

INSIDE

News from MEMPHIS UNIVERSITY SCHOOL



VERITAS • HONORQUE • FOUNDED 1893

Volume 6, Number 1, November 2003

Who is the Übermus?

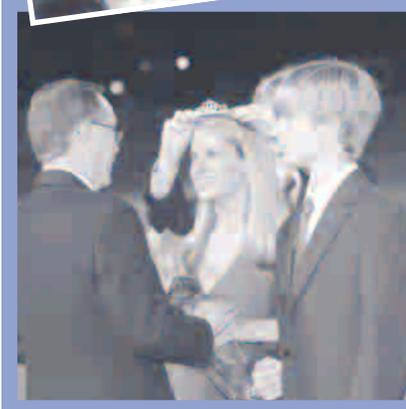
Homecoming—an event long reputed to focus on alumni—was returned to the people of MUS this year. The Student Council, representing the voices of students and faculty, spoke and provided their ideas for a series of competitions to determine an Übermus, or “superman,” who would represent the best in all of us—the person who would triumph over the feeble inadequacies of

mankind and become a higher, more powerful being. “Who is the Übermus?” challenged religion teacher **Clay Smythe '85** in chapel. Smythe, like Nietzsche in his work *Thus Spoke Zarathustra*, believed this superman existed within the student body. He knew that one student had not yet realized his full potential—one student would emerge as a perfect model of

humanity from the piece of stone described in Nietzsche’s work.

Sophomore **Zack Glover** inspired the students to rise to Smythe’s challenge with exhortative power art such as a t-shirt and persuasive posters. Performing superhuman feats of strength, intellect, and endurance, students competed throughout the week to find their hero, their Übermus. Dressed in traditional battle attire—from camouflage to

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Übermus, from page 1

gangster to grub—these brave competitors struggled in an “American Gladiator-esque” obstacle course, a Twinkies speed-eating contest, an MUS trivia contest, and a talent and bathing suit competition. After the grueling week of competition, senior **Adam Kaplan** emerged victorious and was declared the Übermus. “The quintessential MUS student, that is what the Übermus is,” said Smythe. “I think we can all agree that this student has emerged.”

The battle continued Friday night as the MUS varsity football team faced the Baylor School from Chattanooga. Though a fierce competitor, Baylor was quickly toppled by the force of the mighty Owls with a score of 17-6. The people also chose their

queen at the football game. Hutchison School students Tucker Adams, Lucia Crenshaw, Stephanie Foley, Brooke Parker, and Ginger Thompson and St. Mary’s student Lucy Harris competed for the coveted title. Stephanie Foley emerged victorious, named 2003 Homecoming Queen, with Lucy Harris named runner-up.

Student Council advisor **Manning Weir ’90** and the executive board members—**Brandon Arrindell, Stephen Weston, Harris Jordan, Andrew Robinson, Sloan Abernathy, William Stout, and Kane Alber**—coordinated the events of the week and, ultimately, were responsible for the discovery of the Übermus and this uprising rightfully to return Homecoming to the people of MUS.



Straight From the Head

by Ellis Haguewood

Back to School Day is one of our finest traditions. It is a day when parents sit in the classrooms where their sons sit the other 175 days of the school year; meet their sons’ teachers; and learn about the teachers’ expectations, grading systems, and instructional methods. They absorb the atmosphere of the school in a way that would not be possible in any other way, and they usually leave impressed by what they have seen and heard. We attempt to present MUS professionally but honestly. We are not perfect, but most parents drive away with the strong assurance that this is the school in which they want their sons.

This year on Back to School Day, one of our parents told me of a class experience that I have been thinking about ever since. During an excellent presentation to his class of parents, one of our teachers used his website to show all the information he makes available for the boys, including all the information they need for major tests. He even provides a sample test for his students. But he said he was not sure that doing this much for his students

was actually in their best interest. Perhaps, he wondered aloud, it would be better for the boys to spend time determining for themselves what they would be asked, rather than being told and then reciting it back to him. He concluded by saying, “Maybe this **subject**

is not the most important thing that your son should learn in my classroom.” Of course, he’s right. Mathematics or biology or European history or Latin is important, yes – but not the **most** important thing that we want our boys to learn in those classes. We want our boys to learn the kinds of lessons that will fit them for life, lessons that will serve them well no matter what they encounter later in college or in life.

We want our boys to learn to read closely, think critically, analyze carefully, and write persuasively. We want our boys to learn



Back to School Day brings parents to the classroom for a different perspective. They attend an abbreviated schedule of their sons’ classes, ending with a delicious school lunch. The number of parents who participate in this half-day event is always impressive—85% this year.

to prepare for any eventuality, to deal with adversity, to persevere manfully. We want our boys to learn to accept responsibility for themselves, to overcome disappointments, and to adjust their attitudes to get along with teachers they may not like. We want them to learn to make themselves do what they **must** do and what they **ought** to do rather than what they want to do. We want them to learn to tell the truth and keep their word, even when it hurts. If our students can learn some of these lessons in the classrooms and on

the playing fields of MUS, then they will be ready to deal with the inevitable realities of life beyond MUS.

And we will have done our jobs as teachers, mentors, and guides as our boys learn to be men.

Seniors Receive National Merit Honors

During his eleventh-grade year, each MUS student is required to take the Preliminary Scholastic Aptitude Test (PSAT). The test is required not only because it provides students with tangible experience for the SAT I: Reasoning Test and SAT II: Writing Test, but also because the test scores determine whether a student is eligible to compete for National Merit Scholarship Corporation's (NMSC) scholarship programs.

Twenty-three percent of the Class of 2004 was recognized by the NMSC. **Brent Boswell, Austin Chu, Sean Curran, Tyler Fisher, Lee Hoyle, Adam Kaplan, and Cash McCracken** qualified as semifinalists. Each will submit an essay and teacher recommendations to be considered as National Merit Finalists.

Brandon Arrindell, Timothy Chen, Gordon Conaway, Scott Ferguson, Turner Holm, Sunny Majumdar, Will Owens, Austin Rainey, Robert Rogers, and Edward Taylor were honored as Commended Students and received letters of commendation from the NMSC.

In addition, two MUS seniors were named National Achievement Scholarship semifinalists this year. **Brandon Arrindell** and **Todd Jean-Pierre** were among the 1,600 students chosen nationwide, and **Christian Freeman** was named an outstanding participant. The National Achievement program is sponsored by the NMSC to recognize African-American students who score high on the PSAT.

No Recall in This Election

Seven students, new to MUS this year, have joined the ranks of student government and Honor Code enforcement. **John Riggins** and **Walt Wepfer** were elected as seventh-grade Honor



Council representatives and **Walter Barnett, Barrett Folk, Michael Folk, Ferrakohn Hall, and Carl Krausnick** were chosen as the new seventh-grade Student Council representatives.

Ambassadors Selected for MUS

Each year a group of student ambassadors are chosen to be representatives of MUS at school functions such as Parents' Back to School Day, Admissions Open House, and Homecoming. The students act as tour guides, hosts, and greeters, as they help administration and faculty with events both on and off campus. Ambassadors are chosen by an administrative committee and must maintain at least an 80 grade average.

The 2003-04 student ambassadors are: seniors **Timothy Chen, Spencer Dailey, Stuart Gillespie, Gatlin Hardin, Todd Jean-Pierre, Ben Kastan, Stephen Kriger, Hays Mabry, John McGreger, Cotter Norris, Will Owens, Austin Rainey, Matt Rutherford, Brian Shoptaw, Edward Taylor, and Blake**

Wiedman; and juniors **Charles Askew, Clint Cowan, Andrew Dudas, Price Edwards, Phillip Flinn, Dan Gibson, Alex Guyton, Ben Katz, Wilson McManus, Worth Morgan, McLean Palmer, Ben Tacker, and Eric Wilson.**



Student Ambassador Gatlin Hardin (in the striped shirt) leads a tour of the campus during Homecoming.

AP Scores Reach New Heights

Once again, MUS students performed exceptionally well on their Advanced Placement (AP) tests. One hundred thirty-four students participated in the AP program last year, and 61 students took two or more examinations. The courses often count as college credit for the students, if they score high enough. Thirty-one percent of MUS students scored a three or above on tests last year, where five is the highest score possible.

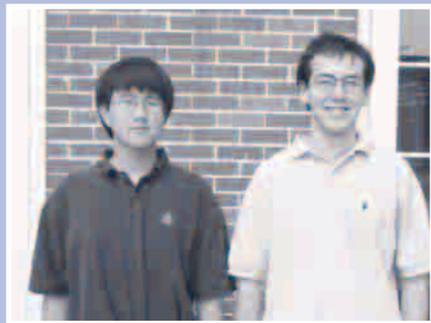
Several exams stand out as most impressive among the group of high scores: 15 of 18 students scored a five on the biology exam; 24 of 30 students scored a five on the AB calculus exam; and 12 of 13 students scored a five on the BC Calculus exam.



Seventh-grade officers are (clockwise from front) Ferrakohn Hall, Carl Krausnick, Walt Wepfer, Michael Folk, Barret Folk, Walter Barnett, and John Riggins.

Perfect Scores

Two MUS seniors brought the college boards to their knees this summer.



Austin Chu and **Sean Curran** both scored a perfect 1600 on the April administration of the SAT I test. Additionally, Chu scored a 36 and Curran a 35 on the ACT (on a scale of 1-36). Last year, 1.4 million students took the SAT and, of those, only 944 scored a perfect 1600. Only 72 students in the nation scored a 36 on the June ACT.

Government Club in Action

The MUS Government Club is ready for another exciting year of competition and leadership development. Officers for the 2003-04 school year were chosen last year, and planning sessions for the first event began during the second week of school. This year's officers are: senior **Paul Moinester**—president; seniors **Tyler Fisher**, **Stephen Kriger**, **Cash McCracken**, **Austin Rainey**, **John McGreger**, and **Edward Taylor**—senior



Government Club officers are Edward Taylor, Warner Russell, Alex Chinn, Tyler Fisher, Paul Moinester, Cash McCracken, Austin Rainey, Stephen Kriger, and (not pictured) John McGreger.

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vice-presidents; and juniors **Alex Chinn** and **Warner Russell**—junior vice-presidents.

Members of the group participate in four events throughout the year: YMCA Model United Nations in Nashville, November 14-16; Mid-South Model United Nations at Rhodes College, February 6-8; Tennessee Mock Trial competition in February (dates to be announced); and the YMCA Youth Legislature in Nashville, March 25-28.

Math Students are Number One

The results are in, and MUS math students are number one! Math teacher Mrs. Nancy Gates found out this summer that students who participated in the spring semester 2003 American Mathematics Contest (AMC) placed first in the state of Tennessee. The team of students placed sixth in MUS's region, which also includes Illinois, Kentucky, and Missouri. The school score was determined by the top three scorers, who were senior **Austin Chu**, junior **Parth Sheth**, and **Charlie Gordon '03**. The AMC is a series of tests given to junior high and high school students intended to test the participants on a variety of subjects and problem-solving skills.

Bear Track Provides Fun and Friendship

The Class of 2009 started their MUS careers with high marks in archery, hiking, swimming, ziplining, and mountainboarding. True, these are not typical Lower School courses, but the incoming seventh-graders—accompanied by a number of Upper School students and faculty members—ventured to Drasco, Arkansas, to attend Camp Bear Track on Greers Ferry Lake before they began the 2003-04 school year.

Camp Bear Track is perched on a hill and seemingly in a universe of its own. Lined with cabins, there sits a large area very similar to a seventh-grade boy's Mecca: basketball courts; tennis courts; putt-putt golf; foosball; ping-pong; horseshoes; and, of course, Carpetball.

The boys spent three days and two nights at Camp Bear Track participating in games, sports, and activities to prepare them for life at MUS. The days were filled with some of the most extreme sports known to man or boy. Each day, the boys (and sometimes the faculty members) climbed the climbing wall, zipped the zip line, went mountain boarding, took the sky swing, and participated in other activities such as a low ropes course and archery. Mixed in with the more active events was something for the thinking man. Each cabin was asked to design a contraption able to prevent an egg from breaking when dropped from the top of the climbing wall.

The evenings were spent with a focus on two things: getting to know one another and learning about MUS. In addition to the campfire, S'mores, and games, students were also exposed to cultures and traditions of MUS—they were shown the MUS Spirit video (filmed last year by students), learned the words to the MUS Fight Song, and picked up MUS lingo, such as "O.P."

"Camp Bear Track was a lot of fun, and I got to know a lot of people from other schools, which helped me on the



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first day of school,” said seventh-grader **Franklin Doggrell**. He advises future students to try everything and not make assumptions about what they will and will not enjoy.

The following Upper School students gave up their last days of summer to go on the trip and act as role models, mentors, teachers, and friends to the seventh-graders: **Brandon Arrindell, Elliot Embry, Phillip Flinn, Gatlin Hardin, Cash McCracken, Paul Moinester, Austin Rainey, Andrew Robinson, and John Taylor.**

Each day seventh-graders tackled the climbing wall, zip line, mountain boarding, sky swing, ropes course, archery, and a nighttime mix of games, food, and fun.

Bussing their way to Bear Track



Ten faculty members also accompanied the seventh-graders on their adventure: Mrs. Leah Allison, Mrs. Terry Balton, Mr. Matt Bakke, Mr. Rick Broer, Mrs. Maria Burke, Mrs. Barbara Crippen, Mrs. Sloan Germann, Mr. Dax Torrey, Mr. Manning Weir, and Mrs. Bryn Wulf.

Mrs. Wulf said the trip was a success, but also a good time. “Speaking for the faculty and the Upper School chaperones, we had fun. We had a lot of fun,” she said. “And if the time we had at Camp Bear Track is any indication of what is to come, I can’t wait to spend the next six years with the Class of 2009.”



“Camp Bear Track was a lot of fun, and I got to know a lot of people from other schools, which helped me on the first day of school.”



A Summer Full of Opportunity...

Students Enrich their Interests

Several MUS students attended highly competitive, admission-based programs during the summer. These programs allowed the students to focus on areas of academics that particularly interest them, as well as examine future career possibilities and college interests.

Senior **Timothy Chen** attended the Governor's School for the Arts in the music program at Middle Tennessee State University. He participated in the orchestra and took classes on improvisation, conducting, and listener's art. He also rehearsed with a chamber orchestra and performed in several concerts.

Senior **Austin Chu** attended the Governor's School for the Sciences at the University of Tennessee, Knoxville. The location—near the Oak Ridge National Laboratories, Tennessee Valley Authority, and the Tremont Environmental Center—was the perfect setting for the laboratory experience and research in which Chu participated. Individualized and small-group instruction was offered in biology, chemistry, engineering, mathematics, and physics. Students also attended lectures on modern scientific trends, computing, and scientific research.

Senior **Todd Jean-Pierre** attended the Bridge Program in Math and Science at the University of the South in Sewanee, Tennessee. Twenty minority students were accepted to the program and lived on campus for three weeks while attending introductory college-level calculus and an introduction to chaos and fractals classes, which were taught by university professors.

Senior **Brandon Arrindell** participated in the Leadership Education and Development (LEAD) program at the Wharton School of the University of Pennsylvania. The program is a national partnership of business and academic institutions that encourage the best and brightest high school students to pursue

careers in business. Arrindell's program was a broad introduction to business, rather than a focus on one particular area, and the group attended classes daily on various subjects such as marketing, investing, management, decision-making, and entrepreneurship. Wharton professors and other business professionals in the Philadelphia area led the classes. During the month of July, he and his group took trips to Washington D.C. and New York City and made presentations to highly-respected companies, such as BoozAllen Hamilton and Goldman Sachs. As a final project, the participants presented fully developed business plans to a panel of venture capitalists.

Eighth-grader **Brent Hooks** was accepted to participate in a summer school program at Phillips Exeter Academy in Exeter, New Hampshire. Hooks joined 590 students from 40 states, Washington, D.C., Puerto Rico, and several dozen foreign countries for five weeks of rigorous college preparatory classes ranging from architecture, ceramics, and webpage design to Japanese, criminal justice, and marine biology. He also participated in the program's various extracurricular activities, including sports, theatrics, and excursions to landmarks, tourist attractions, and college campuses in the Northeast.

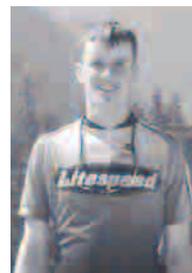
Seniors **Peter Jones** and **Austin Rainey** and juniors **Stephen Nease** and **Michael Fong** spent ten days in San Jose, California, this summer learning from technology industry leaders as they participated in the National Youth Leadership Forum on Technology (NYLF/TECH). The participants listened to speakers like Dr. Craig Barrett, CEO of the Intel Corporation, and Jennifer Corriero, the 23-year-old co-founder and executive director of TakingITGlobal. They also had the opportunity to visit major technology companies such as Oracle, Cisco Systems, Ask Jeeves, Intel Corporation, and Lockheed Martin and colleges in the Silicon Valley area includ-

ing the University of California at Berkeley and Stanford University.

Students learned about future advancements expected in the field of technology, and the forum concluded with the Future Solutions Expo where students worked together in small groups to identify problems faced in today's society and find technological solutions to them. The answers were presented in a trade show atmosphere and were judged by a group of other NYLF/TECH participants and members of the technology industry. "If someone wants to be educated generally about the field and future of technology, this is a great program," Nease said.

On the Road

Two summers ago, senior **Gatlin Hardin** rode across the state of Tennessee on his road bike with several friends from

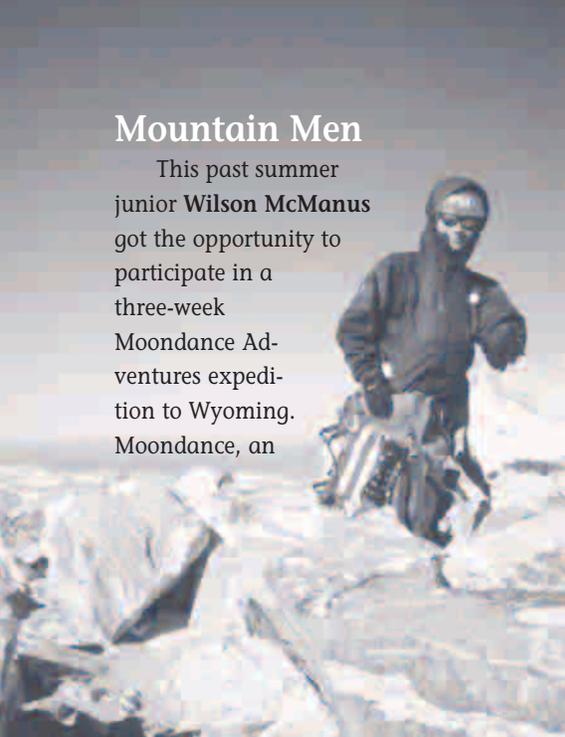


White Station High School and a friend's father. This past summer, they decided to push themselves a little farther—so they rode the entire length of the United States! The group began a 41-hour van trip to Ocean City, Washington, in late May and began the bike trip on a Monday morning. They traveled approximately 100



Mountain Men

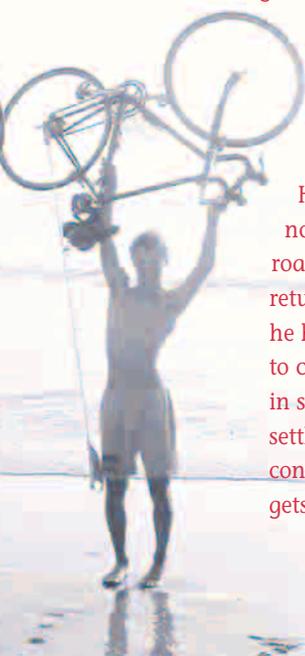
This past summer junior **Wilson McManus** got the opportunity to participate in a three-week Moondance Adventures expedition to Wyoming. Moondance, an



miles per day but at times rode as much as 120 miles per day, depending on the weather. Two graduate students followed the group in their van, carrying food and camping gear.

Each morning, the bikers began their day at about 6:00 a.m. They rode 20 miles to breakfast, another 40 to lunch, and another 40 to dinner. Their route took them through the northern half of the United States (the furthest south they ever rode was Iowa) and allowed them to see some amazing sites. The second day of travel, they had a 15-mile climb up the Cascades mountain range and were right next to Mount Ranier. They traveled across the Continental Divide and the Bitterroot mountain range and into the Northeastern United States.

The trip ended 37 days later in Rehoboth Beach, Delaware. Although Hardin says he has not had much time for road-biking since he returned from his trip, he hopes he will be able to compete or participate in some form once school settles down and to continue riding when he gets to college.

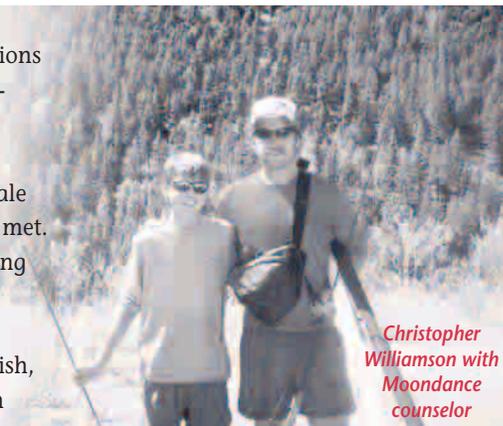


adventure travel company based out of Atlanta, Georgia, oversees expeditions in places like Alaska, Colorado, Wyoming, and Hawaii. McManus got the chance to spend three weeks with six guys, four girls, and a male and female instructor, all of whom he had never met.

The group started out sea kayaking on Yellowstone Lake in Yellowstone National Park for a couple of days. They got to see Old Faithful and fly-fish, catching some good-sized trout. Then they spent 10 days backpacking and fishing in the Wind River Range and climbed Mount Freemont, the third highest peak in Wyoming. Nearly a foot and a half of snow fell in the winds in June, and the group spent every night of the trip sleeping in tents or under the stars. Next they spent three days training with ice axes and then completed a seven-mile, 5000-foot hike up to the saddle of the Grand Teton where they slept and then got up at 2:00 a.m. and climbed to the summit. At 13,771 feet, the Grand is the second tallest in Wyoming. After the climb, they spent a day relaxing on whitewater rafts paddling the Snake River. "It was a great trip," said McManus. "I got the chance to meet new people from around the country, and I would not trade the experience for anything."

Sophomore **Christopher Williamson** also attended a Moondance excursion last summer, which he said was the best summer program he has ever been to. The Rocky Mountain Way was a two-week trip in Telluride, Colorado, that included rock climbing, backpacking, whitewater rafting, and fly-fishing, which Williamson said was his favorite activity.

The backpacking segment of the expedition was in the San Juan Mountains and the group of four boys and seven girls was in the backcountry for six nights and seven days. "I learned how to cook without a microwave," Williamson said. "I learned the 'leave no trace' philosophy, and I now have a new respect for the outdoors and how to treat it. Moondance was an intense but awesome adventure," he said.



Christopher Williamson with Moondance counselor

Skefos Helps Children Find Health and Happiness

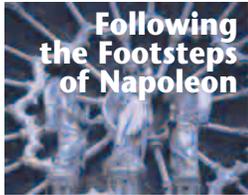
Sophomore **Nick Skefos** spent 18 days this summer volunteering at the Double "H" [Health and Happiness] Hole in the Woods Ranch Camp in the Adirondack Mountains. The camp was founded to provide an enjoyable summer camp experience to children with cancer and other blood diseases, and its purpose is reflected in the camp's name. The children, who according to Skefos "look forward to this week all year-long," often are unable to attend a traditional camp because of their specific needs. Volunteers, like Skefos and other well-trained counselors, make swimming, boating, fishing, horseback riding, woodworking, pottery, high ropes courses, and whitewater rafting possible for more than 1,000 campers.

Skefos also volunteers in Memphis during the school year. His older sister started a writing workshop for children at the Target House where St. Jude patients and their families can live while children are receiving treatment. Since his sister left for college, Skefos has assumed responsibility for the group and spends an hour each week with patients, focusing on creative writing.



Nick Skefos with a camper at Double H Ranch

MUS in Europe Sends Students in Search of an Emperor and a King



The 2003 MUS in Europe "Napoleon" trip left Memphis on June 3 with MUS English teacher **Jim Russell** and his wife, Kay, as well as **Ms. Judy Rutledge**, coordinator of educational technology and winner of the Hale Fellowship Award.

Immediately off the plane in Vienna, the group drove to Schoenbrunn Palace, the summer home of the Imperial Hapsburg family. From the stable of the Lipizzaner stallions to the Hofburg of the Hapsburgs, they entered a glitzy shopping center that surrounded the medieval St. Stephen's Cathedral, a Gothic church where Haydn, Mozart, and Schubert all worshipped. Leaving Vienna along the Danube, they arrived at a Czech post office at Austerlitz, a rare surviving battle site where Napoleon made his headquarters.

The beautiful, Rococo capital of the Czech Republic, Prague, wound its ancient streets and pastel-colored buildings across the pedestrian Charles Bridge, a magnificent span shouldered with massive statues of eighteenth-century saints. Then up the hill across the river Vltava, the tour visited Prague Castle,



another home of the Hapsburg royalty from 1526 until 1918.

Early one morning their East German guide led the group on a prolonged and misty walking tour of the site of the Battle of Jena, located near

Goethe's city of Weimar. They clearly saw the sight-lines and battle positions of French and Prussian troops, standing on the same spots where Napoleon had stood almost 200 years ago and where Russian tank maneuvers had occurred not even a generation earlier.

Hectic construction of highways, apartments, and shopping centers suggested that Dresden, Germany, was a bustling metropolis. But they also passed endless blocks of buildings burned during World War II to their stone facades, ruins never renovated under the communist regime of East Germany.

In Leipzig, they entered a small Russian Orthodox church built to memorialize the Russians who had died at the Battle of the Nations, Napoleon's significant defeat before Waterloo. The group finished their German tour in the Rhine city of Cologne.

Finally in Paris, they were disappointed to find the Metro dormant because of labor strikes. Nevertheless, the students

At a 17th Century windmill in Jena, Germany, formerly part of East Germany



The tour group relaxes at the base of the Arc de Triomphe in Paris, France.

and Ms. Rutledge walked to major monuments and highlights of the City of Light: Les Invalides, the Conciergerie, Notre Dame, and the Eiffel Tower. Refraining from twelve hours of walking, the Russells instead visited Pere Lachaise Cemetery, especially the tombs of Frederic Chopin and Jim Morrison. Fans of The Doors had left a glass of wine and a cigarette at Morrison's grave.

During the group's residence at La Giraudière, the chateau of **Dr. Reginald Dalle** and his brother Bruno, classes met every morning, followed first by a three-course luncheon and then by afternoon trips. They visited the shipyard in St.-Nazaire where the *Queen Mary II* was under construction and Fontevrault Abbey which enshrines the tombs of Richard the Lionheart and his parents.

The following students attended the Napoleon trip: **William Brandon, Sam Buckner**, Katherine Carr (Hutchison), David Chesney (White Station), **Gordon Conaway, Scott Ferguson**, Hudson Harris (McCallie), **Evan Herrera**, Rebecca Hill (Hutchison), **Todd Jean-Pierre, Peter Jones, Ben Kastan**, Mallory Lightman (Hutchison), Bethany Peter (Hutchison), **Joseph Robinson, Morgan Rose, Matt Rutherford**, and Kyle Slatery.



Arthurian Legends

Geoffrey Chaucer's *Canterbury Tales* reveals a healthy Middle Ages tourism

industry of holy places and shrines to Christian saints or martyrs, but the most spectacular of these geographic sites had been revered for centuries as mystical places, often connected with King Arthur, the legendary medieval figure most familiar to modern readers. If he existed at all, Arthur probably was an Iron Age figure circa 500 A.D. whose role was not king but *dux bellorum* or "war leader," with no clear evidence linking him to Christianity. What is certain about Arthur, however, is that the locations associated with his birth, battles, and death mix beautiful natural landscapes with a strong sense of "otherworldliness" to elicit spirituality unbound from any official set of beliefs. Students had the opportunity to learn about the legendary figure this summer on the Arthurian Traditions trip, chaperoned by **Mrs. Barbara Crippen**.

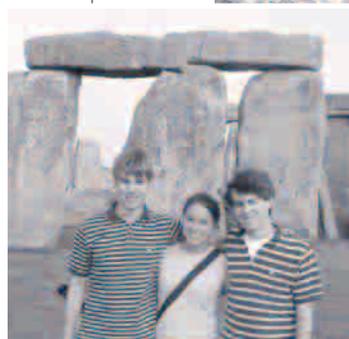
The view from Tintagel, Arthur's legendary birthplace on the coast of Cornwall, most impressed the MUS in Europe group. The steep scramble up rocky hills rewarded the group with a sweeping view of sea and half-moon tidal beaches carved from the coastline. Standing at the edge of the cliffs, in kinship with swooping seagulls high above the crashing surf, they understood the power of a figure whose legend would grow to be as awe-inspiring as this place.

Though no other locale seemed quite as breath-taking as Tintagel, the group noted that Arthur is often associated with high places, such as Glastonbury Tor, not far from Stonehenge in Somerset, and Arthur's Camp, a Celtic hillfort in the remains of the mystic Forest of Broceliande in Brittany. Their uphill hikes prepared the group for day-long tromps through Paris, including a view from the top of the Eiffel Tower

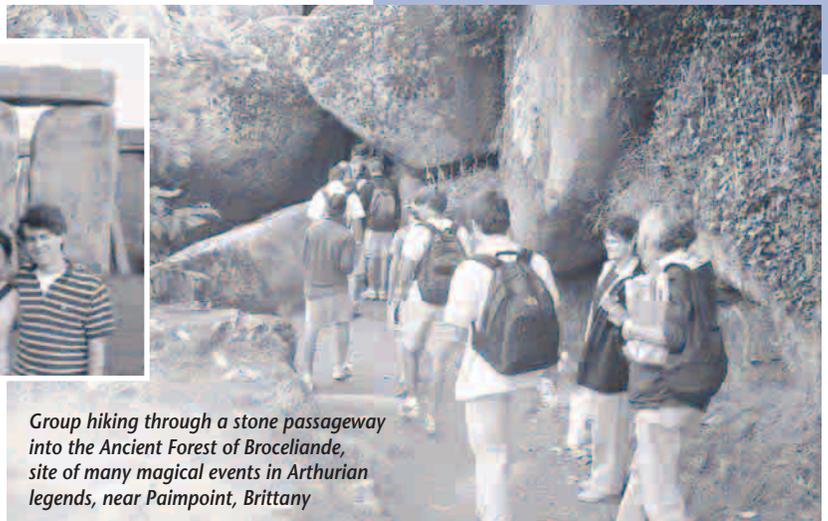
on a day clear enough to see miles of the city and surrounding countryside. Later that night, reveling with thousands of Parisians during their Music Festival, the MUS in Europe group watched the Eiffel Tower sparkle with thousands of strobe lights used only once before to welcome the year 2000. That magic seemed fitting for their study of Arthur in both his Celtic and Christian manifestations.

The group bonded at a birthday fete for one of their hospitable hosts, **Dr. Reginald Dalle's** brother Bruno, whom they surprised with a parade and accolades from the "knights" and "Grail maidens" they now knew themselves to be after their travels together! And mostly, they simply had fun being together, traveling and studying, sightseeing, picnicking, and acting silly amidst some of the most beautiful scenery in Britain and France. The trip had all the hallmarks of the romance literature they read: singular characters in remarkable backgrounds finding inspiration for a worth-while quest!

The following students attended the trip: **Rich Bollinger**, Huxley Brown (Hutchison), **Jonathan Cooper**, **Stuart Gillespie**, **Andrew Hooser**, **Adam Kaplan**, Charles Kay (McCallie), **Stephen Kriger**, **Will Owens**, **Palmer Phillips**, Louise Pierce (Hutchison), **Doug Pleiman**, **Austin Rainey**, Christeve Sanders (Hutchison), **Brad Spicer**, **Will Stubblefield**, **Pierce Sullivan**, **Edward Taylor**, **Clayton Thomas**, and **Melissa Voeller** (Hutchison).



Will Stubblefield, Melissa Voeller, and Charlie Kay touring Stonehenge.



Group hiking through a stone passageway into the Ancient Forest of Broceliande, site of many magical events in Arthurian legends, near Paimpoint, Brittany

ANNOUNCING MUS in Europe 2004

THE LOST GENERATION

May 31-June 19, 2004

with **Ms. Elizabeth Crosby**

Gertrude Stein once told her friend Ernest Hemingway that "all of [the] young people who served in the war...are a lost generation." This course will be a study of this generation—the generation of young men who fought in World War I and were "lost" there, wounded physically and spiritually by the experience. Novels to be considered are *All Quiet on the Western Front*, *Johnny Got His Gun*, and *The Sun Also Rises*. Students will also consider World War I poetry, short stories, eyewitness accounts, and soldiers' letters home. Tour highlights: Paris, Pamplona, San Sebastian, Madrid

THE IRISH RENAISSANCE

June 21-July 10, 2004

with **Mr. Lin Askew**

and **Mrs. Barbara Crippen**

Whether walking "On the grey sand beside the shallow stream/ Under [Yeats'] old wind beaten tower" at Thoor Ballylee near Galway or traipsing the streets of James Joyce's "dear old dirty Dublin," this group will explore the phenomenal outpouring of literature known as the Irish Renaissance. Coinciding with Ireland's movement toward independence from about 1890 to 1932, the Irish Renaissance was a flowering of the literary arts. The writers of the period drew on Irish myth, legend, and folklore as well as on the beauty of the Irish landscape to create an enduring legacy of poetry, drama, and fiction that looks back at the past but sets the tone for the rise of modernism in the early twentieth century. Tour highlights: Bunnah, Cliffs of Moher, Galway, Thoor, Ballylee, Connemara, Sligo, Dublin, Sandycove, Paris

Both tours include the following La Giraudière/Loire Valley highlights: Angers, Le Puys du Fou, Fontevault, Abbey, Saumur, Nantes, Doue la Fontaine, St. Nazaire, La Baule, Brissac. For more information on either program, contact **Dr. Reginald Dalle** at 260-1404, **Mr. Bill Taylor** at 309-2151, or e-mail, musineurope@musowls.org.

A Summer Full of Opportunity...

First Annual JDS Golf Outing

A collection of teachers, coaches, and advisors participated in the first annual James David Sullivan Faculty Golf Weekend on May 30 and 31. When asked about the purpose of the weekend, tour director **Mr. Manning Weir** exclaimed, "Hey, a whole bunch of guys just wanted to play a whole lot of golf in a short period of time. It was a nice way to end the school year."

Because Friday, May 30, was a half-day at school, all the participants were able to leave Memphis at noon to make the one-hour pilgrimage to Henderson, Tennessee, home of the Bear Trace-Chickasaw golf course, designed by Jack Nicklaus. The first group teed off at approximately 2:15 p.m. Before it got too dark, each golfer was able to squeeze in 27 holes in less than six hours. This would prove to be merely a warm-up for Saturday's rounds of golf.

The highlight of the Bear Trace experience came at the end of the day. The players played the last six holes under a colorful sunset and to the sounds of a church revival occurring on the land next to the course. One of the golfers in the crowd was overheard saying, "This is not bad; I can honestly say I have never played with the sun setting as a revival chorus sings 'Wade in the Water.'" Coincidentally, moments later this unnamed player hit his tee-shot into the small pond on hole number 7. Despite the slick greens, narrow fairways, and rambunctious revivals, **Coach Matt Bakke** dominated the first 27 holes of the JDS weekend. Mr. Weir placed second, and **Coach Joe Tyler** came in third.

That evening, the golfers held a banquet at Schnookems in lovely downtown Henderson. Awards such as "The Mr. 14" Award, the "Building Bridges to Par" Award, and the "Try That Putt One More Time" Award were handed out to some of the players. Following dinner, the group caravanned to Pickwick, site of Saturday's rounds of golf.

Saturday began early as a 5k-run was held at 6:00 a.m., a mere hour and 45 minutes before the first tee time. Not everyone participated in the run, but to no one's surprise, Coach Tyler, head varsity cross-country coach, proved victorious in the first annual JDS 5k run.

7:47 a.m., at Pickwick Landing State Golf Course, the first group teed off to begin day two of the JDS.

12:15 p.m., the second round of day two got under way. After 36 holes, most golfers would have hung up the soft-spiked shoes and gone home. But not the JDS golfers. They knew they had 18 more in them!

4:20 p.m, the third round of the day began. Luckily, one of the coaches had grabbed a tube of Ben-Gay from the training room before leaving MUS.

7:22 p.m., the group decided to call it a day after 54 holes, much to the chagrin of Coach Tyler. Later, Coach Tyler lamented, "I had nine more in me!"

Following form from the day before, Coach Bakke once again proved victorious on day two, which was highlighted by a weekend-best 80 on the final 18 holes. "From now on, I guess I need to play 36 holes just to get warmed up," he said. In a complete repeat of Friday's results, coming in second was Mr. Weir, while Coach Tyler fought off all others to place third.

In summing up the weekend, Mr. Weir stated, "The James David Sullivan tournament was incredible. James David Sullivan stands for the first and middle names in all of us. We think the JDS will go on for a long, long time. We just hope that next year, there are more than *three* of us playing in it."

Bonnie Baker Completes Term on Library Board

In June 2003, MUS librarian **Bonnie Baker** completed a two-year term on the board of TENN-SHARE, an organization that promotes library cooperation in Tennessee. While on the board, she coordinated the planning of a series of 15 workshops for librarians and academicians in West Tennessee on such subjects as copyright, electronic databases, legal research, storytelling, advanced Internet searching, booktalking, and web design. Four of these sessions were held on the MUS campus. Attorneys Scott Haight and Grady Garrison, both MUS parents, presented one of the copyright workshops.

Her Great American Novel

Like most English-major types, MUS English teacher **Elizabeth Crosby** carries her own version of the Great American Novel around in her head. But only in her head, she says, because she has never had the time or the space—or the guts—to put pen to paper.

Last May, though, the English Department sponsored a trip to Boston to attend the Robert McKee Story Seminar, an intense, three-day, story-writing course. Although this seminar focused specifically on screenwriting, the elements of a good story, such as setting, character, and theme, are common to both novels and screenplays.

The most helpful aspect of the seminar, according to Ms. Crosby, was the opportunity it gave her to shape her thoughts in a more focused manner. Not only did the course give her fresh insight into the way she might go about writing a novel, it also gave her a new appreciation for the writers about whom she teaches—from Hawthorne to Hemingway—as writers of carefully and consciously crafted *good* stories.

And, yes, since returning from Boston, she has put pen to paper or, rather, fingers to keyboard, and her characters have stepped from her imagination into the town of Plymouth, Massachusetts, where they live. And, she says, writing their story is one of the most frightening, humbling things she has ever attempted to do.

Summer Baseball Building Block for 2004 Season

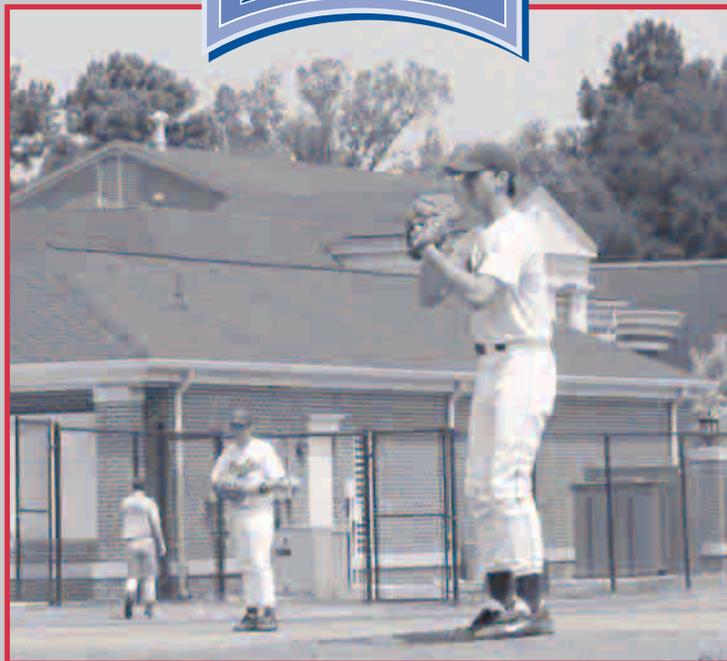
With a team made up of two juniors, eight sophomores, and five freshmen, the summer baseball Owls posted an overall record of 20-11 (including JV games). "It was one of the most fun summers I have experienced, and I want to compliment the players on understanding our goals and accepting their roles. We improved as a team, and this allowed us to have some success over competition we have struggled with in the past," said Coach Marc MacMillan '92. The MUS summer team was composed of Rich Bollinger, Sam Coates, David Delugach, Matt Doss, Michael Haas, Matt Henning, John Hensley, Donnie Malmo, Mason Mosby, Rob Park, Brent Phillips, Max Prokell, William Stout, Kyle Vogel, and JP Zdancewicz.

"The summer is our building block for the upcoming spring season, as it allows for team building, player development, and evaluating," said Coach MacMillan. "Based on what I saw this summer, February 16 cannot come soon enough."

Diamond Owls Exhibit Class

Returning 2004 Diamond Owl players took advantage of the lazy summer days to attend the first annual Vanderbilt Baseball Team Camp in Nashville from July 7-10. The camp focused on daily position and offensive instruction from the Vanderbilt coaching staff along with team building and game competition against other schools.

"What a great experience! Tim Corbin, head baseball coach at Vanderbilt University, and his staff did an excellent job organizing this camp to provide not only games for each team to play but relevant information regarding fundamentals and drills that



Mason Mosby and Matt Doss hone their talents during the summer baseball season.



Philip Reed was selected to the 2003 Division II Tennessee Sports Writers All-State team in baseball.

each player was able to understand and bring back home," said Coach Marc MacMillan.

The Diamond Owls made quite an impression by going 5-0 in game play with wins over Lenoir City (7-1, 14-5), Heritage Academy (11-0), Pigeon Forge (7-0), and Christian Academy of Knoxville (2-0). However, Coach MacMillan was more pleased with how well each player represented his family, school, and team. "The group of MUS baseball players were the most attentive group of kids that I have seen in a very long time," Coach Corbin said. "They all, and I mean all, were serious about their daily approach to baseball, and their practice habits were at a high level. When teenage boys come to a camp for the summer, it is rare when they can be serious about what they are doing but, at the same time, have

fun doing it. This is a credit to Coach MacMillan and his leadership with those kids. It is also rare when you can shake hands with a team and every player looks you in the eye and thanks you for the experience. Those kids will be very successful down the road and will be a very good endorsement for Memphis University School and the people that work there," he said.

Stout Showcases His Skills

William Stout, a rising junior for the Diamond Owls, participated in the Tennessee Baseball Coaches Association (TBCA) Worth Showcase at Middle Tennessee State University in Murfreesboro, Tennessee, on June 20-21. After trying out to represent Region 7/8, Stout was selected for the 20-man roster by head coach Bo Griffin. The two-day event involved a pro-style tryout along with three games against teams made up from regions 1/2, 3/4, and 5/6. With more than 65 professional and college scouts in attendance, the showcase was an opportunity for some of the best underclassmen in the state of Tennessee to demonstrate their skills.

With the Region 7/8 team going 2-1 on the weekend, Stout went 2-4 with three RBIs and worked one inning of relief to pick up one of the team's two saves. Assistant Coach Marc MacMillan was impressed with the caliber of play at the showcase and very pleased with Stout's overall performance. "The talent was excellent, and I believe William did an outstanding job of understanding his role and making a solid contribution to this year's squad," said Coach MacMillan.

Wrestlers Aim to Be the Best



Nelson Rainey, Sloan Abernathy, Josh Hall, and wrestling coach Shaun Gehres made a 13-hour excursion in the summer to a five-day wrestling camp at Hampden Sydney College in Virginia. The camp was conducted by the Martin family who helped develop the Granby System of Wrestling. The boys were put through three two-hour practices each day, concentrating exclusively on one area of wrestling during each session (top, bottom, and neutral). Students from more than 24 states were represented at the camp. The boys received great advanced work at the camp to help develop their skills for the upcoming season. They also were able to witness a very successful wrestling program at work. The Great Bridge High School wrestling team from Virginia were counselors at the camp and were training to prepare themselves for summer tournaments. Coach Gehres believed the camp was a valuable experience for the MUS wrestlers. "It was a wonderful opportunity for the guys to watch them [the Great Bridge wrestlers] train and understand the amount of time and dedication one must have to be successful," he said.

Coach Gehres attended the camp to gain a better understanding of the training and preparation of a championship program. "I found it to be very helpful, and we hope to implement some of the philosophies and methods into our program. Coach [Tommy] Harrison has done a great job, and the goal is to keep it going in the right direction—to become a champion-

ship program. Coach Harrison, Coach [Burton] Milnor, and I are working together to make the program as successful as it can be."

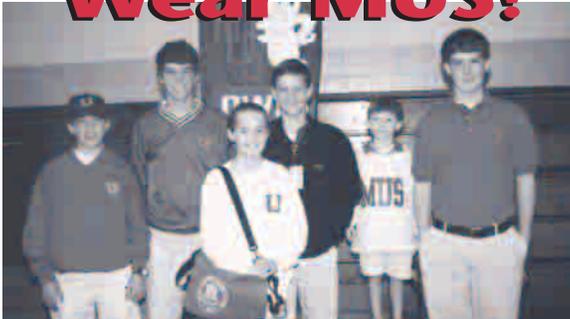
Water Polo, Anyone?

This summer, as in years before, the cross-country team traveled to Boone, North Carolina, for a camp held in the Appalachian Mountains. The nine-mile run along the Watagua River, the four-and-a-half mile climb from Bass Lake to Fire Tower and back down, and grueling trails on the Appalachian State University campus made for some beautiful and exhausting training exercises. Despite their aching legs, the boys were able to take a little time for fun.

After an strenuous pool workout, the cross-country team was challenged to a water polo match. The team, although exhausted physically and mentally, could not pass up the opportunity to compete. The team scored seven goals—three by Hunter Adams, two by Ken Haltom, and one each by Peter Zanca and David Deadrick. While the offense was on fire, the defense was stifling—shutting out the opponent. The defense was led by Donald McClure in goal, Matt Dowling covering the middle, Wilson McManus playing the right wing, Pierce Sullivan covering the left wing, and Brad Spicer covering the other team's best player one-on-one.

Perhaps our cross-country team should consider starting an MUS water polo club in the off-season!

Wear MUS!



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(most sports and jersey numbers available on buttons, please specify)

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Stadium Seat, blue Qty. _____ @ 35.00 = _____

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Canvas Tote Bags S _____ @ 28.00 L _____ @ 35.00 = _____

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*personalization @ 7.50 = _____

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Jacket, lined zip-front, black S _____ M _____ L _____ XL _____ XXL _____ @ 50.00 = _____

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Summer Basketball Expands Experience for Young Owls

Attempting to address the problem of inexperience, the MUS varsity basketball team embarked on an ambitious summer program.

With only one returnee, senior **Philip Reed** (having played regularly on the varsity last season), the young Owls began the summer by participating in the Brighton Play Day in which each team played two games on the first Saturday in June. MUS lost to both Bolton and Brighton, but the contests were surprisingly close.

After the Tennessee Secondary School Athletic Association (TSSAA) Dead Period ended the first weekend in July, the team worked on deficiencies which showed up at Brighton and then traveled to Delta State University in Cleveland, Mississippi, for a three-day event. Playing multiple games each day, the Owls



Jimbo Welch shoots a free throw.

began showing improvement. MUS met teams from Tennessee, Mississippi, Arkansas, and Louisiana and won all but the last of 11 games.

Senior **Blake Wiedman**, junior **Jimbo Welch**, sophomores **Jay Martin** and **Peter Zanca**, and freshmen **Philip May** and **John Stokes** evolved into a strong unit.

To close out the summer, MUS once again hosted the Memphis Classic, the premier summer basketball event for area high schools. Twenty-four teams converged on the MUS campus July 18-20 for 72 games. Using two courts in the Ross M. Lynn Arena and one court in the Todd-Snowden Gym-

nasium, there were eight games on each court beginning at 9:00 a.m. each day.

The field included most of the top public and private school teams in Memphis and West Tennessee. Only Raleigh-Egypt won all six of its games. MUS split its six games but more importantly, continued to show improvement. "I would not like to have gone into this season without the experience we gained this summer," said **Head Coach Jerry Peters**. "Our players really competed well and made considerable progress as a team."

Senior **Marcus Moss** and freshman **Elliott Cole** missed all or part of summer play because of injuries while senior Reed was unavailable. Their presence and the emergence of other players should provide depth by the time the Owls open the season against Covington High School on November 25 at MUS.

2003-04 VARSITY BASKETBALL SCHEDULE

Nov. 20	Thu.	Jamboree at MUS	
Nov. 25	Tue.	Covington at MUS	7:30 p.m.
Nov. 28-29		Mississippi-Tennessee Turkey Shootout at MUS	
	Fri.	Lausanne vs. Alcorn Central	6:00 p.m.
		MUS vs. Southaven	7:30 p.m.
	Sat.	Lausanne vs. Southaven	6:00 p.m.
		MUS vs. Alcorn Central	7:30 p.m.
Dec. 2	Tue.	Bishop Byrne at MUS	7:30 p.m.
Dec. 5	Fri.	Catholic at MUS	7:30 p.m.
Dec. 6	Sat.	MUS at MBA	7:30 p.m.
Dec. 9	Tue.	MUS at Rosemark	7:30 p.m.
Dec. 12	Fri.	MUS at Houston	7:30 p.m.
Dec. 13	Sat.	Millington at MUS	7:30 p.m.
Dec. 22	Mon.	FACS at MUS	7:30 p.m.
Dec. 23	Tue.	MUS at Germantown	7:30 p.m.
Dec. 29-31		Illinois Holiday Tournament at Carbondale	
Jan. 6	Tue.	Lausanne at MUS	7:30 p.m.
Jan. 9	Fri.	Lighthouse at MUS	7:30 p.m.
Jan. 13	Tue.	Central Baptist at MUS	7:30 p.m.
Jan. 16	Fri.	MUS at Harding	7:30 p.m.
Jan. 20	Tue.	CBHS at MUS	7:30 p.m.
Jan. 23	Fri.	ECS at MUS	7:30 p.m.
Jan. 27	Tue.	MUS at Briarcrest	7:30 p.m.
Jan. 30	Fri.	MUS at St. Benedict	7:30 p.m.
Feb. 3	Tue.	Harding at MUS	7:30 p.m.
Feb. 6	Fri.	MUS at CBHS	7:30 p.m.
Feb. 10	Tue.	MUS at ECS	7:30 p.m.
Feb. 13	Fri.	Briarcrest at MUS	7:30 p.m.
Feb. 17	Tue.	St. Benedict at MUS	7:30 p.m.
Feb. 21-28		Regional Tournament at Briarcrest	
March 3-6		State Tournament in Nashville	

Get Sports Photos @ i2p3.com

Photographer Larry Inman has captured classic Owl athletic moments of MUS students winning the game or making the big play. Visit www.i2p3.com to view the MUS Sports Photo home page where you can order professional prints from a wide selection of game images — a keepsake you will have forever.

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Owls Build Bridges

The start of each new football season brings anticipation and hope to all teams across the land as each squad is undefeated and has visions of grandeur. The MUS varsity team was no different as it eagerly looked forward to the end of two-a-day practices and the start of the campaign. Though the Owls' youth and inexperience created concern, coaches and players could not wait for the year to begin as the Owls were scheduled to take on the Whitehaven Tigers in the final game of the third-annual Bridges Kickoff Classic at

the Liberty Bowl. The event began Friday morning, August 22, at the Teams Breakfast, where students and coaches participated in leadership and diversity training led by Bridges staff members.

Though MUS fell to the bigger, faster Tigers, 35-21, the Owls learned much about themselves and looked forward to further practice and improvement.

MUS was not intimidated by Whitehaven. They took the opening kickoff and drove 74 yards in seven plays to score as quarterback **John Conrad McCrary** went in from one yard out. The **Ben Tacker** point after attempt was good giving the Owls the early 7-0 lead less than two minutes into the game.

But the Tigers got even on their first possession, using five plays to move the ball 80 yards. Running back **Orlandus Rogers** went in from one yard out, and **Fernando Hardaway's** extra point tied the score. The shootout had begun.

The Owls did not blink on their next possession as the MUS no-huddle offense continued to keep Whitehaven off-balance. **Kane Alber's** 35-yard kickoff return set the Owls up at the MUS 48-yard line, and from there they needed seven plays to retake the lead. McCrary was five for five passing on the drive, and Alber culminated the possession with a two-yard run. Tacker's point after gave MUS the 14-7 lead.

Whitehaven looked to answer as they had begun to control the line and rush the

*Warren Grimm (23)
and J.D. Lawhorn (12)*



MUS and Whitehaven players enjoy themselves during morning activities at the Bridges Kickoff Classic.

ball effectively. Four straight runs got the Tigers into MUS territory, but sophomore **Donnie Malmo** ended the threat with an interception.

After a series of punts, the Owls began one of their most impressive drives in recent history. Starting from their own one-yard line, MUS slowly worked down the field, aided by a 30-yard scamper by McCrary on a third-and-seven from their own four-yard line. Seven plays later, McCrary found **Rob Heflin** from 20-yards out for the score. MUS had built their largest lead of the game at 21-7.

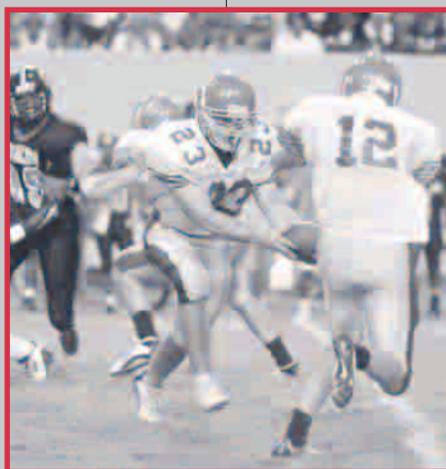
Whitehaven needed only two minutes to answer, however, as they found more success running the ball. After an initial incomplection, five straight runs covered 65 yards, as **Dominic Thompson** finished the drive with a six-yard run to cut the lead to seven as the half ended.



Kane Alber (28)

Though the Owls had the advantage at the break, Whitehaven had found success on the ground, amassing 188 rushing yards. Whitehaven held the ball nearly 16 of the 24 second-half minutes. They ran the ball right at MUS, wore the smaller Owls down, and scored on three consecutive possessions. On a punishing drive, the Tigers combined ten runs and three passes to go 80 yards. The 5:18 drive culminated in a Thompson nine-yard run to put Whitehaven on top at 28-21 after the Hardaway PAT. The Tigers tacked on one final score with 5:03 remaining in the game as **Marcus McCall** hauled in a ten-yard **Omari Avant** pass for a touchdown to give Whitehaven the 35-21 victory.

The outcome of the game was not as hoped. However, even though this particular event focused on football, the underlying point is to give public and independent school students a common ground on which to build relationships and mutual respect. The football players enjoyed the experience and took away some valuable life lessons.



Newly Appointed Owls

Each new school year brings changes to campus facilities and course descriptions and new faces on campus. This year was no different, with new teachers, changes in administrative duties, and new staff members.

Mr. Al Shaw, who was profiled in the July issue of *Inside MUS*, joined MUS as chairman of the Science Department.

Mrs. Mindy Broadaway joined our Lower School faculty as a Spanish teacher. She holds a B.A. in history and Spanish from Arkansas State University and an M.A. in Spanish from the University of Navarra in Pamplona, Spain.

While in college, she spent a year abroad as an exchange student studying European history and culture through the University of Amsterdam. Mrs. Broadaway spent a year in Spain as a Rotary Club Ambassadorial Scholar of Goodwill, as part of her master's degree program. She has worked as a Spanish/English interpreter for the Arkansas Department of Health and as a probation counselor for the Juvenile Court here in Memphis. Mrs. Broadaway and **Mrs. Molly Burr**, Upper School Spanish instructor, worked together throughout the summer to develop an effective Spanish curriculum for Lower School students.

Mr. Nat Akin joined our faculty as an English instructor. Mr. Akin holds a B.A. in English and a B.A. in history, both from the University of Tennessee, and an M.A. in English from the University of Mississippi. His coursework emphasis at Ole Miss was in



Mindy Broadaway, Spanish teacher

19th- and 20th-century American and Southern literature. His teaching experience includes graduate assistant work and a semester as an instructor at LeMoyné-Owen College. He loves to write and has been published in the *Tampa Review*. He also has stories under consideration at the *Antioch Review*, *Gettysburg Review*, *Quarterly West*, *Crab Orchard Review*, and *Tin House*.

Mr. Glenn Rogers is rejoining the MUS staff this year as a physical education instructor and coach. He left for a one-year coaching commitment in the Canadian Football League.

Mr. Ali Hamadeh joined the staff this summer as director of the Dunavant-Wellford Tennis Center and as an assistant coach for the MUS tennis team. Hamadeh is a native Memphian and was an NCAA Doubles Cham-

pion while playing for the University of Mississippi. He is a two-time All-American and traveled the world while playing professionally for six years. He also coached the Lebanese Davis Cup team for several years.

Mr. Johnny Beard will maintain all athletic fields

on campus, as well as work with the Diamond Owls as assistant varsity baseball coach. After a distinguished career with Memphis Light, Gas, and Water, he went to work for Dulin's



Nat Akin, English teacher

Sports Academy as an instructor/coach. Mr. Beard is well-known and respected within the Memphis youth baseball community, having coached competitive baseball teams such as the Memphis

Tigers and Dulin's Dodgers for 27 years.

Mrs. Carolyn Crum, mother of our own **Mrs. Leah Allison**, joins the staff as a part-time archivist and will work in the Hyde Library.

Mr. Willie Hollinger joined the staff as Facilities Manager in May. His previous employment includes 19 years as General Me-

chanic Supervisor of Plant Operations, Supervisor of Plant Operations, and Director of Plant Operations/Facilities at Methodist Healthcare of Memphis. He has had extensive experience in implementing effective operational and support solutions, heating, ventilation, and air conditioning repairs.

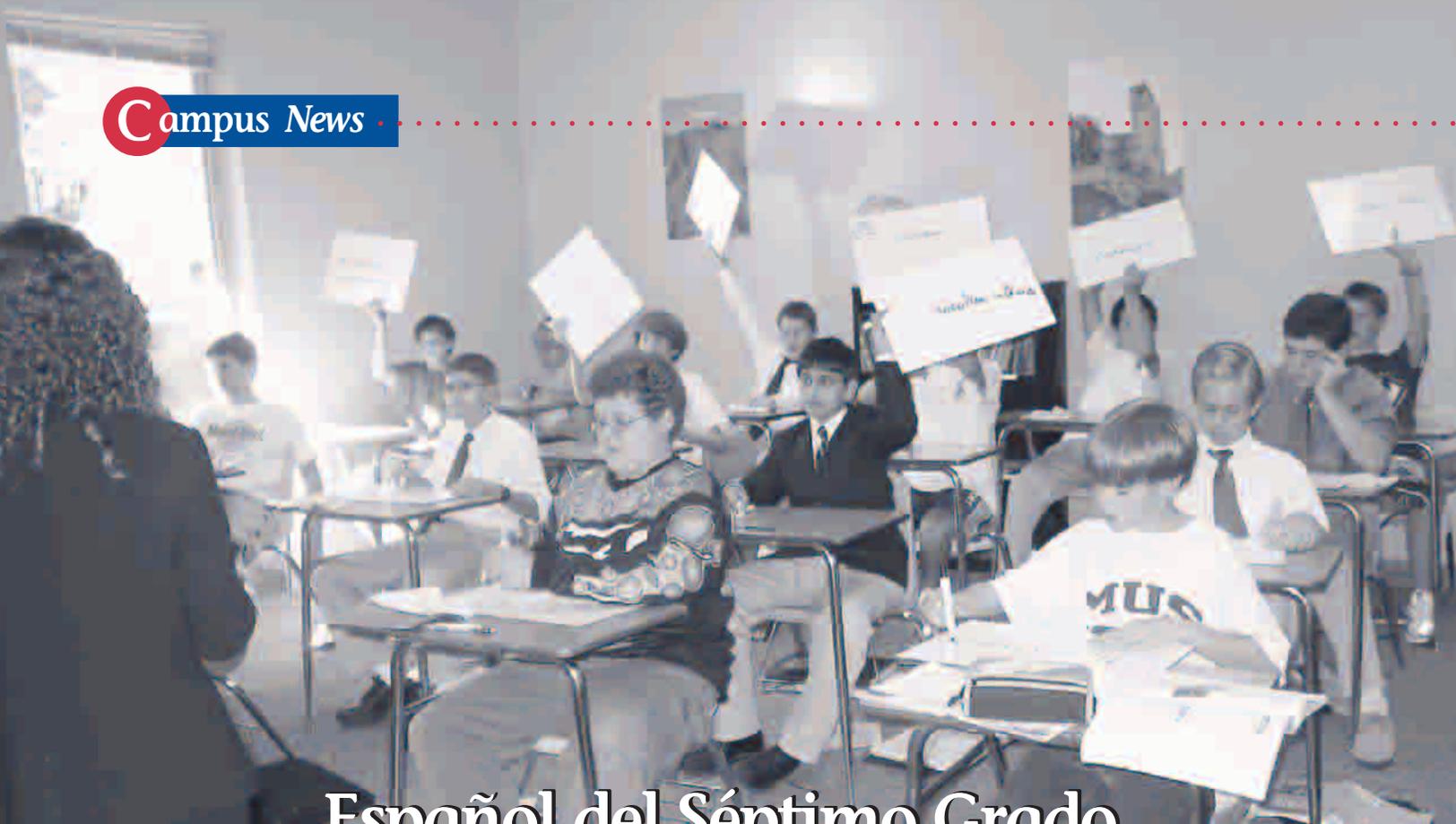
Mr. Michael Langham has also joined our maintenance staff as Mechanical Technician. He joined MUS after four years as Maintenance Mechanic at C.B. Richard Ellis. Mr. Langham has extensive experience in HVAC and electrical repairs.



Johnny Beard, assistant baseball coach

Along with our new faculty and staff

members, some familiar faces are taking on new roles for the school year. **Dr. Emily Baer** takes over as the director of College Counseling, **Coach Joe Tyler** serves as Lower School Dean and heads the Lower School disciplinary committee as well as assisting **Mr. Rick Broer** with administrative duties in the Lower School, and **Mr. Manning Weir** teaches psychology.



Español del Séptimo Grado

(We bet our seventh-graders know what this means!)

Students use white boards to write their Spanish response to the teacher's verbal challenge.

Seventh-graders are being exposed to a language class for the first time in MUS's history. Although a Latin class has been required for eighth graders for some time, the addition of a Spanish class will "stimulate [the boys'] creative and analytical abilities as well as prompt them to consider the very real opportunity they have to become bilingual at this school," says **Mrs. Mindy Broadaway**, Hull Lower School Spanish teacher (for a profile on Mrs. Broadaway, see page 15). She believes the addition of the seventh-grade Spanish class will establish a solid base for the boys' future language skills.

"Language learning should start as young as possible. We want to expose the boys to Spanish as seventh-graders because at that age they are so open to new ideas," Mrs. Broadaway said. The one-semester class is designed so the boys can learn the basics of Spanish by studying grammar and vocabulary. They focus on the four learning areas of reading, writing, oral comprehension, and speaking.

Mrs. Broadaway has created a language lab in her classroom that is available to students whenever

she is not using the room for a class. Students can find instructional CD-ROMs, cultural videos, and bilingual books in the lab, and they can use the materials for additional work on a topic they have covered in class or to move ahead to harder topics to challenge themselves.

Since the class is limited to seventh-graders, Mrs. Broadaway has included a language study skills section in the curriculum. "We talk about tricks to remember certain types of words, how to use context to decipher meaning, and methods of memorizing verb conjugations. I teach them that language is learned in small, frequent doses," she said.

The students have responded positively to the class, and their enthusiasm and willingness to participate has made teaching the class easier, according to Mrs. Broadaway. "During the class, the boys are attentive, participatory, and catch on rather quickly to the lesson at hand. I love their inquisitiveness and their desire to share their travel and cultural stories with me."

By the way, the headline says: Seventh-Grade Spanish!



In addition to Spanish class, Ashton Riker, Michael Delugach, and Carl Carruthers make use of the instructional CD-ROMs in the new Spanish Lab.

Parents' Association Stronger Than Ever

By Nancy and Richard Robinson '72, 2003-04 Parents' Association Chairs



Moms break for coffee: (top) Karen Hoff, Pam Arrindell, (right) Wendy McManus, Barbara Boswell, Conie Abernathy, and Claudia Efird.

The 2003-04 Parents' Association is off to a great start with membership reaching an all-time high. The goal was set for 100 percent parent participation this year, and 265 sets of parents are already committed. Your membership fee provides important services that benefit the faculty and students by supporting travel for athletic events, travel expenses to the Science Bowl, drug education and guest speakers, and faculty appreciation days, just to name a few.

It is not too late to join and help the Parents' Association achieve its goal.

The faculty and staff were welcomed back in August at the annual in-service luncheon with a Blues Brothers theme. They were served a delicious lunch, and then they showed off their sunglasses and black hats while blues music played in the background.



New students' and seniors' mothers were honored at

the headmaster's home in early September at separate coffees. Parents' Association moms were present to meet and greet the moms and assist Mr. and Mrs. Haguewood with these established traditions.



Terri Fox, Jan Cornaghie, Emily Lowrance, and Veasey Krausnick

Our sports coordinators — Tricia and Dade Hunt and Martha and Mark May — are busy selling sportswear, and they can be found at home football games. Parents proudly wear their blue and red to support the Owls and the Parents' Association at the

same time.

The fall brought the

Lower School grandmothers' coffee, grade-level parents' parties, tailgates at the football games, luncheons, homecoming 2003, and the Parent Phonathon.

We would like to thank our Parents' Association board for their time and the commitment they have made this year. We are off to a great start, and we hope each of you will get involved — volunteers are always needed. For more information about the Parents' Association, call Mrs. Claire Farmer, director of alumni and parent programs, at 260-1350, or check the MUS website at www.musowls.org/school/parents/index.htm.



2003-04 PARENTS' ASSOCIATION BOARD OF DIRECTORS

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Parents helping to set the right tone at the faculty in-service luncheon are (front) Bettye Sights, Kay Montague, Donna Flinn, Claire Farmer, (back) Dot Hammons, Ginny Zanca, Beth Sousoulas, Kristi McCann, and Brenda Warren.

Convocation Day Brings Renewed Commitment to Honor

The first notes of the school hymn rang through Hyde Chapel on Monday, August 18, Convocation Day. MUS Headmaster Ellis Haguewood welcomed students, both new and returning, as he reaffirmed the values and mission of the school and asked students and faculty to recommit themselves to the MUS Honor Code.

Kent D. Syverud, dean of the Vanderbilt University School of Law, addressed students and faculty as he discussed a successful tactic used by many attorneys—“tactful indirect communication.” The premise of this communication lies in addressing one group with a message that is directed at another group. Using this tactic, Syverud spoke to the group as a whole, but sent separate messages to the students and faculty. His comments reminded students that their teachers often work long, thankless hours to ensure that the boys have the best education possible. He also reminded teachers that being an exceptional teacher becomes more difficult with each passing year and that students need individual attention and must be pushed to excel.

Syverud joined the Vanderbilt faculty as dean in 1997, after having built a reputation as a preeminent scholar in complex litigation, insurance, and civil procedure at the Michigan Law



Honor Council representatives sign the Oath of Honor during Opening Convocation and all students sign the book during the first week of school.

School, where he taught from 1987-97. Before he began teaching, Syverud clerked for Supreme Court Justice Sandra Day O'Connor and worked for the prominent law firm Wilmer, Cutler & Pickering. He has received outstanding teaching awards at Michigan and Vanderbilt and also serves as the co-editor of the *Journal of Legal Education*. Syverud earned a B.S.F.S. from Georgetown University in 1997, and then went on to Michigan, where he received an M.A. in economics and a J.D. in 1981.

Each year, the MUS community focuses on the importance of the Honor System on the first day of school. A speaker of Syverud's distinction is invited to address an all-school assembly, and then students, faculty, and staff reaffirm their commitment to the Honor System by reciting the Honor Code, pledging not to lie, cheat, or

steal. The MUS Honor System, patterned after that of the University of Virginia, is the most unique aspect of the school and places a student-run Honor Council in the position of hearing possible Honor Code offenses and then recommending suitable actions or punishments to the administration. Since the students are responsible for their own actions and those of their fellow students, the MUS community is one of mutual trust and respect.

Admissions MUSings

By Mr. Lin Askew, Director of Admissions

Each year as our new students, especially our seventh graders, file in for Convocation Day, I'm reminded of a poem by American poet Howard Nemerov. In "September, the First Day of School," Nemerov speaks of a ritual that every parent and every child must endure:

*My child and I hold hands on the way to school,
And when I leave him at the first-grade door
He cries a little but is brave; he does
Let go. My selfish tears remind me how
I cried before that door a life ago.
I may have a hard time letting go.*

Letting go is difficult; apprehension and excitement battle within each new student and parent. Questions abound. Have we made the right choice? How will he do? Will he find good friends?

Nemerov observes that, "A school is where they grind the grain of thought." MUS welcomes a diverse group each year to begin this process of grinding the grain. **Twenty-two schools are represented by the 99 new seventh-graders**, each one wel-

comed into a new community. In all, 131 new students pledged their loyalty to the Honor Code on Convocation Day, including **22 new freshmen**. That pledge binds them to a community dedicated to academic excellence and honor, a community that will embrace them but challenge them as well. Our hopes for our new students are the same as their parents': we want them to have the best education possible. And we hope as Nemerov does, "May great kindness come of it in the end."



Students Trade Classes for Civic Service

Parents' Back to School Day gives MUS parents a chance to meet their sons' teachers and spend a day in their sons' shoes—or their Wallabys, if you prefer. As the parents took an assigned seat in the classrooms on campus, many MUS students were taking part in a Day of Caring at several Memphis locations. The tradition began last year, as Back to School Day fell on the one-year anniversary of 9/11, and **Mr. Eddie Batey**—former MUS director of counseling services and current Youth Programs Manager for Hands on Memphis—arranged the day of civic service for students again this year.

The events, coordinated with the MUS Student Council, Civic Service Organization, and other student groups, gave students three options for the day. Mr. Batey chaperoned MUS students who read to kindergarten through third-grade students at Cherokee Elementary School, located at Semmes and Kimball. **Mr. Jeff Koehn '89** accompanied students to the For The Kingdom Camp and Retreat Center to provide camp and grounds clean-up. The camp, sponsored by the Memphis Leadership Foundation, is primarily used as an outreach ministry to inner-city youth. **Mr. Jake Lawhead '95** chaperoned students at the new Memphis Athletic Ministries site as they cleared the grounds and removed debris. The site is sponsored by the Memphis Grizzlies and will be used as a safe location for basketball programs for inner-city youth.



Volunteers worked with children at Cherokee Elementary School while others cleaned up the grounds at For The Kingdom Camp.



Weedeating wizards prepare to clear the way for the Memphis Athletic Ministries.

Finding Information Requires New Skills

By Mrs. Ellen McDonell, Director Joseph R. Hyde, Jr. Library Learning Center

In one of those jaw-dropping moments recently, I realized that as a librarian I had the skills to organize our household information. As I began the task, I thought of the countless hours wasted, and money most assuredly lost, because we couldn't find things. I reaped my first tangible rewards recently when I quickly proved to a local hospital that they should have billed 28 cents, not \$94, and that every penny was already paid.

Business and industry is beginning to experience a related jaw-dropping moment. Last April a market intelligence company, IDC, published "The High Cost of Not Finding Information." An analyst estimated for every 1,000 workers, more than \$2.5 million per year is wasted in not finding critical information. The lost opportunity costs are even greater—an additional \$15 million in lost revenues. As industry discusses these results in the press, they talk of access to reliable, trustworthy information and also the value of identifying and hiring workers who have solid information-seeking skills.

Back at the library, we pride ourselves on being an organized resource of information. But as more electronic resources become available, the trick is finding just what you need when you need it. Each new resource brings new opportunities for information gathering but also the challenges of learning the required new skills.

The MUS community has the opportunity to learn a variety of these new information-gathering skills. With our seventh-grade class and when invited by teachers, we have the opportunity to introduce and reinforce a variety of these skills using an array of resources purposefully selected. This past year the library added almost 2,500 book titles, more than 250 media titles (video, DVD, and CD), more than 6,000 electronic books, and millions of pages of scholarly journals. Accessing the information from each type requires skills that are not apparent on the surface. Students who

have the experience of seeing the many ways information can be organized and retrieved will not only be more effective in gathering information, but will be better equipped to learn new resources as their needs change.

Students pay for their information ignorance with the quality of their grades and with the time spent finding good information. Encourage your son to cut his costs now and in college by learning the information-seeking skills critical for today's student and tomorrow's workforce. And watch for upcoming events for parents so you, too, can cut the high cost of finding information.

For more information, spend some time at www.musowls.org/library or call Mrs. McDonell at 260-1390 for an appointment.

Surfin' the Net



Hundreds of students, parents, and faculty members use the MUS website daily. It has become a valuable tool for staying up-to-date with events, checking assignments, and learning about school programs. For those of you who are not using the website on a regular basis, here is a short rundown of the site and its most useful features.

Find It Fast:

The scrolling headlines and front picture are updated regularly to spotlight current events and top MUS news.

The four boxes across the top of each MUS web page allow you to surf among School Info, Student Life, Academics, and Alumni sections of the site.

The MUS home page contains a Frequently Used Pages menu. A drop-down menu connects you to daily lunch menus, assignments, faculty home pages, and a weekly calendar.

The main menu links down the left side of the page take you to the main sections of the website, including admissions, counseling, the library, and all school calendars.

For Parents:

Visit the Parents' Association (located in the "School Info" section) to see how you, as a parent, can be a well-informed and involved part of MUS in these areas:

- Programs and Activities
- Safe Home Program
- Parent Resources
- Community of Concern
- Support MUS
- Wear MUS!

For Students:

• Academics—everything you need to know from course offerings, MUS faculty and their homepages, and current assignments to graduation requirements and college guidance.

• Student Life—What extracurricular activities are available at MUS? Click here to learn about student government, the arts, athletics, publications, summer programs, counseling, and more.

Teachers Develop Web Pages



Loyal Murphy and Susan Quinn concentrate on the task at hand during class.

This summer, 24 MUS teachers attended one of three web page design workshops offered by **Ms. Judy Rutledge**, coordinator of educational technology at MUS. They met in one of MUS's new Upper School computer labs and worked on enhancing the style of their teacher webpages, learned new skills in Microsoft FrontPage, and practiced techniques in image editing. Everyone also looked at new resources on the web which support the curriculum for their particular subject area.

Even though faculty members can take classes from Ms. Rutledge during the school year, the summer offered a more relaxed atmosphere with no worry of a stack of test papers or essays that also needed to be graded. MUS teachers use their webpages in a variety of ways, including communication, long-term assignments, links to in-class and homework activities, handouts, classnotes, subject area links, class policies, study tips, model documents, and more. Each teacher was given suggestions for some content of their web page but developed

unique pages pertinent to his or her own class, personality, and interests.

The following faculty members attended the summer class: **Mrs. Leah Allison**, **Mr. Lin Askew**, **Mr. Eric Berman**, **Mr. Darin Clifft**, **Ms. Elizabeth Crosby**, **Mrs. Vicki Daniel**, **Mr. Flip Eikner**, **Mrs. Nancy Gates**, **Mr. Shaun Gehres**, **Mr. Jeffrey Gross**, **Mr. John Harkins**, **Mr. John Hiltonsmith**, **Mr. John Knaff**, **Mrs. Diana Moore**, **Mr. Loyal Murphy**, **Mr. John Olson**, **Mrs. Susan Quinn**, **Mr. Jim Russell**, **Mr. Clay Smythe**, **Mr. Norman Thompson**, **Mr. Dax Torrey**, **Mr. Joe Tyler**, **Mrs. Betty Williams**, and **Mrs. Bryn Wulf**.

Judy Rutledge Named President of MAIS-TEC

Ms. Judy Rutledge, MUS's coordinator of educational technology, was elected president of the Memphis Association of Independent Schools Technology Consortium (MAIS-TEC) for the 2003-04 school year. The association is

composed of more than 25 independent schools in Memphis and the surrounding area. Technology coordinators, computer teachers, network administrators, and others concerned with the use of technology in education have been meeting monthly since 1995. Meetings include speakers, exposure to new products, a forum for questions and problems, and information about upcoming technology conferences. It provides an excellent opportunity for networking and sharing with others who are facing many of the same challenges and looking for effective ways to appropriately integrate technology in the independent schools in Memphis.

"Members of this association tend to be very busy people, but they realize the importance of maintaining this community which has a wonderful spirit of cooperation, not competition," Ms. Rutledge said. "Each school has a unique character and may approach the use of technology differently than another school, but with equal success."

One of the largest outreach projects of the association is the Hooked on Technology sessions offered each year to teachers from member schools by other volunteers within the group. Essentially, each school is able to take advantage of free professional development in the area of technology education. Last year, more than 35 different topics were offered.



John Knaff and Judy Rutledge can't help but laugh at their attempts at web designing.

Help! My Son Needs a Tutor!

Tutoring has become almost as common as homework in rigorous schools like MUS. Some parents request tutor referrals from the school if their son has fallen behind in a class or if he is having trouble mastering a concept. However, some students hire tutors before the first assignment is graded.

The staff of the Kemmons Wilson Leadership Development and Counseling Center address the hot topic of tutoring and provide points to consider as well as guidelines for when and why (or why not) to hire a tutor.

If you think your son needs a tutor, please consider the following points:

Is my son completing all of his assignments?

Just like the old adage “practice makes perfect,” homework is the practice before a quiz or a test. Athletes rarely perform at their best without much practice, such as batting practice in baseball or shooting free-throws in basketball. Before you consider hiring a tutor for your son, be sure he is “practicing” by doing all his homework in preparation for a quiz or a test. A simple e-mail to a teacher can often elicit this type of information. Additionally, the classroom teacher is often the best person from whom to receive help. Faculty at MUS will meet with students during their free periods, before, or after school to assist them in areas of difficulty.



Is my son using his time wisely?

In addition to completing all assignments, students should be managing their time wisely so that they can complete all their homework each night. For example, when your son sits down to study each night, is he free of distractions? Is he taking breaks to use the computer? Is he too tired to concentrate because of his extracurricular activities? If so, these issues should be addressed before hiring a tutor.

Is my son leading a “healthy” lifestyle?

The term “healthy” is certainly a relative one; however, this is an important factor to consider before hiring a tutor. Questions within this topic include: Is he eating right? Is he getting at least eight hours of sleep at night? Are there outside stressors with family or friends affecting his schoolwork? Is he over-programmed with too many activities?

As you can see, there are many reasons why a student may not be achieving his full potential in the classroom. And many times, a tutor is not going to be a long-term solution to academic difficulties.

If you have addressed the previously described issues as they relate to your son and still feel it is necessary for additional help after school, please contact your son’s school counselor. He or she can provide reputable referrals to people in the community familiar with MUS’s curriculum who also support our school’s mission in education.

Finally, tutoring outside of school should never be a long-term exercise. If a student is being conscientious in his approach to homework and studying, coupled with a healthy lifestyle and utilizing the expertise of his classroom teacher, he should be able to handle the rigors of MUS—independent of a tutor.

A Community of Concern

Memphis University School took the lead more than three years ago to form a coalition of 35 private and Catholic schools in Memphis to promote communication about underage drinking and other drug use. The result was the Memphis Community Concern, a program to raise awareness among parents, provide education, and stimulate conversation between parents and their children about the pressures they face in regard to alcohol and drugs. The group is active in the community, sponsoring speakers and programs to increase parental involvement in students’ lives.

Visit the MUS website at http://www.musowls.org/school/parents/coc_index.htm for up-to-date information on Community of Concern programs and activities.



Emily Baer Named Director of College Counseling

Dr. Emily Baer has been named MUS's new director of college guidance. Dr. Baer joined the MUS faculty in 1998 as a member of the English Department and associate director of college guidance. Previously, she served as director of

college counseling at the Hutchison School, as well as teaching in the school's English and History Departments. Additionally, she has served as a professor at Christian Brothers University, the University of Memphis, and Rhodes College. She is excited for this opportunity and said, "My goal is to help these young men complete [their college admissions] process with ease and to have the best possible chance to attend the university of their choice."

Dr. Baer is the author of numerous books, articles, papers, and professional presentations and she has completed two Ph.D.'s, one in history from the University of Memphis and one in English from Ohio State University. She is also an accomplished actress, is actively involved in the Memphis community, and was a member of Leadership Memphis Class of 2003.

Dr. Baer Adds Authorship to Her Resume

Along with her promotion to director of college counseling, Dr. Emily Baer has added four books to her long list of accomplishments. In August, she completed the revised editions of the *Essays That Worked* series for college, for law school, and for business school as well as the revised edition of *Essays That Worked for Medical School* with Stephanie Jones, M.D. The original versions were the first of their kind, appearing in 1986. Since that time, there have been many imitations, as college admission has grown more competitive. Students and their parents are always looking for that elusive "hook" or "trick" that can guarantee admission. The truth is, a solid, well-written essay can probably do more to put a marginal student in the accept column than anything else. For outstanding applicants to highly selective schools, a bad essay can result in a deny letter. "In my view, there is no substitute for careful, thoughtful, and original writing when it comes to the college application," Dr. Baer said.



Apply Yourself Aim at Eight, not Twenty-eight

By Dr. Emily Baer, Director of College Counseling

The college guidance office held the first "official" college application meeting with the Class of 2004 and their parents on September 2; however, many seniors are already well on their way in the application process. Online applications, including the Common Application (www.commonapp.org), certainly simplify the process. The use of online applications has resulted in an increase nationally in the number of applications submitted by students, sometimes up to 40 or 50 applications—not a good idea.

There are very few plausible reasons for "overapplication." One that is justified concerns combined undergraduate and medical school programs. These programs are highly selective, with each institution offering only a handful of spaces. Thus, the more the student sends out, the better his chances, provided he qualifies in the first place. But for most college applicants, the initial list for investigation should be about 20 colleges. The "short list" should be about 12. The "apply" list should be about eight.

While tradition holds to the old maxim that the list should include "stretch" schools, "probable" schools, and "safety" schools, I suggest that the list be eight first choices. These eight first choices might vary in selectivity for admission; a student's chances might be better at some than others. But students who have done their homework should have a list of eight colleges at which they can be happy, academically, environmentally, socially, and financially.

Seniors, enjoy the application process. Remember that most of you do not have to make the actual decision until April. Get to know the colleges you are considering. As you write your application and essays, think of each one as your first choice. If you do that, then each admission officer will see your passion and excitement for his or her institution. Eight choices in April would be a wonderful problem to have!

In addition to the essays, each of these books reflects interviews with college admissions professionals, succinct advice about writing the essays, and a warning chapter about the Internet. In addition, each section reviews the essays therein so that readers know what that writer accomplished in his or her approach. The series has been very well received, and there is now a website, www.EssaysThatWorked.com, with further testimony to the value of this advice.

Published by Random House, these books are now available at Amazon.com as well as in major bookstores across the nation.

Ellis Haguewood
Headmaster

Barry Ray
Upper School Principal

Rick Broer
Lower School Principal

Bobby Alston
Director of Athletics

Lin Askew
Director of Admissions

Emily Baer
Director of College Guidance

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Melinda Rutland
Director of Development

Inside MUS is published by Memphis University School. Send news and comments to Beth Russell, Editor of *Inside MUS*, at beth.russell@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

November

- 3-20 Alumni Phonathon
- 8 Science Bowl at University of Tennessee Martin
- 14-16 YMCA Model United Nations
- 14 End of Second Progress Report period
- 18 2003 American Mathematics Competition
- 20 Varsity Basketball: Jamboree at MUS
- 22 Varsity Football: TSSAA Championship Finals
- 26-28 Thanksgiving Holiday
- 28-29 Varsity Basketball: Mississippi-Tennessee Turkey Shootout at MUS

December

- 6 Independent School Entrance Exam at MUS
- 11 Winter Choral Concert
- 12 End of Second Quarter
- 15-19 Semester Exams
- 29-31 Varsity Basketball: Illinois Holiday Tournament in Carbondale

January

- 5 Second Semester begins
- 13 Eighth-grade parents meeting: High School Program
- 19 School holiday - President's Day
- 19-24 Charity Week
- 22 Juniors and parents meeting: College Admissions
- 24 Civic Service Talent Show in Hyde Chapel
- 30 End of Third Progress Report Period

**MAKE PLANS
TO ATTEND**

Winter Choral Concert

December 11 • 7:30 p.m.
Hyde Chapel

**Young Alumni
Holiday
Brunch**

For Classes 2000-2003
December 17 • 11:30 a.m.
MUS Dining Hall