions from the floor via Assistant Forum Moderator **Watts Miller**, a seventh grader.

When the forum was finished, Gallagher and his peers were pleased with the event.

"I thought it went very well," he said. "I

DISCUSSION, DISSSENT, AND DEBATE

Lower School Debate Club Hosts Presidential Forum

they discussed," he said. "I studied and did research and decided I really liked politics."

Warr, the driving force behind the club's charter, also came from a similar background.

"My parents are also big into politics and taught me to research both sides of an argument," he said. "When I came up with the idea of starting a debate club, Mr. [Clay] Smythe '85 was all for it."

Responses from his classmates were as strong as Smythe's support, so the Debate Club started off with a bang. However, eighth

“Politics are a big part of society, and they matter, and it’s good not to be naive about them.” - *Inam Zafar*

was prepared to keep the audience from going too far, but everyone was respectful and had great questions. I have to give credit to all the participants because I know they put lots of hard work into preparing.”

Zafar was encouraged by the event feedback, and he was satisfied with his performance as Sanders.

“I gave a solid intro and did what I needed to do. I attacked Clinton a little, but I could have done more,” he said. “I won’t go into defensive mode in the next debate. I’ll state my positives and strong points about funding and donors, the border, and big banks.”

The team is meeting multiple times each week to plan a March or April debate, and they hope their post-Super Tuesday (March 1) event will be even more impressive than the first. They are brainstorming to ensure the event will be dramatic and highly entertaining, but they are quick to point out the core reason for all this effort.

“It is important to know how to make a good argument and support it with facts,” Warr said.

“You need to know who is leading the country,” Zafar said. “Politics are a big part of society, and they matter, and it’s good not to be naive about them.”

In Gallagher’s closing comments at the forum, he encouraged the audience to be a part of the political conversation by learning more, watching the news, and digging deeper.

“Even though you cannot vote yet, you can influence those who can,” he said. “And anyone



At the podium Inam Zafar, as senator Bernie Sanders, takes questions from the audience.

who turns 14 by November 3, 2016, will be eligible to vote in 2020. Pay attention this election season in preparation for the next election. This is a serious affair that can determine a nation’s future in war, global relations, economics, and many more issues.”

Banned Books and Other Dark Tales

Owls Celebrate National Holidays, Host Best-selling Author

Imagine a world, dear reader, where a work by Ernest Hemingway, Kurt Vonnegut, or J.R.R. Tolkien is considered unsuitable for a young man's education or entertainment. Where the answer to an inquisitive mind's query, "Where may I get a copy of *The Lord of the Flies*?" might be, "You cannot." Without the efforts of librarians, teachers, and many community leaders through the years, that world might be ours. The Hyde Library staff reminds us of this each fall during Banned Books Week.

Banned Books Week was celebrated on campus September 27 - October 3 with special lessons promoting free and open access to books and information. An effort begun by The American Library Association, Banned Books Week also features books that have been targeted for removal or restriction in libraries and schools.

Teen Read Week

Teen Read Week started October 19 and featured reading and trivia contests, snacks, and a visit by best-selling author Mr. Adam Gidwitz, writer of the trilogy, *A Tale Dark and Grimm* (Dutton, 2010), and the new Star Wars retelling, *So You Want To Be a Jedi?* (Disney-Lucasfilm Press, 2015).



From left, Warren Barry, McLean Meeks, Jeffrey Ince, Banks Benitone, Ben Burkhart, Warren Johnston, and Aidan Saunders with examples of banned and restricted books



Jedi training goes amiss with, from left, Omkar Hosad, Jacob Suppiah, Jason Wang, and Mr. Adam Gidwitz.



Workshop short story writers are, front row, from left, Gavin Murrey, Caleb Littlejohn, Cason Triplett; middle row, Sam Scott, Mac Magness, Everett Miller; back row, Doug Curtis and J.P. Wood. Also attending were Will Arthur, Christian Howard, George Howard, Robert King, and Nash Stewart.



At the library to enjoy a cookie break during Teen Read Week are, from left, Reid Chandler, Ben Cramer, and Thomas Eubank.

During Friday chapel Gidwitz told an original Grimm fairy tale, shared backstory about his writing career and his books, and took questions from the audience. After chapel he signed books, had lunch with Book Club members, and taught a short story workshop.

ORR LEADS OWLS IN TEDxMEMPHIS LAUNCH



Emcee Mr. Geoff Calkins, left, thanks organizers Mr. Luke Jensen '07, Ms. Anna Mullins, and Patton Orr

Senior **Patton Orr** and Mr. Luke Jensen '07 could not have guessed how many hours they would spend turning Orr's TEDxMemphis dream into reality. Months of planning and organizing included recruiting speakers, selecting a venue, securing sponsors, and building an event team. The final, fast-paced weeks involved building sets, training volunteers, and fine-tuning details before the launch of the inaugural TEDxMemphis conference held August 29 at the University of Memphis.

More than 50 student volunteers answered the call to help direct parking, serve as ushers, distribute T-shirts, and assist with registration. The volunteers checked in 1,000-plus attendees in less than an hour, thanks to advance help from Mr. John Simi, director of instructional technology, who borrowed multiple iPads

from the MUS art program and downloaded the app needed for registration. Lower School Principal Clay Smythe '85 helped manage the staff. His support throughout the planning process was invaluable in bringing TEDx to life.

In addition to Orr, the student leadership team included seniors **Carter Coleman, Forest Colerick, Tucker Colerick, Jackson Dickinson, Witt Fesmire, and Colin Threlkeld**. Ms. Laura McCormick, instructor in biology, volunteered alongside the students all day.

Mr. Robert Fudge, technical director of theater, was also instrumental in the implementation of TEDxMemphis. He began designing sets in the spring and guided his stage crew and theater production students in constructing the components. Seniors **Nathan Dinh, Dylan Echlin, John Hamilton,**

Eric Makapugay, and **Bilal Siddiq** served as Fudge's backstage team at the event.

"We contracted with OnStage, an outside company, for our audio-visual needs during the event, and our students got to work right alongside them," Fudge said.

After the lights dimmed in the packed house, 17 speakers who have turned ideas into action took the stage to speak about their hopes, dreams, and vision for "what's next" in Memphis.

For Orr one of the most gratifying outcomes was the enthusiasm that permeated the event.

"I think that's what blew everyone away," he said. "There was so much optimism expressed for Memphis and its future. People were there for seven hours, and they weren't leaving! To feel that buzz in the room was incredible."

Organizers intend to keep the buzz going, with the formation of a board and plans in the works for the 2016 TEDxMemphis.

For more on TED Talks and conferences, visit ted.com.



From left, Andres Salas, Mac McHugh, and Ohm Patel

Additional Student Volunteers were seniors Hudson Anthony, Andres Carro, Chandler Clayton, Philip Freeburg, Gil Humphreys, Henry Keel, Grayson Lee, Will McAtee, Mac McHugh, Winn Medlock, Murray Morrison, David Nelson, Reece O'Keefe, Andres Salas, Reid Smith, Eli Weinberg; juniors Philip Deaton, Kian Ghodoussi, David Graber, Davis Harano, Alex Hyde, Zachary Klinke, Jack McCaghren, Ohm Patel, Sloan Schneiter, Joe Threlkeld, Tom Wells, Ray Zhou; sophomores Richard Bragorgos, Josiah Crutchfield, Charlie Evans, Benjamin Freeman, Alexander Goodwin, Carlo Guinocor, Alex Humphreys, Liam Kaltenborn, Brad Kerkhof, Chris Kerkhof, Barry Klug, Aedan McKay, William Miller, Macon Orr, Mathon Parker, Charlie Rhodes, Stan Smythe, Jonathan Williams, Chang Yu; and eighth grader James Smythe.



TEDxMemphis volunteers, from left, Forest Colerick, Philip Freeburg, Tucker Colerick, Patton Orr, Ray Zhou, Colin Threlkeld, Jackson Dickinson, Carter Coleman, Charlie Evans, Macon Orr, Chang Yu, and Alexander Goodwin

NEW AT THE U

New faculty and staff, sitting, from left, are Mrs. Anne Cook Burruss, counselor; Mr. John Simi, director of instructional technology; and Ms. Meredith McFarlin, instructor in mathematics; standing, Ms. Anne McCarroll McWaters, instructor in English; Mrs. Cassie Hutto, Upper School administrative assistant; Mr. Matt Tutor '91, instructor in music; Mr. Zach Sandberg, Hyde Library assistant; Mr. Ted Fockler '10, instructor in history/assistant director of theater; Mrs. Marci Woodmansee, associate director of communications; and not pictured: Mrs. Amy Poag, Lower School counselor.



TITANS OF TESTING

Mr. Darin Clift, instructor in mathematics, and Mr. Wayne Mullins, instructor in physics, were Advanced Placement table leaders this summer. They were in charge of quality control for table readers (or graders). Clift has been a reader for eight years, and Mullins has been a reader for eight of the last nine years – only taking one summer off because one of his children decided to be born during the AP grading season.

LATIN LAUDS

The Junior Classical League honored Mrs. Marilyn Reinhardt with a Summa Cum Laude JCL Sponsor award during the 62nd annual national convention this summer. The recognition designates Reinhardt as a Master Sponsor for her many years of service to the league, her students' success in state offices, her faithful attendance at the national conventions (18 thus far), and her roles as state chair for the TJCL for seven years and co-chair of the national convention at the University of Tennessee in 1980.

Mr. Ryan Sellers was named to the board of directors for the Tennessee Foreign Language Teaching Association as well as co-director of the Classical Association of the Middle West and South Latin Translation Contest this year.

COACHING COACHES

Mr. Matt Bakke was a speaker at a clinic in September organized by Memphis Grizzlies Head Coach Dave Joerger. The Memphis Grizzlies Coach Retreat in North Dakota hosted approximately 50 NBA, college, and high school coaches. Bakke's session was about the agility circuit-training program that he and Coach Johnny Jones recently designed for MUS.

PUBLISHED PEDIATRIC POWER

Mr. David Ferebee, wellness instructor and athletic trainer, co-authored an article in the August issue of *Pediatric Exercise Science*. The article, entitled "Muscular Strength and Power in 3- to 7-Year-Old Children," described results of the authors' study of absolute and relative strength, mean power, and mean velocity for body resistance of 47 young boys and girls while they underwent maximal strength testing.

CHEMISTRY CO-HOSTS

Mrs. Analice Sowell, chair of the Science Department, recently co-hosted a webinar for chemistry instructors about National Chemistry Week (October 18-24), highlighting resources for exploring the chemistry of dyes, pigments, and light.

Sowell and Instructor in Science Rosalyn Croce were also co-chairs of a high school teachers program during the American Chemical Society regional meeting November 4-7 in Memphis. They oversaw the planning and sponsorship of workshops.

GENEROUS GENIUSES



Science instructors emulated Alfred Einstein in a voting contest to raise money for St. Jude Children's Research Hospital in September. Students voted, \$1 per ballot, for their favorite version of the historical icon. After the votes had been cast and the particles had settled, Mr. Bill Taylor, instructor in biology, had won. Instructor in Biology Laura McCormick, the contest organizer, presented Taylor with his trophy, an Einstein bobblehead doll, during chapel September 28.

Service *with* Smiles

The Upper School Owls' first Civic Service Day of the year was September 16. More than 85 boys traveled throughout the city to offer strong backs and willing hands to six of the school's service partners.

Eighth graders kicked off their first day of service by joining Hutchison students October 6 to work at seven locations in Memphis. Later in October Lower School students collected more than \$2,000 worth of coats and cash for Syrian refugees through Antioch Ministries International. **Kyle Koester**, president of the Lower School Civic Service Organization, organized the project.

Owls conducted many other service projects throughout the semester, some via clubs or classes and others through individual service opportunities.



Louis Allen and a friend at Perea Preschool



Owls assembled small-group reading projects and read to kindergarten and first-grade classes at Kingsbury Elementary. They are pictured with Principal Wynn Earle, Jr.



Cameron Evans digs in at Carpenter Art Garden.



Alex Robinson and the MUS Cycling Club sponsored a relay team, biking for 24 hours straight October 23 as part of the St. Jude Ride. The St. Jude team included Robinson (pictured left) Forest Colerick, Tucker Colerick, Will Cooper, Jackson Hays (pictured right), Loyd Templeton, Dr. Eric Dalle, and three MUS parents.



Civic Service Day included work for MIFA's Meals on Wheels program. This team delivered meals to the most vulnerable in our city.



The Environmental Club collected school supplies and delivered them to Memphis Business Academy High. From left are Joey Rodriguez, Dr. Menthia Bradley of MBAH, Zach Shulkin, and Mahad Jamil.



Volunteers at Perea Preschool completed administrative projects, joined the children on the playground, and helped with various classroom activities. Here John Ross Swaim and his group pause for a picture.

Masters of Suspense

Two Fall Productions Thrill and Chill Audiences

During his senior year, Mr. Ted Fockler '10 student-directed the Agatha Christie thriller *And Then There Were None* under the supervision of Director of Theater Tim Greer. Now, a mere five years later, the duo of Fockler and Greer were once again directing a mystery-thriller in Hyde Chapel, this time one with a comic treatment, *The 39 Steps*. It was the first of two plays composing *A Tribute to Alfred Hitchcock*.

The 39 Steps, a play adapted by Patrick Barlow from the John Buchan novel and the Hitchcock movie, opens with handsome leading man Richard Hannay (sophomore **Witt Miesse**) bemoaning the boredom of his life. His circle of available chums diminished by wives, work, or crocodiles, Hannay is left with neither purpose nor pastime. He decides to escape the monotony with a trip to the theater, little knowing that a mysterious, seductive, and soon-to-be-dead spy (Rachel Christopherson, Germantown High) will soon drop into his lap, along with a world of danger. The remaining 100 minutes of the show deliver fast-paced hilarity as dozens of characters played by Christopherson, senior **Brooks Eikner**, and freshman **Eli Nations** variously help or hinder Hannay as he discovers a Nazi plot, thwarts it, saves the free world, and gets the girl.

One week later the Hyde Chapel stage featured *The Final Cut*, a pair of one-act plays based on short stories chosen for *Alfred Hitchcock Presents*. The first act, based on *The Landlady* by Roald Dahl, opens with Billy (freshman **Joshua Blackburn**), a young man with a new job and great expectations, entering a town in search of lodgings. His disastrous decision to select a bed-and-breakfast owned by an odd landlady (Elena Hanissian, St. Mary's) introduces him to the ghosts of her



The cast of The 39 Steps assemble for their final performance; Hannay (Witt Miesse) comforts the master of ceremonies (Eli Nations) as Pamela (Rachel Christopherson) cradles the head of the dying Mr. Memory (Brooks Eikner); Hannay is surprised to find two spies (Eikner and Nations) lurking outside his window.

previous victims, Temple (sophomore **Sam Payne**) and Mulholland (junior **Kanha Mishra**). The second act, based on *Casting the Runes* by M.R. James, featured an ensemble cast including Casen Berkenstock of St. Agnes, senior

Andrew Hanissian, juniors **Darius Cowan** and **Dylan Riggs**, and freshman **Henry Duncan**. Mr. Edward Dunning, a reviewer for a scholarly association, has rejected the work of Mr. Karswell, a writer, alchemist, and occultist. The

The Arts



From left, Darius Cowan, Andrew Hanissian, Henry Duncan, Dylan Riggs, and Elena Hanissian as passengers on a train in *Casting the Runes*



The cast and crew for both plays in *The Final Cut*.



The landlady (Elena Hanissian) serves her special blend of tea to her new lodger (Joshua Blackburn) over the protests of Mr. Mulholland (Kanha Mishra).

characters, Dunning in particular, begin to comprehend the level of Karswell's wrath when a series of runes (Norse magical symbols) appears inscribed upon a piece of parchment. Dunning has precious little time to return the curse to its originator or perish.

Greer addressed the decision to stage two different productions on successive weekends: "We wanted to give our audience the opportunity to experience Hitchcockian suspense in both the short and the long forms. Though many young members of our audience know and love Alfred Hitchcock from his films, we believed

they would also enjoy the rapid build-up and quick pay-off of his half-hour television series. So instead of choosing one approach or the other, we elected to do both," he said.

"Mr. Robert Fudge [technical director of theater], knew he had the right team of technicians to make it work, and I was very pleased to have Mr. Fockler back again, along with a pair of brilliant guest directors, to help in guiding our outstanding casts."

Behind the scenes Fudge performed technical direction for both shows and provided production coordination for



Dunning (Dylan Riggs) and Harrington (Andrew Hanissian) discuss the mysterious runes.

The Final Cut, which was directed by guest artists Mr. Doug Johnson (Act 1) and Ms. Aliza Moran (Act 2). Senior **Nathan Dinh** stage-managed both



The corpse of Annabella Schmidt (Rachel Christopherson) terrifies the cleaning lady (Brooks Eikner).

shows, and senior **Dylan Echlin** ran sound. Senior **Eric Makapugay** was the sound designer for *The 39 Steps*, and junior **Alec Scott** was the voice talent for many of the show's radio announcements. Eighth grader **Vijdan Gill** was the sound designer for *The Final Cut*. Juniors **Chris Barksdale**, **Charlie Jones**, and **Joseph Threlkeld** served as run crew for both shows.



The cast and crew of The 39 Steps.

Set construction was executed by Theater Production class seniors **Reed Barnes**, Echlin, **Jim House**, **Saatvik Mohan**, and **Zach Shulkin**; juniors **Chris Padilla**, **Griffen Walden**, and **Louis Wittenberg**; and workshop crew members seniors Dinh and Echlin; juniors Barksdale, **William Bragg**, **Henry George**, **Walker Horn**, **Will Johnson**, Jones, Padilla, **Brent Robinson**, Threlkeld, and **Josue Vela**; sophomores **Richard Bragorgos** and Payne; freshman **William Quinlen**; seventh graders **Akbar Latif** and **Ryan Peng**; and Sophie Fernandez of Hutchison.

AP ART HISTORY

Accommodating the most significant changes in the Advanced Placement Art History curriculum in at least a generation, Dr. Jonathan Jones' classes have completed a unit on global prehistory and the Pacific region. While there are several challenges involved in the recent changes, such as teaching 80-100 pieces of artwork found in no current textbooks, Jones noted one of the benefits: "Beginning with this artwork allows the boys to learn the basic methods of art analysis with organic and uncomplicated pieces and straightforward artistic motivations," he said. "By the time we get to the Renaissance art, the boys will be better prepared to analyze complex works of painting, and they will do so within the proper historical context."

Photography and 2D Design

In Mr. Grant Burke's photography classes, students recreated a famous photographer's work, learned about iPad photography and reflectors, and began building their own cameras. In the process Burke introduced them to "old school" zone cameras and tintype images. In his 2D design classes, students studied the works of Leonardo da Vinci and recreated one of his drawings while learning about drawing techniques.



Students in 2D design class take advantage of the nice weather and practice drawing techniques in Thomas Amphitheater



Photography students, from left, Will Tomes, Matt Silver, and Alexander Goodwin use iPads and reflectors.



Nick Rezaee, Thomas Pickens, and Matt Kruczek use a zone camera to create tintype images.



The resulting tintype photographs of Pickens, Rezaee, Kruczek, and Jack Richman

WAYT NAMED TO ALL-NATIONAL ORCHESTRA

Senior **Theo Wayt** was named to the All-National Honor Orchestra by the National Association for Music Education. He sat eighth viola under Honor Orchestra Conductor Jung-Ho Pak, the artistic director and conductor of the Cape Symphony in Massachusetts, during the NAFME All-National Honor Ensembles concert October 28 in Nashville.



Mr. Howard Rockwin, Musical Memories Photography

Recording Arts and Men's Choir

Repairs were completed from the tropical storm that flooded Bloodworth Studio this summer. This semester local and out-of-state artists visited Fisher Fine Arts Wing for recording sessions. Recording Arts students should begin conducting and playing in sessions next semester. Mr. Matt Tutor '91, music instructor, is very pleased with Studio Band's progress.

"The band is sounding incredible this year," he said. "They recently played Fall Fest, and we are looking forward to playing breaks at some of the school dances in addition to the scheduled concerts."

During the holiday season Beg To Differ had several performances scheduled in Memphis, in addition to the Winter Concert on campus December 10.

Music Theory

In Mr. Jonathan Saunders classes, students were covering meter, scales, major and minor keys, modes, intervals, and triads. While listening to a host of great classical and modern composers, they identified the techniques and musical terms applicable to each piece.



Scott Ledbetter



Carl Tate



Charles Treadway and Charlie Nichols

Sculptures Taking Shape

Mr. Jim Buchman's seventh grade classes were, in his terms, "at their most chaotic" mid-semester, with some boys enlarging their drawings, and others transferring their silhouettes to cardboard via the magic of carbon paper. Still others had begun cutting and hot-gluing the cardboard pieces together. The boys whose 2-D images had become 3-D objects had begun to build armatures for upcoming sculptures.

Homecoming Pep and Doppelgängers

Football season brings a host of activities as students design the scheduled madness known as Homecoming Week: announcing the dress for each day, planning the pep rally, organizing the dance, and voting for the queen. "Dress as a Teacher" was the most creative theme of the week, executed by Lower School shape-shifters September 23.



Crewsin' in the '80s: Sterling Hollabaugh and Mrs. Michelle Crews



Murphy's Law: Mr. Loyal Murphy '86 and Kyle Koester



Faux Fockler: James Smythe and Mr. Ted Fockler '10



Mmm'kay? Mr. Orlando McKay and Gus Carter



Smith-n-son: Mr. Garrett Smithson and Ben Merriman



Finesse: Mr. Kyle Finney and Hud McGehee



Behold the Buchmen: Charlie Nichols, Caleb Littlejohn, Tamaz Young, Mr. Jim Buchman, Everett Miller, Charles Treadway, Holden Pate



Here's Looking at Me: Baxter Jones and Ms. Meredith McFarlin

PEP RALLY



Hairy and slightly uncoordinated Student Council cheerleaders, from left, Max Murray, Hudson Anthony, Trammel Robinson, Mac McArtor, Billy Dunavant, Tom Fowlkes, and Eli Weinberg perform Roll Call.



From left, Hud McGehee, Warren Johnston, Paul Marr



From left, Luke Donovan, Chris Parks, Stefan Smith, Everett Miller, Evan Boswell, Jon Van Hoozer, Matthew Jones



Among the highlights of the rally were a return visit from Jackson Pacheco's digital alter ego, left, and Tom Fowlkes performing a mini concert as Mr. Matt Tutor '91, right.



Warren Barry

COURT



Court and escorts, from left, Jack Skahan, Natalie Magness, Billy Dunavant, Patsy Detroit, Beck Blake, Kaitlin Fields, Murray Morrison, Homecoming Queen Emma Howell, Trammel Robinson, Rachel Woodman, Gabe Hanna, Meg Peters



From left, Connor Hamilton, Deion Harris, Edward Erb, Jacob Curlin, Jake Knaff, Cody Hopkins, Jalen Gunter, Kemen Rosario



The 2015 varsity team members were, from left, Wyatt Berry, Goodman Rudolph, Jake Meskin, Trent Scull, Jack Crosby, Bob E. Mallory, Mason Rudolph, Walker Crosby, Parker Sexton, Frederick Danielson, and Philip Wunderlich.

Golfers Show Great Promise for the Future

by Mr. Alex Crump '12, Sports Communications Intern



Coming off back-to-back state championships, the Owls varsity golf squad had high expectations heading into this season. While only two seniors, **Bob E. Mallory** and **Parker Sexton**, would return, there were six juniors who would contribute, including **Jack Crosby**, **Frederick Danielson**, **Jake Meskin**, **Goodman Rudolph**, **Mason Rudolph**, and **Trent Scull**. Sophomore **Wyatt Berry** and freshmen **Walker Crosby** and **Philip Wunderlich** would also have important roles to play.

The squad finished with an impressive head-to-head record of 9-1, losing only to an imposing Houston team by 1 stroke.

With a relaxed swing, Frederick Danielson launches a shot out of the fairway.

The Owls' score in the state qualifiers would have taken them to the championship last season; however, the senior-heavy teams of Briarcrest and Christian Brothers were fated to advance.

Senior leader Sexton was not completely healthy this year, but Coach Frisby was very impressed with his efforts.

"Parker may not have been 100 percent this season, but he sure gave 100 percent on the golf course," Frisby said.

Sexton has signed a letter of intent to play for the University of Texas next fall.

Coach Frisby is looking forward to a promising 2016 season.

"With an abundance of senior leadership next year, we have high hopes," Frisby said. "We will be at state next year."



Philip Wunderlich reads the slope of the green and the grain of the grass as he prepares to knock in the putt.

GOODMAN RUDOLPH COLLECTS HONORS

American Junior Golf Association's Polo Golf Rankings placed junior **Goodman Rudolph** at No. 47 in world rankings for his class in October. *The Commercial Appeal* named Rudolph a 2014 Best of Preps winner, and Rudolph received an honorable mention for the 2015 Rolex Junior All-America Team. He was invited to play in the Polo Golf Junior Classic in late November at the PGA National Resort in Palm Beach Gardens, FL.



From left, Wyatt Berry, Walker Crosby, and Goodman Rudolph, photographed here with the team's runner-up trophy from the Ronnie Wenzler Memorial Golf Tournament this year

Junior Varsity

Coaches: Cliff Frisby and Jason Peters '88

Record: 21-2

Roster: Senior Cameron Lakin; freshmen Call Ford, Stuart Grow, Henry Wells

Lower School

Coach: Jason Peters '88

Record: Finished regular season 11-0; Shelby League Senior Division Championship, first place; Shelby League Junior Division Championship, first place

Roster: Eighth graders Jack Billups, Gregory Guo, Cannon Hurdle, Charles Long, Daniel Meskin, Hewes Scull, Russell Williamson, Spence Wilson; seventh graders Henry Nickey, Daniel Russell



Junior varsity team members, from left, Cameron Lakin, Stuart Grow, Henry Wells, Call Ford



The Lower School Shelby League Senior Division champs, from left, Cannon Hurdle, Charles Long, Russell Williamson, Coach Jason Peters '88, Gregory Guo, Jack Billups



VARSITY CROSS COUNTRY BUILDS STRONG TEAM CULTURE

Cross country Owls, from left, Patrick Murphy, Terrell Jackson, George Crews, Charlie Gilliland, Peter Raves, Benjamin Freeman, and Sloan Schneider begin a race at Shelby Farms Park.

Tenacious Team Overcomes Injuries, Finishes Strong

by Mr. Alex Crump '12,
Sports Communications Intern

Following a strong 2014 season in which the varsity cross-country team finished second in the state championships, this year's squad knew they faced high

expectations. Six of the top seven runners from last year graduated, offering many opportunities for underclassmen to step up and make an impact, and many did just that.

Five seniors – **Billy Dunavant, Matt Fuess, Terrell Jackson, Patrick Murphy, and Clayton Turner** – returned to the team, and they provided vital senior leadership for the Owls. Murphy received the team's Russ Billings Award for his dedication, hard work, and great attitude, Head Coach Joe Tyler said. In addition juniors **George Crews, Charlie Gilliland, Davis Harano, Jamie Lindy, Will Schneider, Sloan Schneider,** and **Griffin Walden** provided solid

performances. Also contributing to the season were sophomores **Smith Duncan, Benjamin Freeman, Oyama Hampton, Chris Kerkhof, Aidan Lonergan, Thompson McDonald, Peter Raves, Javan Smith;** and freshmen **Garrott Braswell, Eddie Feild, Lee Linkous, Hudson Miller, and Weston Touliatos.**

After last year's state championships, the crew immediately began the rebuilding process, focusing on fostering a positive team culture. It soon became obvious that these runners put their personal agendas behind them for the benefit of the team.

"We were looking for, and found,

a group of guys who were willing to make a commitment to one another to be at every practice with a good attitude and good work ethic," Tyler said. "As a result of these guys making that commitment, we overachieved based on where we began last November."

At the state meet, Tyler was pleased with this group's sixth-place finish. Jackson finished 13th, and Freeman finished 15th, both earning all-state honors. Also running at the state meet were Crews, Gilliland, Harano, Murphy, and Raves.

Looking forward, Tyler said, "My hope for next season is to build on the culture of the team we built this season. If we do that, we can improve on our finish at the state meet."

Lower School

Coaches: Antony Eddy, David Ferebee

Record: First in all three regular season meets; second in Shelby County League championship, first in the West Tennessee Middle School Regional Championship

Roster: Eighth graders Robert Ayotte, Henry Bridgforth, Sam Burchett, Charlie Eason, Thomas Eubank, Spencer Gooch, Fox Harris, Jonathan Huang, Samuel Kilgore, Jake Knaff, Ben Lindy, Rob McFadden, Jerry Peters, Edwin Rawson, Cole Saenz, William Shepherd, Edward Smith, Alex Warr, Benjamin White, McKee Whittemore, Inam Zafar; seventh graders Doug Curtis, Judson Fair, Elijah Graham, Rhodes Heard, Paul Marr, Jacob Rickels, Jon Van Hoozer, Wes Vanderslice, Will Watson, J.P. Wood



From left, Rhodes Heard, Alex Warr, Samuel Kilgore, Jake Knaff, and Sam Burchett present their first place trophy from the West Tennessee Middle School Cross Country Regional Championship.



Benjamin Freeman



Peter Raves



Sloan Schneiter



George Crews



Terrell Jackson



Patrick Murphy



Weston Toulaiatos



Charlie Gilliland

The Parents' Association Needs You

The Parents' Association provides support benefiting the faculty and students, sponsors programs of interest for parents, and assists with communication between school and home. Examples of these programs are parent and grandparent events, new student orientations, Parents' Back-to-School Day, spirit wear sales, financial support for extracurricular groups and activities, and the Safe Home Program. The association's membership dues make these programs and activities possible. It is not too late to join!

2015-16 Parents' Association Board

- Chairs**Karen and Bill Fesmire
- Treasurers**Gina and Michael Bartz
- Secretaries**Stephanie and Anthony Tancredi
- Admissions**Jackie and Jon Peters '84
- Arts Coordinators**Kelly and Greg Hanissian
- Communication/Parent Education** ..Missy and Horace Carter '89
- Community Welfare/Mentoring**Janet and Ed Dellinger
- Blazer Consignment**Mary Call and Mott Ford '83
- Grandparent Programs**Stephan and Chris Rowland
- Hospitality** Kelly and Andrew Lee
- Hospitality, Lower School**Laurie and Jeff Meskin
- Hospitality, Upper School** Sue and Rick Reinhard
- Membership**Karen and Greg Wolf
- Phonathon**Julia and Rush O'Keefe
- Sports Coordinators**Camille and John Holmes
- Sports Coordinator Assistants**Stephanie and Jamie White
- Grade 12 Reps**Chesley and David Porteous
- Grade 11 Reps**Lori and Eric Regis
- Grade 10 Reps**Cissy and Greg Wilkinson '86
- Grade 9 Reps**Lauren and Dan Keel
- Grade 8 Reps**Missy and Brent Rakers
- Grade 7 Reps**Lauren and Norris McGehee '81



Front row, from left, Mrs. Laurie Meskin, Mrs. Missy Rakers, Mrs. Gina Bartz, Mrs. Missy Carter, Mrs. Jackie Peters, Mrs. Camille Holmes, Mrs. Janet Dellinger; middle row, Mrs. Lori Regis, Mrs. Kelly Hanissian, Mrs. Sue Reinhard, Mrs. Stephanie White, Mr. Michael Bartz, Mrs. Cissy Wilkinson, Mrs. Karen Fesmire; back row, Mrs. Lauren and Mr. Norris McGehee '81, Mrs. Chesley and Mr. David Porteous, Mrs. Lauren and Mr. Dan Keel, Mrs. Stephanie Tancredi, Mr. Bill Fesmire, and Mrs. Julia O'Keefe



From left, Mrs. Susan Davidoff, Mrs. Ashley Wallace, and Mrs. Robin Hanna visit during the Senior Mothers' Coffee.



Dr. Karen Lakin and Mrs. Leslie Coleman



From left, Dr. Sahar Ghoname, Mrs. Maria Douglass, and Mrs. Irene Ayotte at the New Mothers' Coffee



Mrs. Brenda Vanderslice and Ms. Natema London at the New Mothers' Coffee

COLLEGE & CORNER

The College Counseling Calendar

Fall was full of workshops, college tours and consortiums, family and student meetings, essay and application deadlines, and test prep classes and exams. Mark your calendars as the activities ramp back up after the holidays!



Mr. Durand Martin and Mr. John Williams



Mr. Pierce Ledbetter and Mrs. Margaret Ledbetter



Mr. Phillip Perkins and Mrs. Tarria Perkins



Parents make their way to Hyde Chapel to begin Parents' Back-to-School Day.

JANUARY

- 8 ACT Registration Deadline for February 6 Test
- 11 Parents' Morning Joe College Chat
- 12 SAT and Subject Tests Late Registration Deadline for January 23 Test
College Counselors Meeting with Juniors During OP
- 23 Princeton Review SAT Course Begins
- 30 College Day at St. Mary's Episcopal School



From left, senior William Rantzow and Mrs. Lee Rantzow at the Seniors and Parents Meeting



Senior Max Murray and Mr. Robert Murray at the Seniors and Parents Meeting

FEBRUARY

- 5 SAT Registration Deadline for March 5 Test (SAT NOT at MUS)
- 6 ACT
- 23 SAT Late Registration Deadline for March 5 Test (SAT NOT at MUS)



From left, juniors David Jordan, Griffen Walden, and Chris Barksdale talk to Assistant Dean of Admissions Michael Lee of Hampden-Sydney College during An Evening With Colleges.

MARCH

- 5 SAT I Only (Not at MUS)
- 18 ACT Late Registration for April 9 Test
- 21 Parents' Morning Joe College Chat
- 22 Junior Mock Interviews Begin



From left, sophomore Bentley Greenfield and Dr. Barden Greenfield converse with Sewanee Dean of Admission and Financial Aid Lee Ann Backlund.

The Last Word

Mrs. Elizabeth Crosby, Chair of the English Department, made this presentation during a chapel assembly last fall.

Before he retired Mr. Terry Shelton left some intellectual treasures for his colleagues in the English Department. I'm still sorting through some of what he has left for us, but my favorite gem so far is a stack of graded eighth-grade essays. Most of you can imagine what those look like – the red ink splayed across the page, detailing the many ways that the young man might communicate his ideas more clearly. On one student's essay, Mr. Shelton circled a garbled phrase and wrote next to it, "Use words." Good advice.

Use words. Use them thoughtfully and precisely. The MUS English Department takes you in and directs you through a carefully planned course of study, designed to teach you how to do just that so that when you graduate you can write with confidence among the best of college and adult writers.

Most students seem to tolerate and even welcome that process here and remember its rigor with gratitude later. I must say, though, that I've noticed that some students seem less convicted about the value of reading.

Some students might cheer at the opening sentences of Ray Bradbury's dystopian novel, *Fahrenheit 451*, in

which the torching of the world's great literature – the written word – takes center stage with a protagonist whose job as a "fireman" is to set fires – to burn books – which have become illegal to possess or to read. The novel begins: "It was a pleasure to burn. It was a special pleasure to see things eaten, to see things blackened and changed. With the brass nozzle in his fists, with this great python spitting its venomous kerosene upon the world, the blood pounded in his head, and his hands were the hands of some amazing conductor playing all of the symphonies of blazing and burning to bring down the tatters and charcoal ruins of history ... He wanted ... to shove a marshmallow on a stick in the furnace, while the flapping pigeon-winged books died."

In Bradbury's fictional America, the herd that is society is forbidden from reading, kept dumb and happy with the sounds and lights emanating from giant screens on the walls of their houses. Sound familiar? Bradbury published *Fahrenheit 451* in 1951, only a few years after RCA first mass-produced the television set and 56 years before Apple released the iPhone.

Ray Bradbury isn't the only writer to connect the loss of the written word to a grim future. George Orwell's dystopian novel *1984* is about a young man's rebellion against Big Brother's totalitarian dictatorship. One of the most serious crimes in Big Brother's Superstate is independent thinking or, in the language of the Superstate, thoughtcrime. This invented language, called Newspeak, is, in fact, "designed ... to diminish the range of thought" of the people.

Among the characteristics of this Superstate-mandated language is the reduction in the number of vocabulary words, including the removal of synonyms and antonyms, so that only simple concepts remain. All of the culture's literature – works

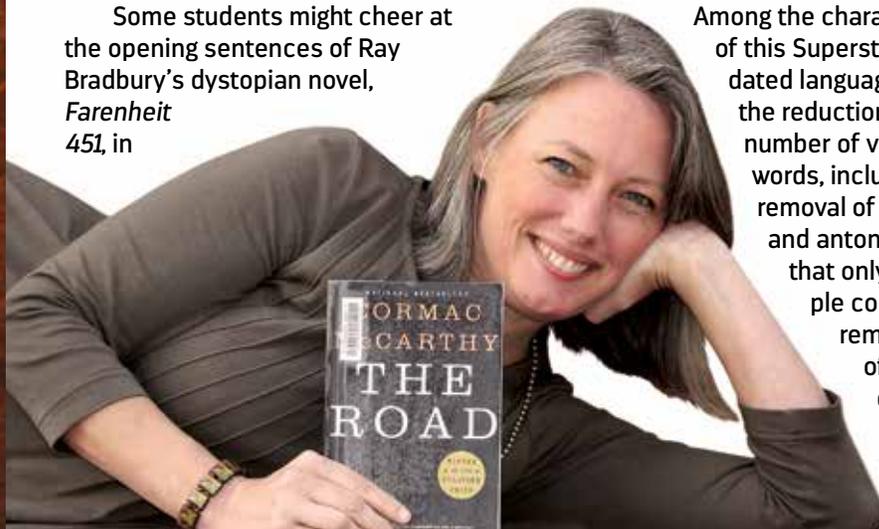
by Shakespeare, Milton, and Dickens – are in the process of being translated by The Party into Newspeak. They're in the process, in other words, of being destroyed. Eventually, Big Brother intends that the people's range of thought will be retarded by their strictly limited range of language.

You as students are being asked the opposite, to *expand* your language – your writing fluency, your reading fluency, and thus your *thoughts* – and yet by choice some of you back down without embarrassment from the complexity of language, seeking instead a dumbed-down version of it.

What am I talking about? Literature summaries. They've been around for a long time – the concept going online in April of 1999, when three college friends launched SparkNotes, posting summaries of six works – *Julius Caesar*, *A Doll's House*, *The Iliad*, *Macbeth*, *The Scarlet Letter*, and *A Tale of Two Cities*. They then hired more people to write 100 more summaries by September of that year. According to the founders' website, at that point the young entrepreneurs "[sat] back and wait[ed] for the back-to-school traffic to start."

In 2007 a company called Shmoop got in on the summary action. I'll quote from the company's website: "[Shmoop's] teaching method revolves around the basic idea that learning is often too hard – so we carry gallons of academic WD-40 ... And as an added bonus, we're funny." Reminiscent of Big Brother in *1984*, inventing a dumbed-down language for the populace being controlled, is Shmoop's proud claim to "speak Student" – as opposed, I suppose, to speaking English? Speaking Adult? I guess so – the site boasts that it's written "with teens in mind."

This sort of site purports to give you the ability to decide on a daily basis whether or not to read. Because it's so easy to access these sites, many of you decide not to read – and decide habitually not to read. This habit has given rise to something that has surprised your teachers: the nonchalance with which many of you use these sources in front of one other and in front of your teachers. The use of these summaries has become so ubiquitous that it doesn't



even embarrass you to read only Teen, to speak only Teen. Teenspeak, let's call it.

I challenge the habit of replacing the world's great literature with Teenspeak. Like many habits, it would seem that if something is easy to do, and free, and if the general peer group has accepted it, then it must be fine to do. This herd-like mentality is exactly what writers like Bradbury and Orwell feared and challenged. What will happen to your community – this community – if you decide, generally, *not* to read literature? Make no mistake: To read a summary of *Great Expectations* is NOT to read Charles Dickens. To read a summary of *Huckleberry Finn* is NOT to read Mark Twain. To read a summary of *Macbeth* is NOT to read Shakespeare.

Morbidly curious, I looked up passages from novels that you're all asked to read here – *The Scarlet Letter* and *The Great Gatsby* – wondering how Shmoop boils them down in Teenspeak.

The Scarlet Letter opens in 1640's Boston, a place the narrator describes in detail, gesturing toward a prison door "studded with iron spikes" from which a beautiful woman emerges, boldly shrugging off a priest and facing a crowd filled with "gray, steeple-crowned hats."

Here's Teenspeak for the scene:

"Ooh, now it's time for a description of the solemn way Puritans observe any act of punishment ... That's right: talk back to your parents, and instead of getting your smartphone taken away, you get whipped. Publicly."

I looked up the Shmoop summary of the last few paragraphs of the first chapter of *The Great Gatsby*, when Nick sees Gatsby for the first time. F. Scott Fitzgerald takes Nick past roadhouse roofs, wayside garages, and red gas pumps to his rented cottage, where he parks his car and sits for a time on an abandoned grass roller. He hears "a persistent organ sound as the full bellows of the earth [blow] the frogs full of life." Gatsby emerges from the shadows of the neighboring mansion, his hands in his pockets, regarding "the silver pepper of the stars."

Teenspeak for the same paragraph? "When Nick finally gets home ... he notices that his neighbor, Mr. Gatsby, is

out chilling on the lawn and maybe contemplating the addition of some plastic flamingoes."

If you make a habit of shmooping your reading assignments, you will have actively decided NOT to have read the great literature of the world for your entire high school career. Big Brother would approve. I'm probably naive to assume that the Shmoop summary writer for *1984* understands the irony of his statement about that novel. "Sure, [this book's] filled with Newspeak and doublethinking, but you'll ... get the hang of it, Shmoopers. Isn't that kind of the point? [Big Brother] is here to ease you into these new, linguistically-based ways of understanding the world. So just sit back, relax, and leave the thinking to [us]."

When you were babies, your parents read to you, books like *Goodnight Moon*: "In the great green room there was a telephone and a red balloon and a picture of the cow jumping over the moon." They wanted you to hear the melodic tones and the silly sounds of the language they were teaching you.

Several years later, when you were learning to read, the stories got a bit dry because the vocabulary and sentence structure had to be so simple. "This is Hulk. The Hulk is the strongest! The Hulk is the biggest! ... Some people think he is a monster. The Hulk is sad when people treat him like a monster!" Pretty dreary days for plot, but you didn't notice because you were so proud of yourself for actually being able to read the words.

Next came the pleasure of reading chapter books all by yourself. With series like *Diary of a Wimpy Kid* and *The Magic Treehouse*, you could sink yourself into an actual story.

So, what's next? When offered adult literature here at school, will you *read* it or just reach for a summary and avoid the challenge? If you do this, you should at least acknowledge to yourself that *Captain Underpants* and *Polar Bears Past Bedtime* will be the last books you have actually read.

Don't stop there. Keep reading. Keeping thinking. Keep growing. Let your English teachers be your guides into literature for adults. Yes, it can be difficult. But you have not been raised in a

dystopian society, taught a language invented to limit your range of thought. You have been raised by parents and educated by teachers to this point to be ready to expand your thoughts – to read stories with twists of plot that actually assert something about the human condition in rich and varied language.

I'll close with an example of a 21st-century writer's thoughts on the significance of words. In Cormac McCarthy's dystopian novel *The Road*, a man and his young son are 10 years into surviving in a post-apocalyptic America. Together they are rummaging through an ash-covered and wasted world, looking for anything of value. In a scene reminiscent of Old Owl Eyes' reverence for the books in Gatsby's library, the man and the boy at one point enter the charred ruin of a stranger's living room, where the man pauses to contemplate the "soggy volumes in a bookcase. He [takes] one down and open[s] it and then put[s] it back. Everything damp. Rotting." The man contemplates the loss of such treasure, grieving "for a brief moment the absolute truth of the world ... Darkness implacable. The blind dogs of the sun in their running. The crushing black vacuum of the universe."

The man's despair is profound, but throughout the novel, he connects the survival of goodness, as well as the word of God, to the boy. "He said: If he [the boy] is not the word of God, God never spoke." Indeed, the man keeps the word, and the boy, and even the possibility of a future alive by telling stories and encouraging the boy to tell his own. The end of the novel, which is potentially the beginning of a new, good civilization, reads like the "once-upon-a-time" beginning of a fairy tale or the "in-the-beginning" opening of Genesis. You'll have to read it yourself. No summary could communicate such haunting and hopeful invocations. In the end McCarthy asserts the survival not only of goodness but specifically of the word, suggesting that the one – the word – will be essential in the survival of the other.

Your teachers love the word. Read the great works with us so that when you leave us, you leave as truly mature readers, writers, and thinkers.



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Headmaster

Barry Ray
Upper School Principal

Clay Smythe
Lower School Principal

Bobby Alston
Director of Athletics

Bonnie Barnes
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THE MUS MISSION:

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

UPCOMING EVENTS

JANUARY

- 18 School Holiday – Martin Luther King, Jr. Day
- 21-23 Varsity Bowling: TSSAA State Championship
- 25-30 CSO Service Week
- 30 MUS Wish Bowl

FEBRUARY

- 5 Basketball Homecoming
- 12 Rogers Leadership Forum
- Varsity Swimming: TISSA State Championship
- 15 School Holiday – Winter Break
- 19 Cum Laude Society Induction
- 19-20 Varsity Wrestling: TSSAA State Championship
- 23 Varsity Basketball: TSSAA First Round Playoffs
- 26 Metcalf Symposium

MARCH

- 3 Third Quarter Ends
- 4-11 School Holiday – Spring Break
- 13 Daylight Savings Time Begins
- 18 National Honor Society Induction
- 23 Election of Honor Council President
- 25 School Holiday – Good Friday

Send news, pictures, and comments to Rebecca Greer at rebecca.greer@musowls.org, or call (901) 260-1348.



On the Cover

From left, eighth grader Inam Zafar (as Bernie Sanders), seventh grader Michael Gallagher (as the moderator), and eighth grader Alex Warr (as Donald Trump) were among the students taking part in a mock presidential town hall forum October 30.

See more on page 10.

Owls Online

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