

INSIDE

News from MEMPHIS UNIVERSITY SCHOOL



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The 2004 MUS lacrosse team will certainly go down in school history as one of the best ever.

Although they failed to capture the state championship in May due to a disappointing 4-7 loss to McCallie in the Tennessee Scholastic Lacrosse Association (TSLA) Championship game, their unique schedule promised that the 2004 Buzzards would be remembered as the one and only "Road Warriors."

Less than halfway through the preseason Phy-D workout schedule, **Coach Elliott Dent** called in the ten returning seniors for a meeting. He had coached each member of the group since ninth grade, and a few never would have picked up a lacrosse stick without his encouragement and direction.

The captains, **Edward Taylor** and **Stuart Gillespie**, along with returning starting defenseman **Elliot Embry**, had been on varsity since ninth grade. The other returning seniors were **Will Stubblefield**, **Harris Jordan**, **Kyle Slatery**, and **Brian Shoptaw** at midfield, **Cash McCracken**, **Matt Rutherford**, and **Peter Jones** at defense, and, finally, **Adam Kaplan** at goalkeeper. Surveying this group, Coach Dent knew they had seen the roller-coaster of highs and lows the team had been through the past three years, careening from state champions to a team that self-destructed in the last few weeks of the season in 2002, and finally returning as state champions by defeating overwhelming favorite Montgomery Bell Academy (MBA) the year before. He wanted this group to be up to the challenge he was about to present them, but he had to secure their approval first.

Normally, the lacrosse team looked forward to a Spring Break trip to Florida where they would play quality teams from across the

The Road Warriors

By Adam Kaplan '04

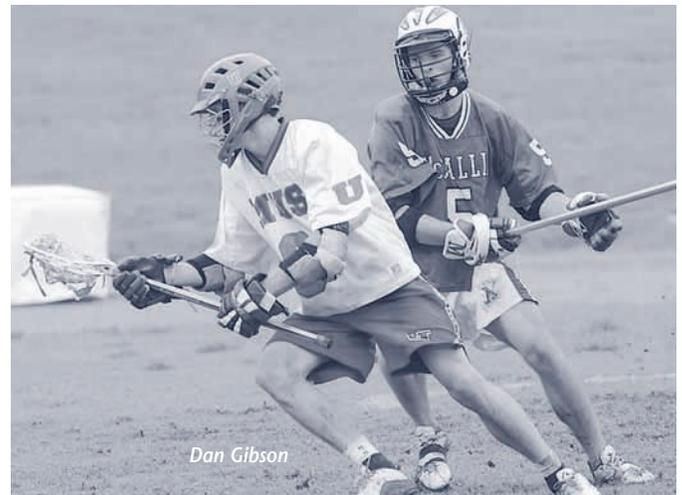
country and enjoy the beach and theme parks for a few days. This year, however, Coach Dent was disappointed with the lack of competition a Florida trip would provide, so he made a few calls to coaches and came to the seniors with an audacious plan. Explaining the Florida situation, he told the group that he envisioned

a Spring Break trip driving all the way to the coast of North Carolina to play three games in three days against some of the best teams in the South. It would require shuttling between hotels and spending more time on the bus than in any one place, and it did not include any time for spring practice. Despite, or perhaps because of, the challenges of this new Spring Break itinerary, the group heartily approved.

In mid-February the team held its tryouts. There were some important spaces to fill, and Coach Dent, along with volunteer assistant coach **Patrick 'Doc' Dimento**, needed to make some crucial decisions. On the first day of tryouts, on the brand new artificial turf practice field, the team suffered its first injury—a bad omen of things to come—as **Zach Matthews**, a talented sophomore defenseman, was felled by a knee injury and would not be able to play for most of the season. The rest of the tryouts proceeded without incident, and the team that was selected showed a promising mix of youth and experience, with two freshmen, eight sophomores, and twelve juniors joining the eleven seniors. The next few weeks were a flurry of intense practices as the team tried to get ready for Spring Break.



Jimbo Rainer



Dan Gibson

Finally on March 10, the team set off for North Carolina on a bus packed with junk food, bad movies, and high hopes. Arriving after a nearly 20-hour ride to a picturesque Wilmington beachside resort, the team crashed into their rooms the night before their first game against perpetual North Carolina powerhouse Durham Academy. The next day the Buzzards put aside their jitters and began their season with a dominating 10-6 victory. The team finally got a chance to enjoy themselves for one evening as they explored their hotel and surroundings before leaving the next day to travel to Durham to play a Texas team, Highland Park, at Duke's lacrosse field. Probably the most physically impressive team the Owls would play all season, Highland Park had a few players who had already received scholarships to play Division I football the next year. In a game highlighted by a quickly drawn-up, three-second play in which junior midfield standout **Sam Sawyer** fed **Dan Gibson** the ball for a goal as the first-half clock ran out, MUS pulled out a 9-7 victory over a team which would go on to win the Texas state championship. Finally, the Buzzards, weary from playing two games in two days and from being cramped up in a bus for so long, suited up the next day to play Charlotte Country Day School on Durham Academy's field [notice how they played a Durham team all the way across the state in Wilmington, a Texas team in North Carolina, and a Charlotte team at Durham Academy; the crazy logistics of this trip show just how diligently the coaching staff worked to put it all together]. This game proved to be the toughest struggle of all, as the team battled their own fatigue as much as the other team, before finally managing a 6-4 victory. This would be the last defeat in Charlotte's season as they stormed to the state championship in North Carolina.

The lacrosse team finally boarded the bus to return home after their grueling Spring Break, celebrating their inspired play. A group of juniors, goalie **Jimbo Rainer**, attackmen Gibson and **Randall Noel**, as well as midfielder Sawyer, had been especially promising in these early contests. But MUS's road games were not over yet. The very next week the team traveled to Atlanta and beat two strong Georgia teams,

Westminster Academy and Pace Academy, 11-10 and 17-10, respectively.

At this point the long traveling stretch was over, and MUS settled into its home schedule. The first home game, however, was against a team from the lacrosse hotbed of Long Island, the Islip High Buccaneers, the alma mater of Coach Dimento. The Buzzards dazzled the large crowd at Hull-Dobbs field with an impressive 15-10 victory. However, a sour note was added to this victory as starting defenseman Elliott Embry sustained a knee injury, knocking him out for the rest of the season. The next day the Buzzards crushed the usually hapless Father Ryan 17-2 as defensemen **Bubba Scales**, **Matt Rutherford**, and **Ethan Knight** rose to fill the void left by Embry.

Following another week of practice, MUS went to Nashville to square off against rival McCallie. In an impressive defensive showing, highlighted by the short-stick defense of Rutherford and **Josh Hall**, the Blue Tornadoes were held scoreless through three quarters of play. Save for a season-ending injury to **Harris Jordan**, the victory was the most complete the Owls had all season.

Returning to Memphis the Buzzards dispatched local rivals Christian Brothers High School (CBHS) and Cordova High School, defeating both by a ten-goal margin. Despite the flawless play so far during the season, the lacrosse team was upset at home by a surprisingly resilient MBA team, 11-7.

The MUS team was able to regain its confidence and bounced back with victories over University School of Nashville and CBHS to cap off an unbelievable 12-1 regular season. Moving into the week before the playoffs, MUS dealt with very unforgiving weather and celebrated the unveiling of the Gearhardt Practice field, in honor of **Coach David Gearhardt**. The Buzzards knew that in the semifinals on Friday night they would have to face MBA, the only team to

defeat them in the regular season. The crowd that gathered that night to cheer on the Buzzards was the largest they had seen all

LACROSSE 2004
Overall Record: 13 - 2
Regional Record: 4 - 0
TSLA State Tournament:
2nd Place



Sam Sawyer, Stewart Gillespie, and Rayner Turley celebrate a goal during the state championship game against McCallie.

Straight From the Top

By Headmaster Ellis Haguewood



As I watched the summer Olympic games in Athens, I heard a good bit of talk about the “Olympic spirit.” The

phrase comprises a number of characteristics—sport as education, international understanding, fair play, widespread participation, cultural exchange—but no facet is more central to “Olympic spirit” than the Greek virtue *arete* or excellence. In the Homeric poems, *arete* frequently describes the man or woman of bravery, but more often, the man or woman of effectiveness, who uses strength or knowledge or wit or bravery to achieve the highest potential of which he or she is capable.

At MUS, we are committed to excellence in all that we do. The academic, athletic, and other extracurricular accomplishments of our boys, the beauty and grace of our campus and facilities—these offer strong evidence of our commitment to be all that we can be. But the most salient proof of our desire to excel is the worth and dedication of our faculty.

Herodotus writes in his *History* that Greek deserters, interrogated by the Persian king, were asked what the Greeks were doing. He was told that the Greeks were holding the Olympic games. And what, they were asked, is the “prize for which they contend?” When the Persian military officer “heard that the prize was not money but an olive-wreath, he could not hold his peace, but cried, ‘Good heavens, what kind of men are these that you have pitted us against? It is not for money they contend but for glory of achievement!’” He did not understand, but MUS teachers do; for they do not contend for money either. They teach because they find meaning and fulfillment in their calling. They love the subject they teach; they love the boys.

And they are never satisfied with the excellence or *arete* they have already attained. They relentlessly set their minds on getting better, every day, every year. In this issue of *Inside MUS*, you will discover some notion of the passion of our faculty to improve what they do and how they do it—in the professional development projects of one short summer.

Whether it was taking a class at Cambridge or an Institute at Phillips

Exeter, whether it was traveling to Spain or Ireland or France or Guatemala, whether it was spending a week with the author of a new textbook or spending the summer writing one, whether it was attending the international conference of boys’ schools or studying in Rome on a National Endowment for the Humanities grant, whether it was spending the summer at school working technology into curricula or working on personal webpages, whether it was attending a five-day workshop on critical thinking or a workshop on laptops, whether it was starting a master’s program at Columbia or adding hours toward a Ph.D. at the University of Memphis, our faculty was thoroughly immersed in professional development this past summer.

I laud the desire of excellent teachers to become even more excellent. As Pindar, who wrote many odes celebrating Olympic victors, put it: “If a man has devoted his whole spirit to excellence, sparing neither expense nor toils, it is right to grant the boast of manliness to those who achieve excellence, with an ungrudging mind.” Let us all celebrate the devotion of our faculty to *arete*.

year. As the rain poured down onto the field, the team avenged their only regular season loss, and the fans stormed the field at the final buzzer, which showed the Buzzards had won, 15-7.

Although the next day MUS would lose the championship in a low-scoring and hard-fought game with McCallie, 4-7, the real climax of the season occurred the night before, as MUS was able to beat every team they played all season and would be able to look back on the season with pride.

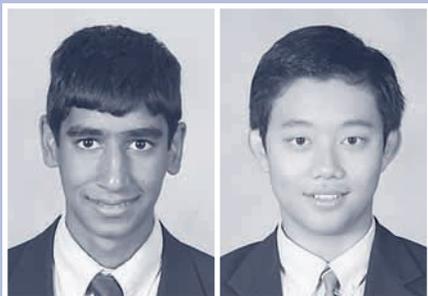
MUS lacrosse finished the year ranked first in the South, according to a national polling service, and fiftieth in the country. The team was not without individual accolades either, with eight players making the All State team: Dan Gibson (1st Team

Attack), Stuart Gillespie (2nd Team Attack), Sam Sawyer (1st Team Midfield), Kyle Slatery (2nd Team Midfield), Brian Shoptaw (Honorable Mention Midfield), Edward Taylor (1st Team Defense), Elliot Embry (2nd Team Midfield), and Jimbo Rainer (Honorable Mention Goalie). Jimbo Rainer was also rewarded with a Defensive Player of the Postseason award. Edward Taylor was honored with Academic All-American status, and Dan Gibson became the first MUS player since **Trevor Knight '02** to be named an All-American.

Although MUS failed to repeat as state champions, they arguably had their most successful season ever, and the prospects look very bright for this year with such a strong group of seniors. 

Perfection

Seniors **Parth Sheth** (left) and **Kevin Wang** have scored the first perfect 1600's for the Class of 2005 on the November '03 and June '04 administrations, respectively, of the Scholastic Aptitude Test (SAT). Sheth is a member of the Latin Honor Society, Mu Alpha Theta, Cum Laude Society, National Honor Society, and French Honor Society. He has been included on



the Dean's List and Dean's Scholar List in each semester of his Upper School career. Sheth is a senior vice president in the Government Club and has participated in both the YMCA Model United Nations and Youth Legislature. He served as a Floor Leader in last year's Youth Legislature and was one of only 25 students from Tennessee selected to be a member of the YMCA's National Affairs Conference held in July. Sheth has served on the staff of *The Owl's Hoot* as associate editor and news editor and on the staff of *The Owl* as a section copy editor. He is an outstanding math student and an Eagle Scout.

Wang is a member of Mu Alpha Theta, the Cum Laude Society, the Spanish Honor Society, and the History Honor Society. He also has been named to the Dean's List or the Dean's Scholar List each semester of his Upper School career. Wang is a member of the Chess Club and the Spanish Club, serves as president of the Music Club, and competes with the swim team. He has participated in the YMCA Youth in Government's Model United Nations and Youth Legislature, as well as working on the *The Owl* staff as a photographer and staff writer. Wang is also an accomplished violinist and has participated in both the Memphis Youth Symphony and the Memphis Youth String Orchestra.

Owl News

National Merit Semifinalists Largest Number of Boys in the State Came from MUS

The National Merit Scholarship Corporation (NMSC) has recognized approximately 30 percent of the Class of 2005 as Semifinalists or Commended Students. **MUS had 17 Semifinalists, the largest number of all Tennessee independent schools** (the next highest was Montgomery Bell Academy with 12 Semifinalists). MUS tied with Oak Ridge High School in Knoxville for the second-most Semifinalists in the entire state (White Station High School had the most with 21 Semifinalists), and MUS had more male Semifinalists than any other school in the state.

The 17 seniors named Semifinalists for the 2004-05 school year are: **Jonathan Barnes, Alex Chinn, Clint Cowan, Jordan Crawford, Andrew Dudas, Noah Feder, Michael Fong, Chris Freeman, Alex Guyton, Andrew Manugian, Aaron Markowitz, Michael Schaeffer, Parth Sheth, Matt Sights, Warren Stafford, Kevin Wang, and Hank Wynn.** These young men are part of a group of 16,000 students from all 50 states who will now have the opportunity to compete for more than 8,200 college scholarships through the NMSC.

Twelve students have been named Commended Students and will receive a Letter of Commendation from the National Merit Scholarship Corporation: **Rob Heflin, Sashank Karri, Cody Mayer, Michael McCulloch, Scott McLeod, Stephen Nease, Brent Phillips, Aaron Struminger, Hunter Swain, John Taylor, Jacob Weinstein, and Eric Wilson.**

Student Ambassadors Step Forward

At the start of each new school year, a group of juniors and seniors are chosen to play an important role at MUS. They attend special functions to meet with prospective students and parents, alumni, and visitors to MUS and often are called upon to share the student's perspective of school life. These Student Ambassadors work hard throughout the year to present MUS in a positive light and to share their experiences with others.

The following students will serve as Ambassadors for the 2004-05 school year: seniors **Charles Askew, Andrew Dudas, Price Edwards, Josh Evensky, Phillip Flinn, Michael Fong, Dan Gibson, Alex Guyton, Tommy Horton, Benjamin Katz, Wilson McManus, Worth Morgan, McLean Palmer, Jimbo Rainer, John Taylor, and Eric Wilson,** and juniors **Hunter Adams, Phillip DeBardeleben, Matt Farmer, Andrew Gordon, Oliver Green, Daniel Harriman, Blake Karban, Walter Klyce, Jesse Mahautmr, Zach Matthews, Garrott McClintock, David Shochat, Nick Skefos, Alex Snyder, and Peter Zanca.**

Our Newest Representatives

Seven members of the Class of 2010 took their first steps in school leadership this year. Elections were held after a few weeks of school so the boys could get to know one another, and these seventh-graders were elected to represent the class as Honor Council and Student Council representatives: Honor Council - **Will Carruthers** and **Amir Khan**; Student Council - **Cameron Crawford, Hank Hill, Wade Laycook, Alex Perry, and George Utkov.** These students will act as the voice of their classmates in student government and honor code issues.

The Year in Government

The MUS Government Club will remain one of the most popular activities at MUS this year. Serving as officers for the 2004-05 school year are: **Alex Chinn** as president, **Clint Cowan**, **Noah Feder**, **Andrew Manugian**, **Aaron Markowitz**, **Warner Russell**, and **Parth Sheth** as senior vice presidents; and **Jesse Mahautmr** and **Peter Zanca** as junior vice presidents. These gentlemen will lead the club into a packed year of events across the state.



Paul Moinester, Alex Chinn, Tyler Fisher, Austin Chu, and Austin Rainey were among the 25 Tennessee delegates selected to attend the YMCA National Affairs Convention in North Carolina.

The YMCA's Model United Nations will take place November 5-7 in Nashville. In this competition, students assume the roles of the 34 UN member nations, and they try to develop solutions to the world's problems. The students are separated into the two arms of the UN—the General Assembly and the Security Council. As in previous years, several MUS students were elected at the conclusion of the 2003 convention to serve in leadership roles for this year. Sheth will serve as president of the Security Council, and Feder, Russell, and junior **Paul Yacoubian** will serve as vice presidents of the General Assembly.

Owl News

The YMCA's Youth Legislature will take place April 7-10, 2005, also in Nashville. At last year's convention, the following students assumed leadership roles: **Paul Moinester '04**, Speaker Pro-tempore of the Red Senate; **Tyler Fisher '04**, Floor Leader of the Red Senate; **Austin Rainey '04**, Speaker Pro-tempore of the Red House; **Clint Cowan**, House

Sergeant-at-Arms; **Alex Chinn**, Blue Lieutenant Governor; **Parth Sheth**, Floor Leader of the Blue House; and **Erim Sarinoglu**, Associate Justice of the Supreme Court. (The Red legislature is for veterans of the conference, while Blue is for first-year delegates.) Three MUS students served on the Governor's Cabinet: **Ben Kastan '04**, Commissioner of the Military; **Aaron Markowitz**, Commissioner of Environment and Conservation; and **Michael McCulloch**, Commissioner of Transportation.

Many MUS students received recognition for their work at the 2004 Youth Legislature convention, including **Austin Chu '04**, **Christian Freeman '04**,

Frank Jemison, **Marshall Bartlett**, and **Aaron Markowitz**. Additionally, the top 25 delegates were selected as the Tennessee delegation to attend the YMCA's National Affairs Conference, held July 3-8 in North Carolina. Seven MUS students were selected to attend: Moinester, Chinn, Chu, Fisher, Sheth, **Stephen Kriger '04**, and Rainey.

Finally, elections were held for leadership positions at the 2005 Youth Legislature, and ten MUS students will hold positions: Chinn, Speaker of the Red House; Markowitz, Assistant Floor Leader of the Red Senate; Mahautmr, Red Chief Engrossing Clerk; **Jayshal Patel**, Clerk of the Red Senate; **Chris McDonald**, Red House Sergeant-at-Arms; Manugian, Speaker Pro-tempore of the Blue Senate; Feder, Speaker Pro-tempore of the Blue House; Cowan, Floor Leader of the Blue Senate; Zanca, Chief Clerk of the Blue Senate; and Sarinoglu, Associate Justice of the Supreme Court.

Send Us Your Stories

I have fun working on Inside MUS each quarter. I get to talk to students and faculty members on a more personal level. I get to know them and what they care about. I get to talk to parents who are overflowing with pride for the accomplishments of their extraordinary sons. I get to live vicariously through others as they participate in events and complete projects about which I could only dream.

If you know of a student or faculty member (or you are one) who has achieved something amazing or is involved in a particularly interesting activity, let me know. I love to hear from you—parents, grandparents, students, faculty, friends of the school...anybody and everybody!

Thanks for your help in promoting the news, and I look forward to hearing from you all.

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Finding New Friends and Fun

In what is becoming an annual MUS tradition, this year's seventh-grade class, the Class of 2010, once again traveled to Camp Bear Track in Arkansas for three days during the first week of school to culminate a week-long orientation called Owl Camp. This trip was organized by **Mrs. Bryn Wulf**, Lower School counselor, to offer an enjoyable atmosphere for our new students to meet and get to know each other.

Accompanying the seventh-graders were committed faculty members **Mrs. Leah Allison**, **Mr. Matt Bakke**, **Mrs. Mindy Broadaway**, **Mrs. Maria Burke**, **Mr. Elliott Dent**, **Mrs. Sloan Germann**, **Mrs. Catherine Schumacher**, **Mr. Joe Tyler**, **Mr. Manning Weir**, and their faithful leader, **Mr. Rick Broer**.

The seventh-graders were separated into ten groups, each led by an Upper School counselor:



seniors **Sloan Abernathy**, **Charles Askew**, **Clint Cowan**, **Cody Curtis**, **Alex Guyton**, **Wilson McManus**, **Worth Morgan**, **Andrew Robinson**, and **John Taylor**, and juniors **Matt Farmer**, **Daniel Harriman**, and **Zach Matthews**.

Each day the groups and their counselors participated in enjoyable, challenging activities. For those who like to test gravity, the camp offered a climbing wall, zip-line, sky-swing, and leap of faith. The highlight of the camp may have been Coach Tyler's overcoming several uncertainties to allow himself to be pulled some 30 feet in the air to sky-swing as several groups cheered and jeered him.

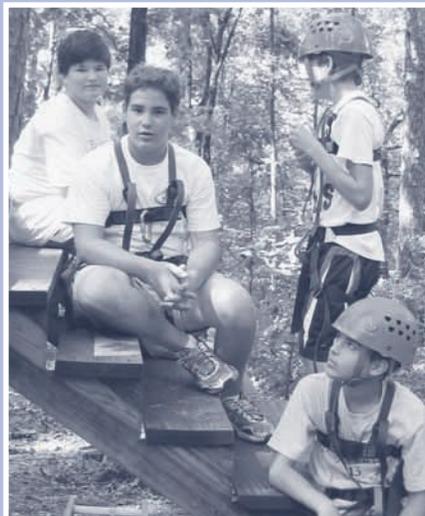
And for those who prefer the ground, the boys participated in archery, mountain-boarding, low ropes, basketball, and tennis.

The groups also had a contest to determine which one could build the best contraption to protect an egg from a 30-foot drop.

Perhaps the most exciting activities at camp were at the pavilion that houses games such as ping-pong, foosball, washer-toss, and world-famous carpet-ball. The new Owls, as well as the faculty, could not get enough of the carpet-ball action as any free time was spent there.

In the evenings, the Bear Track staff also helped build camaraderie as they led several group games, including an MUS trivia game to teach about the traditions and procedures of the school. Overall, the three days brought the new class together as they enjoyed good food, caring counselors, and challenging activities. Everyone seemed to enjoy the experience of Camp Bear Track. **Sam Ferguson**, one of the new Owls, said of the trip, "I thought it was pretty cool." Sam pretty much summed up the trip for all those who attended.

Tyler Efird, Drew Karban, Reid Sanders, and David Yanishevski wait their turn to climb the wall. Other photos, clockwise: Wade Laycook, Mike Rose, and Bobby Bell work on their archery skills; Spencer Hunt on the wall; Evan Baker on the ropes; and teamwork tackles a construction challenge as Jon Kastan smiles for the camera.



For most students, summer means long days by the pool, sleeping late, and trips to the beach. Some Owls, however, focused on academics for a few weeks of their summer. Several of these students were inspired by interesting classes and the chance to conduct research at universities around the country, and some participated in programs that sent them globe-hopping to contribute their services to others.



you from?' This was followed immediately by a short geography lesson concerning the exact location of Memphis, and whether or not I live on a farm," said Thornton. "Once familiarity was established with my background, I had a great time making new friends and was enlightened by my study of historical court cases in

my area of study, Constitutional Law. Additionally, being in New York City and becoming accustomed to living in the dorms of Columbia and the surrounding area of Morningside Heights is an experience I will not soon forget. Columbia University has an excellent program which had a lasting impact on my and many other students' lives."

On a Mission

In June, a group of young people from Memphis could be found teaching and preaching to a group of young people from southern Africa. Four MUS students and one alumnus traveled to Zambia to attend an annual revival and work with students at a school in the African nation.

Kennon Vaughan '96, who is a former youth minister at Christ United Methodist Church, was invited to be the speaker of the revival, and he took a group of students with him to lead classes such as English, religion, and math; help conduct evening worship services; and play sports with the African kids during the afternoons. Seniors **Price Edwards** and **Warner Russell**, junior **Blake Karban**, and **Sam Buckner '04** were among the 20 students who spent two weeks in Zambia.

The experiences these students had in Zambia gave the boys a new perspective on the way they looked at life. One of the main projects the group wanted to focus on upon their return to the U.S. was raising money for the Zambian village to build a fresh-water well, which was expected to cost around \$6,000. "If our parents came to us and said we could have \$6,000 to buy a car, for example, we probably would not think that was very much. But now I see that with that same amount of money we could change the future for this entire village," said Russell.

"I could not expect how incredible this trip would be," said Edwards. "To meet people that were from opposite sides of the planet that were so similar to me was amazing. The love that the Zambians showed us by cooking food, opening their homes, and singing songs was overpowering. Zambia was beautiful, and the people were so friendly that I could see Christ's love everywhere."



Blake Karban, Kennon Vaughan '96, Sam Buckner, Warner Russell, and Price Edwards in Zambia

Enrichment at UVA

Sophomores **Neely Mallory** and **Scott Guinn** participated in a two-week, residential Summer Enrichment Program at the University of Virginia this summer. The program consisted of morning academic classes and sports in the afternoon. Mallory and Guinn both took the Algebra II and Stock Market courses. Of course, the boys' favorite part of their experience

was the fun activities that comprised their recreational free time, like sports, field trips, and a cookout. They were also able to participate in weekend excursions in and around the Charlottesville, Virginia, area, which included trips to Washington, D.C., a local water park, Busch Gardens amusement park, and whitewater rafting—Mallory and Guinn chose the last two options for their trips.

"The best part about the program is the people you are with," said Mallory. "It was great to be with people from different parts of the country. I got some of their screen names and will continue to keep in touch with some of them."

"The best part about the program is the people."

Studying the Constitution

Junior **Will Thornton** participated in a four-week Constitutional Law class at Columbia University this summer. The course focused on the history and evolution of the Constitution and how some of the more important law cases have helped shape the Constitution.

"Upon my arrival in New York, the most frequently asked question upon hearing my so-called Southern accent was, of course, 'Where are

Owls at NASA

Senior **Parth Sheth** was one of only 75 students in the country invited to participate in the Center for Excellence in Education's Research Science Institute (RSI) this summer. The RSI is a highly selective program which provides talented young people an opportunity to study advanced theory in math, the sciences, and engineering. Each participant is granted a full scholarship to cover all expenses for the six-week program.

The first week of the program included on-campus course work at the California Institute of Technology where Sheth and his fellow participants attended college-level courses taught by nationally-renowned professors. The next four weeks were spent in individual research internships. Sheth spent his four weeks at NASA's Jet Propulsion Laboratory (JPL) on the Cal Tech campus, where he studied NASA's upcoming Solar Terrestrial Relations Observatory (STEREO) mission. The mission, which has a tentative launch date of November 2005, uses two solar imaging spacecrafts to provide images of the sun, which will be used to create 3D models.

During the last week of the RSI program, students presented the written and oral projects they created during their internships. Sheth's research paper, "The Effectiveness of the STEREO Mission Using Current Imaging Technology," included background information on NASA's previous solar imaging missions, current 3D modeling technology, and analysis of the STEREO mission. He is planning to submit his paper to the Intel Science Competition and the Siemens-Westinghouse competition, both highly prestigious contests for high school students.

If you would like to view Sheth's summer work, visit www.its.caltech.edu/~sheth/submit/sheth.pdf.

Sophomore **Clement Oigbokie** also had something to do with NASA this summer as he attended the NASA Summer Enrichment program. This five-week program at Rust College in Holly Springs, Mississippi, allows high school students to experience college life by living in dormitories and participating in college-level courses such as Introduction to Physics, Computer Science, Introduction to Math, Terminology, Astronomy, and Space Science.

Governor's School

Some of the most prestigious summer activities for students are the programs offered by the Tennessee Governor's School. These Governor's Schools—for Manufacturing, Humanities, the Arts, Tennessee Heritage, Sciences, Prospective Teachers, and International Studies—are held at state universities throughout Tennessee and accept only a limited number of students. MUS had students participate in three of the Governor's Schools this summer.

Sophomore **Jonathan Davenport** attended the Tennessee Governor's School for International Studies, a program for gifted and talented high school students, at the University of Memphis.

Students focused on understanding the cultural, economic, and political relationships between countries and used that knowledge to formulate possible solutions to global problems.

While at the Governor's School, Davenport listened to lectures given by prominent scholars, including Mhatma Ghandi's grandson, a doctor from the International Children's Heart Foundation, and local congresswoman, Marsha Blackburn; participated in classes; and completed individual and group projects.

The students were separated into groups representing different regions of the world, and Davenport participated in the European group and focused his study on the Russian language. He also attended a history and affairs class for the European region led by a University of Memphis professor. "We studied a lot of current politics in our groups and became better-informed people in terms of global affairs. It was a lot of fun, and I made a lot of friends," said Davenport.

Senior **Eric Wilson**, who has stolen the show in recent MUST C Theater productions, attended the Governor's School for the Arts at Middle Tennessee State University. This school allows talented, rising eleventh- or twelfth-grade students to study the art form of their choice for four weeks in the company of others who share their interests.

Wilson was selected for the program after a competitive audition in January. The summer workshops include individual and group instruction designed to help the students develop their talents. During the program, Wilson took classes in movement, acting, costuming, make-up, and set design. The group also participated in two workshops—the first with Lane Davies, a soap opera actor who discussed Shakespeare and the practical lives of actors, and the second with Matt Wilson, a specialist in *commedia dell'arte*, an ancient Italian improvisational masked comedy which was first performed during the Renaissance period. Wilson also played Ver-tumnus in the group's performance of *Metamorphoses*, written by Mary Zimmerman. The show is an ensemble piece based loosely on the original work by Ovid and retells ten famous Greek myths.

Junior **Jesse Mahautmr** was across the state at the University of Tennessee, Knoxville, this summer participating in the Governor's School for the Sciences. He and 93 other high school juniors and seniors took classes ranging from Unix computer skills to performing molecular biology labs. "The classes introduced me to new and stimulating concepts and ideas in the field of science," Mahautmr said.

University of Tennessee professors led all the classes so the participants were able to experience a college classroom setting. "Aside from an academic experience, the Governor's School for the Sciences was a social one as well, because I was able to experience life in a college dorm.

Overall, I was introduced to new things both academically and socially, and I would not give up the time I spent at the Governor's School this summer."



Parth Sheth (center) with fellow participants at Cal Tech

...people from different parts of the country...and [I] will continue to keep in touch with some of them."

World War I and the American Expatriate Experience: “Never Such Innocence Again”

By Ms. Elizabeth Crosby

*Never before or since,
As changed itself to past
Without a word - the men
Leaving the gardens tidy,
The thousands of marriages
Lasting a little while longer:
Never such innocence again.*

When Philip Larkin wrote these words in his poem “MCMXIV,” he was referring to the “long uneven” British recruitment lines during the summer of 1914 in England, “[where] on London fell a clearer light” (poet Alice Meynell)—to a time and a place and a people that sent their sons to fight the “war to end all wars,” a war which they expected would be over by Christmas. By December, however, the trench lines had been dug, running 400 miles from the Belgian seacoast down to the Swiss border, and both sides realized that this war would be one of attrition, a never-ending war, “ending” only when an estimated eight and one-half million men and boys had been killed.

As I traveled around Europe in June with my 22 MUS students, I could not help but reflect, again and again, on the fact that they are the same age as so many of the boys who were sent in groups of “Pals” (for the British) to the Western Front for those horrible years of World War I. The students that Coach Bill Taylor, Dr. Reginald Dalle, and I [Crosby] were herding through museums were as intelligent, as quirky, as goofy, as gangly—as innocent—as those groups of boys who patriotically volunteered to go “over the top” for their countries.

When I began to plan my first MUS in Europe course, I decided to focus on the post-WWI American expatriate experience. A Hemingway and Fitzgerald fan, I wanted to introduce the students to the disillusionment and restlessness of these writers and their artistic café companions. However, as I read more about these expatriates, I was drawn irresistibly and then completely to their generation’s shared experience of trench warfare—the experience from which even those who survived the war would never recover. And once I dove into the subject of that war, I never emerged. I read history books; I read poetry; I read soldiers’ letters home; I read novels. I spent the year preceding the trip mentally immersed in the world of that war.

MUS in Europe

During the summer, two groups of MUS students ventured over parts of Ireland, France, and Spain—sightseeing, learning, and earning school credit. Read the highlights from their trips and check out the plans for next summer on page 10.

In the semester at school preceding the trip, the students in my course read three novels: Remarque’s *All Quiet on the Western Front*, which is about a young German soldier’s experiences in the trenches; Trumbo’s *Johnny Got His Gun*, which is the story of a young American soldier who is horribly wounded at the Front; and Hemingway’s *The Sun Also Rises*, which is a story about a wounded American expatriate trying to make a life in Paris after the war. During the nine-day seminar in France on the trip, the students and I discussed those novels, as well as the poetry of Rupert Brooke, Wilfred Owen, and Siegfried Sassoon, among others.

I decided that the primary objective for the course was for the students to consider the physical, emotional, psychological, and spiritual impact of World War I on the generation of young men who fought in it. During our travels from the expatriates’ haunts in Paris to the bullfighting tradition in Pam-



McLean Palmer, Jonathan Lunati, Cody Mayer, and Aaron Markowitz in Paris

plona and Madrid, as well as to the beach at San Sebastian, we followed the physical – and considered the spiritual – journey of Jake Barnes, the protagonist of Hemingway’s novel.

There were several highlights of the journey for me. First, the academic seminar at Dr. Dalle’s home southwest of Paris—La Giraudiere is an idyllic teaching environment, as I was able to teach the students one course over a nine-day period of time, for three hours each day. I could ply them with 1914 patriotic music at dinner on the night before we discussed the call to arms. I could put vases of poppies on their tables when we were discussing poetry about the wounded and the dead.

ANNOUNCING MUS IN EUROPE 2005

World War I and the Modern Imagination

June 2–20, 2005

Led by Ms. Elizabeth Crosby

Gertrude Stein once told her young 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 include: Paris, Pamplona, San Sebastian, and Madrid.

World War I and the Modern Imagination

June 21–July 9, 2005

Led by Mr. Lin Askew

Beginning in Cambridge, England, and traveling to Belgium and France, students will explore sites associated with major poets of World War I. The travel section of the course will end in Paris with an examination of post-war literature and art. While at La Giraudiere, the students will examine the impact of the Great War on the modern imagination. Beginning with pre-war conceptions of chivalry and honor, the course will trace the effects of this technological war on the ideals of the soldiers who fought and the officers who commanded them.

Both tours include the following La Giraudiere/Loire Valley highlights: Angers, Le Puy du Fou, Fontevault Abbey, Saumur, Nantes Guerande, and La Baule. For more information on either program, contact **Dr. Reginald Dalle** at 260-1404, **Mr. Bill Taylor** at 309-2151 or by e-mail at musineurope@musowls.org.

rafts and “diving deep” in an attempt to cleanse himself of the personal failure he has experienced in Pamplona. When the students and I arrived in San Sebastian, swimming out to those rafts was at the top of my agenda, and the students were very good sports about it, especially considering how cold the water was. And although Jake does mention in the novel that “the water was cold,” he doesn’t mention how far out into the ocean he had to swim to get to the rafts. There were about 20 of us swimming, and it took us a good, long while to get out there—memorable in the end for the breath-catching iciness of the water, the distance to the rafts, and the silence, except for our breathing, that enclosed us as we labored to get out there.

And third, the bullfight we saw in Madrid—I had never seen one before, and in preparation I read as much as I could about what the *corrida de toros* means in the Spanish culture, and I tried to prepare the students for the

The classroom takes on many settings while in Europe: Michael McCulloch and Jacob Weinstein work outside on World War I poetry.

Free time, fun, and games are equally important to everyone: Worth Morgan (center) scores a goal for the Owls against a local French soccer team with support from teammates Mili Patel and Michael McCulloch.



I could talk about post-war spiritual disillusionment next to a tiny, old chapel on the grounds, the students sprawled on blankets spread around its entrance.

Second, “Diving deep,” like the character Jake Barnes, in the ocean at San Sebastian, Spain—in the novel, Jake retreats to nature there, swimming out to some

experience as well. The best advice, in my opinion, came finally from Hemingway, who suggests, “As in all arts the enjoyment increases with the knowledge of the art, but people will know the first time they go, if they go open-mindedly and only feel those things they actually feel and not the things they think they should feel, whether they will care for the bullfights or not.” Although the *fiesta brava* (festival of bravery) is certainly indefensible in terms of the bull’s experience, I did find something elemental there, something oddly mesmerizing.

I truly appreciate the opportunity I had as a teacher to study this period in history and its literature, as well as the chance to see places that I had never seen before. I hope the same for my students.

Ms. Crosby accompanied 22 students to Paris, Pamplona, San Sebastian, and Madrid. On the trip were: Jonathan Barnes, Alex Chinn, John Daniel, Kyle Fong, Michael Fong, Robert Goff, Stuart Groves, Michael Haas, Jon-Michael Jones, Jonathan Lunati, Aaron Markowitz, Cody Mayer, Michael McCulloch, Scott McLeod, Worth Morgan, McLean Palmer, Jayshal Patel, Mili Patel, Brad Rentrop, Warren Stafford, Hunter Swain, and Jacob Weinstein.

The Irish Renaissance

Coinciding with Ireland's movement toward independence from 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 set the tone for the rise of modernism in the early 20th century.

Mr. Lin Askew and Mrs. Barbara Crippen introduced the literature of the Irish Renaissance to 23 MUS and Hutchison students this summer: Sloan Abernathy, Charles Askew, Clayton Capstick, Weller Drennon, Nancy Edwards, Watt Efird, Maggie Fessmire, Phillip Flinn, Ryan Freebing, Josh Hall, John Hammons, Rob Heflin, Cooper Hopkins, Jennings Pitts, Harry Mayfield, Wilson McManus, Nelson Rainey, Andrew Robinson, Kyle Rosenberg, Tommy Stephenson, Richard White, Jonathan Wolf, and J.P. Zdancewicz. Following are the students' perspectives of the places they visited.

Arrival in Ireland

"I was really amazed at how beautiful and green somewhere so far north could be....We could look out the window of the bus and see rolling green pastures with ancient stone walls drawing squares around each field. After sitting on the shores of the lough (lake) at Coole Park, it became very clear to me what the best feature of Ireland would be: the landscape." —Wilson McManus

Galway

"After dropping our bags off at the hotel, we headed out and around the streets of Galway. Galway is a fairly large city on the western coast of Ireland. Already we were familiar with the saying, 'The West is the past but the East is the future.' The reason for this saying became very obvious once we arrived in Galway. This city is a very

quaint, old, traditional Irish city. There were tons of old-fashioned restaurants and pubs that were filled with Irish tradition. Later on that night we watched an authentic Irish band play in the hotel bar. It became very apparent that most Irishmen were very proud of their heritage and their culture."

—J. P. Zdancewicz

Coole Park

"My first thought of Coole Park, with its beautiful rocks and lake, was that I could fully understand how Yeats could write such deep poems. At a spot like Coole Park, one can reflect on his life." —Kyle Rosenberg

"Our first stop was Coole Park. It was a favorite spot of W. B. Yeats. I could see why. I was immediately taken by the park's pristine natural beauty. It seemed virtually untouched by man. As we broke up into our discussion group, a small Irishman by the name of Sean approached our group. He informed us that he was a teacher himself. He proceeded to embark on a 20-minute tirade about Michael

Andrew Robinson and Nelson Rainey marvel at the rugged beauty of the Cliffs of Moher on the western coast of Ireland.

Renaissance group sightseeing in Dublin

Collins, 'the greatest revolutionary who ever lived,' and the Irish revolution."

—Jonathan Wolf

Thoor Ballylee

"Not far from Coole Park is Thoor Ballylee, an ancient Norman tower which Yeats tried to restore and live in with his family. Equally as inspiring as Coole Park, the tower is located right next to a beautiful stream which slithers through the perfect Irish countryside. The view from atop the tower is truly awesome."

—Weller Drennon

The Cliffs of Moher

"Finally after hours of sight-seeing and driving, we went to the Cliffs of Moher. Can I say...absolutely breathtaking? It was the most amazing sight I have ever seen. I don't know if it was the



way the rocks were cut or how high up we were, but it was just amazing....Taking a girl to the Cliffs would be a pretty intense date.” —**Andrew Robinson**

“We ended what had become a very busy day at the spectacular Cliffs of Moher. These enormous cliffs overlook the ocean which seems almost violent as it crashes into the rocky cliffs. This place was so incredible and unlike anything I have ever seen before that I came to realize how sites like these would play a role in any local writer’s work. In addition to the huge cliffs and beautiful blue Atlantic, a stone castle rested atop these cliffs, making the entire scene unforgettable.” —**Sloan Abernathy**

Sligo

“... we drove to the mountain Knocknarea. We had a thorough, adventurous hike up the side of this mountain, but when we got to the top, it was well worth the extra effort. We stood on top of this warrior’s burial mound and had an incredible view of Ireland. We could see for miles – the Atlantic Ocean, other mountains, and all the ‘cities,’ including Sligo.” —**John Hammons**

“However, no newfound knowledge could have topped the feeling once I reached the top of Knocknarea. The view was spectacular, with a storm coming in from the left to give the view of the sea a

dramatic tone. It became obvious to me how Knocknarea and Ben Bulbin could come to be mystical beings in the minds of the fanciful Irish, with the mythological ties and extraordinary beauty both mountains have.

“After dinner, I discovered how fantastic the Irish landscape could become. I took a walk to the ocean hoping to take some pictures. As I walked across the empty golf course, the dark Ben Bulbin rose slowly into my view, like an awakening mammoth. Dusk had changed the way Ben Bulbin looked, changing it from a deep green to a mystic purple. The view was so incredible from the hill

MUS in Guatemala

By **Señor José Hernández**



Mindy Broadaway, dressed in traditional wedding attire, practices her skills at carrying a baby and water jug as many women still do in rural parts of Guatemala.

To know how to write in Spanish is good. To know how to read in Spanish also is good. To know how to express ideas and to understand what other people say in Spanish is even better. This is what MUS students say they want to achieve by the time they graduate from MUS. The good news is that every teacher in the Spanish Department works hard to make sure that the students learn each of these four skills: writing, reading, speaking, and understanding. To give the students an opportunity to build on the Spanish skills learned in class, the Spanish Department decided to offer a total immersion experience in which the students could live, study, and interact with native Spanish-speaking people.

This past summer, with the support of the school administration and parents, a group of eleven students went to Antigua, Guatemala, with MUS

faculty members **Mrs. Mindy Broadaway** and **Mr. José Hernández** to attend a Spanish language school. According to Mrs. Broadaway, “The concept of attending a language school may at first seem a little extreme to some; however, for the student who is truly interested in

learning to speak, in gaining an intuitive feel for the language, and, ultimately, in achieving fluency, total immersion is a true door of opportunity. Our students were forced to feel the frustration inherent in functioning in another country, in another language.”

The teachers at the Christian Spanish Academy in Antigua demonstrated a level of professionalism and knowledge of Spanish grammar that Mrs. Broadaway and Mr. Hernández found impressive. They used high quality materials that the school itself had developed as well as relevant supplemental materials. The students attended class for five hours a day on a one-on-one basis for three weeks which gave them a more in-depth learning experience. The Guatemalan teachers were impressed with how well-behaved the MUS students were and how hard they worked every day during class time.

In addition, the MUS students had the experience of living with Guatemalan families and saw for themselves how differently people from other cultures live. Sophomores **Hobbie Turley** and **Christopher Williamson** enjoyed going to the local sports facilities where they played soccer and did some rock climbing with the local kids. They also enjoyed learning how to cook frijoles y platanos (black beans and plantain bananas) which were part of the breakfast menu. **Will Sandlin** was amazed to see that on every corner kids were playing soccer, and, of course, he did not hesitate to show off his skills whenever he could. **Cameron Ridgway** set off firecrackers until 9:00 p.m. twice a week and could not understand why kids are allowed to do that in Guatemala even though it was not the Fourth of July. **Paul Morrow** could not stop taking pictures of the magnificent volcanoes and lakes. **Frank Jemison** decided to wear the colorful clothes of the indigenous people. **Will Jameson** enjoyed learning about the history of Guatemala, and **Dylan Baker** and **Charlie Erb** shared a room in a house which is part of the oldest church in colonial America. **Hugh**

with the huge clouds gathered around the setting sun. In fact, nature provided a visual Yeats tension when the sun and moon shone brightly at the same time....” —**Harry Mayfield**

Dublin

“My favorite spot in Dublin was St. Stephen’s Green, a beautifully kept park inside the city at the top of Grafton Street. The park was decorated with statues of famous Irishmen like Wolf Tone and James Joyce with shrubs and flowers surrounding the statues. We saw the scars that still remain from the Easter Uprising in the form of bullet

holes on the College of Surgeons and the General Post Office. Dublin truly became a real place to us, not just a place we distantly talked of and barely knew.” —**Wilson McManus**

Paris

“... as we waited outside [the Pompidou Centre] for everyone to gather, the real spirit of Paris came out to me. There were people kissing, holding hands, and walking with their arms around each other. There was a man with blonde dreadlocks playing guitar and singing. I smelled crepes being cooked. It was another one of those

appreciation-of-life moments. Another moment like that was coming up.

“The Eiffel Tower was the perfect culmination of a great trip. From my perch atop Paris, I saw the whole city, looked back on the whole trip, and thought about everyone I knew that could appreciate the moment. We were on the second floor when the lights came on, a flashing display of light. Wilson and I walked from the second floor to the bottom. From there we returned to the hotel, the end of our trip.”

—**Charles Askew** 

Francis did not enjoy the howling of monkeys at 3:00 a.m. when the group spent the night in a hotel in the middle of the jungle, but he did enjoy climbing in the ancient Mayan ruins before sunrise.

Christopher Thomas failed to learn how to salsa dance, but he was successful, according to his Spanish teacher in Antigua, in talking about different subjects in fluent Spanish.

In the end, the trip turned out to be a great success. Why? Because now the students not only know more Spanish, but they also have had the experience of living in a different culture. After this experience, they will likely agree with Mr. Hernández when he says: “No lengua sin cultura. No cultura sin lengua” (No language without culture. No culture without language).

Having made their way onto the roof of a museum, (front) José Hernández, Will Jameson, Ethan Broadaway, (back) Christopher Williamson, Christopher Thomas, Cameron Ridgway, Will Sandlin, Mindy Broadaway, and Hobbie Turley admire the view including Antigua’s largest volcano in the background.



Christopher Williamson studies grammar with his Spanish teacher at the Christian Spanish Academy.



Christopher Williamson, Will Sandlin, Hobbie Turley, and Cameron Ridgway squeeze through a subterranean doorway in a colonial-era cathedral in Antigua.



Young Lacrosse Teams Taste Victory Early

Led by **Coach David Gearhardt**, the MUS Lower School lacrosse teams once again had successful seasons as record numbers of young men participated in the sport.

The Owls had 50 Lower School students play, so both the seventh- and eighth-grade teams had good talent and depth on each squad as they gained valuable experience.

The seventh-grade team was comprised of **William Alexander, Will Anthony, Carl Carruthers, John Carson, Will Ferguson, Mason Gudelsky, Robb Harrison, Grant Hopkins, Cliff Jones, Ben Khouri, Carl Krausnick, Gunther Lee, Charlie Lowrance, Sam Montesi, Jim Moore, David Popwell, John Rutledge, Freddie Sandefer, Andy Stubblefield, Kimbrough Taylor, Christopher Thompson, Robert Threlkeld, and Forrest Wortham**. The team finished 4-3 last season and had big wins against Houston Middle School and Woodland Presbyterian School.

The eighth-grade team included **Austin Alexander, Ben Arnold, Hudson Atkins, Sayle Atkinson, Christopher Bloodworth, Conor Bolich, Michael Cross, David Curran, Max Dynerman, Kent Francis, Matt Gambrell, Taylor Garrett, Connell Hall, Robert Hoehn, Warner Johnson, Graham Jones, Kyle Lucas, Scott McClintock, Conner Pera, Will Pryor, Michael Soussoulas, Patrick Stewart, Mark Vives, Kyle Wherry, Drew Wiygul, Malcolm Wood, and Luke Wynn**. These young men never tasted defeat as they finished 2004 7-0 and were rarely tested in handling competition such as Houston, Briarcrest Christian School, and Woodland.

A third team was also formed to travel and play out-of-town schools, and this squad went 4-1 as they battled elite competition. Made up of talented players from both grades, the team was led by potent goal scorers like Wiygul and Bolich, talented defenders such as Atkinson and Wynn, goalies Lucas and Harrison, and middies Austin Alexander, Arnold, Dynerman, Hall, and McClintock. This team defeated Briarcrest twice and Houston once and had perhaps their best win against McCallie, 8-2. Their only defeat came against a talented Montgomery Bell Academy group in Nashville.

Coach Gearhardt and **Coach Elliott Dent** are excited about these teams and are especially encouraged by their participation as they look to the future.



MUS Hosts Memphis Summer Classic 72 Games in 3 Days

Featuring 24 of the best high school basketball teams and most of the top individual players in the area, the fifth annual Memphis Summer Classic was held at MUS, July 23-25.

The field consisted of both public and independent schools with every class and district in Memphis and Shelby County represented. Additional teams from West Tennessee were Bolivar, Brighton, and Brownsville. Among the teams were current state champions White Station and Bolivar and several other regional and district winners.

Starting at 9:00 a.m. and going straight through until 9:00 p.m. on three courts, 72 games were played during the three days. The local officials' association conducted its training camp in conjunction with the Classic and once again provided game referees.

Competition was exciting and attracted large crowds throughout the three days. More than half of the games were decided by fewer than ten points. Each team played six games, two each day. Although no championship was held, only MUS and Ridgeway went through the schedule without losing.

MUS's victories came over Craigmont, Kingsbury, Northside, Central, White Station, and Brighton. Pleased with the Owls' outstanding showing, **Coach Jerry Peters** cited senior **Jimbo Welch**,

juniors **Jay Martin** and **Peter Zanca**, and sophomores **Elliott Cole** and **Philip May** for exceptional play with seniors **Charles Askew** and **John Taylor** and sophomore **McCauley Williams** making important contributions. Welch was the fourth leading scorer among all players with 109 points and also was ninth in rebounding. Cole finished fifth in assists with 25, while Martin was among the leaders in scoring, assists, rebounding, and three-point shooting.

MUS hopes to be bolstered for the regular season with the return of senior **Phillip Flinn**, juniors **Devin Owens** and **Logan Welch** and sophomore **John Stokes** who were recovering from injuries during the Classic. Certainly the Owls' Classic performance provides a bright outlook for the coming regular season.



Peter Zanca (above), Charles Askew (right), and Jimbo Welch (foreground) helped the MUS basketball team win all six games played.



The Boys of Summer

MUS Head Baseball Coach **Marc MacMillan '92** had a busy summer managing two state all-star teams. He was selected by the Tennessee Baseball Coaches Association (TBCA) to manage the Sophomore Tennessee Team at the fifth annual Sunbelt Series in Edmond, Oklahoma, and the Memphis team in the TBCA's Worth Showcase at Middle Tennessee State University. Both events were held in June.

The Sophomore Sunbelt is a three-day event that matches Team Tennessee against competitors from Texas and Oklahoma. Team Tennessee is a 17-member squad comprised of the top high school freshmen and sophomores throughout the state. One of MacMillan's main responsibilities was selecting the young men that make up the ballclub. "Selections were made on the basis of each player's performance and a nomination by either his head coach or a coach affiliated with the TBCA," said MacMillan. "It's not an easy process due to a limited roster; however, I was very impressed with the talented ballplayers nominated and pleased with the final selections." Team Tennessee represents the four main regions in the state: Knoxville, Chattanooga, Nashville, and Memphis.

After finishing as runner-up in 2003, Team Tennessee won the series going 4-1 in Pool Play and defeating one of the three Oklahoma teams in the championship game. "The goal was to bring a championship back to Tennessee while having fun at the same time," said MacMillan. "Coach Geno Miller [Head Baseball Coach at Covington High School] and I were honored to coach a team of such caliber, and it was one of the most enjoyable experiences I have been part of in all my years of coaching."

The Worth Showcase is a two-day event that includes a pro-format tryout along with three games matching up the four state regions. It is an opportunity for some of the top sophomores and juniors in Tennessee to compete while showcasing their skills in front of both major league and college scouts. The Memphis team consisted of 21 players representing the following schools: Bartlett High School, Briarcrest Christian School, Bolton High School, Christian Brothers High School, Cordova High School, Covington High School, Collierville High School, Germantown High School, Houston High School, MUS, and Ripley High School. After a 2-1 record in 2003, Memphis went undefeated this year beating Knoxville 7-6, Chattanooga 7-6, and Nashville 6-5.

"The TBCA and MTSU host a quality event," said MacMillan.

Team Tennessee, made up of high-school players from across the state, won the Sunbelt championship. MUS junior Max Prokell (far right, front row) was a member of the team with Marc MacMillan coaching (far left, standing).



"As with Team Tennessee, it was a privilege coaching these young men, and I am proud of both their performance and fine representation of West Tennessee baseball."

Unforced Error in Tennis

The most recent edition of *MUS Today* featured a story on MUS's state championship tennis team. In the article, the team's manager was lauded for being an "integral part of the squad." While this statement was true, *MUS Today* inadvertently named the wrong manager(s). Our apologies go out to **Stephen Nease** and **Sashank Karri**, and we thank them for their tremendous effort during the 2004 tennis season.

Runnin' Rebel

Senior football player **J.D. Lawhorn** made headlines by being the first high school student in the area to make a public commitment to play college football for the 2005-06 season. He made the



commitment to play for the University of Mississippi in July, after having received a scholarship on May 1, the first day universities could contact prospective seniors. Lawhorn will sign a letter of intent in February with the school.

Football coach **Bobby Alston** indicated that

Lawhorn's ability to catch the ball and then "change direction and do something with the ball after he makes the catch" is part of what makes him so appealing to college football teams and coaches.

Lawhorn has been a Student Council representative since his freshman year and is serving as Commissioner of Student Services this year. In this office, he is responsible for the supervision and use of the Senior Lounge, for organizing students to raise and lower the American flag each day, and for providing entertainment for school functions. Lawhorn is also involved at MUS as a Student Ambassador and as a member of Fellowship of Christian Athletes and the Spanish Club. He has played basketball and football and has run track since his freshman year.

Lawhorn also received an offer from Southern Miss and attended a football camp at the University of Virginia, but he says he has always known he wanted to be a Rebel. Both of his parents went to Ole Miss, and his brother, **Alex '03**, currently attends the school.



New Classes and Curriculum Changes

Each year, the knowledge and experience levels of MUS's faculty grows, and the students show new interests and abilities. Academic Dean **Mike Gunn** and the faculty department heads respond to these changes by improving upon the existing curriculum, adding new classes, and changing the old ones.

New Courses

Digital Design

Mrs. Terry Balton

One Semester, Grades 9-12

This course teaches effective design and communications through digital technology. Foundational design elements and principles common to all media and taught in art classes will be discussed and utilized in the context of this course. Students will be taught introductory design theory and will use a variety of print and computer-based technologies to explore those design principles.

Speech Communications

Mr. Orlando McKay

One Semester, Grades 11 and 12

This is an introductory course in public speaking that stresses the organization and presentation of the extemporaneous speech in a variety of settings. Students completing this course will be able to incorporate public speaking into situations they might face in their personal and professional lives.

German I

Mr. Patrick McCarroll

Full Year, Grades 9-11

This course serves as an introduction to High German (*Hochdeutsch*) and enhances the student's ability to read, understand, write, and speak German. Assuming there is sufficient demand for the courses, German II and III will be offered in subsequent years.

Astronomy

Mr. John Olson

One Semester, Grade 12

Among the topics in this course are: the history of astronomy, the planetary system, celestial bodies, phenomena such as black holes, the Milky Way galaxy, and cosmology. In addition, the course will introduce the student to backyard astronomy as an activity that may be enjoyed as a recreational activity. This course is offered during the regular school day for MUS students and in the evening for a joint MUS and Hutchison course as part of the Co-EDGE program. The Co-EDGE course is team-taught by Mr. Olson and Hutchison's Mr. Doug Otto.



Applying graphic technique to this photograph shows one of the skills Neal Newbill has already learned in class.

Geology

Mr. Vincent Beck

One Semester, Grade 12

This course is designed to introduce the student to geological processes that continue to shape our planet. Students will become familiar with modern research on the origin of earthquakes, the theory of plate tectonics, the life history of volcanoes, the natural history of the earth, the evolution of life through various epochs, and the geological history of Tennessee. Environmental issues will be addressed as they arise.

Curriculum Changes

English – Mr. Lin Askew's *War and Literature* senior seminar replaces *Southern Renaissance Literature*. The course focuses on the nature of war and its effects on man through a study of modern war literature.

Fine Arts – Music moves from eighth grade to seventh grade resulting in a full year of Fine Arts in the seventh grade. *Music Appreciation* will be offered to juniors and seniors instead of *Music Theory*.

History – The 2004-05 school year is the first year of a transition toward implementing a new three-semester study of *U.S. History* covering our origins to our recent history and aligning *U.S. History* with *American Literature* in Grade 10. *U.S. History – From Discovery to Nationhood* will replace *Medieval History* in the ninth grade. Sophomores will take *U.S. History* instead of *European History*.

Science – In the eighth grade, *Physical Science* has become a full-year course. *Biology* will be offered in the ninth grade, and *AP Chemistry* is offered to juniors and seniors. In the twelfth grade, three levels of *Physics* are offered: *Physics*, *AP Physics B* (non-calculus based), and *AP Physics C* (calculus-based).

Library and computer skills, formerly covered in *Research 7*, will be integrated into the Lower School curriculum. Library skills will be reinforced through required projects in History and English. Computer skills will be taught during Study Hall or through various projects in the students' classes.

Updates in Math and Science

Mr. Clift Wrote the Book on Calculus

A high school course focusing on the calculus and statistics fundamentals usually taught in college-level business classes is a rare find. Many schools offer Advanced Placement level courses for college credit, but MUS's Introduction to Statistics and Calculus class is a high-school level course with the intent to lay a solid groundwork in the subject, not to qualify students for college credit (although the AP options are also offered here). The unique nature of this course has made the search for a textbook a challenge. **Mr. Darin Clift**, who teaches the Intro class, also taught Calculus at the collegiate level for four years and used those textbooks at MUS. However, he did not feel the books were ideal for high school students because of the limited number of example problems and homework questions, the high cost of the textbooks, and explanations geared toward more experienced students. After an exhaustive search of available texts, Mr. Clift still had not found one appropriate for his class...so he wrote his own.

Mr. Clift's book includes six chapters of material, each with four sections covering the lessons. He developed practice tests to accompany each chapter, as well as electronic notes to be used on an overhead projector. Mr. Clift's knowledge of the Calculus class and his previous experience teaching Algebra II and Geometry to MUS students gave him an insight into the specific lessons that needed extra attention and the way that MUS students had learned best in the past. The book took about 80 hours to complete, and Mr. Clift wrote, edited, printed, and bound each book with his own hands.



Darin Clift spent about 80 hours writing, editing, printing, and binding each book.

I am thrilled when top-flight teachers like Mr. Clift aren't satisfied with publishing-company materials and write their own texts. Our students benefit greatly."

Mr. Clift holds a B.S. and an M.S. in Mathematical Sciences from the University of Memphis. He has made math presentations to various groups including Memphis Association of Independent School (MAIS) math instructors, local Advanced Placement teachers, and the Memphis Area Council of Teachers of Mathematics. In 2002, Mr. Clift was the co-author of the Tennessee Math Teachers' Association's Statistics competition test. He has also successfully written grants requesting funds for "Technology in Geometry" and "Statistics in the High School Classroom," week-long programs he conducted for LeMoyné-Owen College and Rhodes College professors, respectively. Mr. Clift is an avid comic book collector and was recently featured in the Bartlett neighborhood section of *The Commercial Appeal* for his astonishing Incredible Hulk collection. He is also faculty sponsor for the Knowledge Masters team and the LXF (League of Extraordinary Fanboys) club, a recently formed club of comic enthusiasts.

"I am impressed with the quality of the text that Mr. Clift has produced—more thorough and more comprehensive than any other we could find on the market, and thus more appropriate for our college-preparatory curriculum at MUS," said **Headmaster Ellis Hagewood**.

"I am delighted that we can support all types of important professional-development projects for our faculty, and I

Learning from a Master Teacher

This year the MUS Mathematics Department has adopted a new Precalculus textbook *Precalculus with Trigonometry, Concepts and Applications* by Paul Foerster.

Mrs. Nancy Gates and **Mr. Bruce Ryan** attended a week-long workshop at Mills College in Oakland, California, that was led by the author of their text. Foerster's book has a blend of the traditional precalculus concepts with a modern approach that emphasizes technology and applications.

From July 12-17, 20 precalculus teachers from around the country gathered at the college to work through much of Foerster's text, while the author guided the sessions in the way that he would teach his class at Alamo Heights High School in San Antonio, Texas, where he has taught since 1961. "Paul Foerster is a teacher I have always admired, and it was a great experience to spend a week watching him teach," said Mrs. Gates.

Probing the Future

The changing nature of science education from a text-centered studying method to a more hands-on "doing science" method meant that the MUS Science Department needed some new equipment. "While there is a good deal of very effective teaching going on in science, the lack of basic equipment in



"The Probe"

some areas makes it difficult to develop an exciting lab program and to bring the full resources of the Internet to the classroom," said **Mr. Al Shaw**, head of the Science Department, in a memo to **Headmaster Ellis Haguewood**. Mr. Shaw felt it necessary to expand the use of technology in the students' lab exercises by acquiring and utilizing instruments collectively referred to as probes. These instruments can be used to import experimental data directly into the students' Texas Instruments calculators and can then be transferred to computers for in-class analysis or e-mailed to the students' homes for use in homework and lab reports.

ment. Many of the traditional lab methods will continue, but with the LabPro we have just added the most up-to-date technology."

Thanks to a generous gift from alumnus **Brig '66** and **Ellen Klyce** (parents of **Walter**, a member of the junior class),



Science teachers Mark Polk (left), John Olson, and Vincent Beck (above) experiment with the new science equipment before the start of school.



Mrs. Laura Lawrence, who came to MUS as a science instructor this year from Houston High School, used a similar system in her classes last year. "The students in my classes loved the instant feedback," she said. "They seemed to master the introductory details quickly, and I think it made the labs more meaningful for them. Mainly the probes eliminate the human error factor in reading temperature, pH values, solution concentrates, and other data. The students can also make use of graphing-calculator skills learned in math classes to graph and analyze data collected during the experi-

of understanding the world," said Brig. "I would love for MUS to be as strong in science as they are in other areas. It would be cool if some really famous scientists emerged from the MUS science program, as recognized writers and athletes have from those programs. I hope we can help that happen." Mr. Klyce's family also contributed to the science program in the late 1970's when the McCaughan Science Building was first being constructed. He and his two sisters (one of whom is **Mrs. Virginia Minervini**, mother of **J.K. '03** and junior **David**) named a physics classroom in honor of their late father.

LabPro probes were purchased and implemented in science classes in August. "Science is important as a way

New Faces, New Duties

This fall MUS welcomes several new and returning faculty members to campus, spreading their wisdom in the classrooms and on the athletic fields.

Mr. Eddie Batey is rejoining the Counseling Department as a full-time counselor. Mr. Batey originally joined the MUS faculty in 1982, after earning a B.S. in science at Rhodes College, where he graduated Phi Beta Kappa. He later earned an M.A. in counseling from the University of Memphis and became Director of Counseling Services at MUS. He left MUS in 2002 to work with Hands On Memphis and direct his total efforts to the betterment of inner-city young people.

Mr. Mark Counce rejoined the faculty as a math teacher. He taught previously at MUS for ten years (1983-93), but then left for 11 years to teach at Evangelical Christian School and to teach and coach basketball at Cordova High School. Mr. Counce holds a B.A. in mathematics from the University of Arkansas and a master's degree from the University of Memphis.

Mrs. Marilyn Reinhardt rejoined the faculty as a Latin instructor. Mrs. Reinhardt (formerly Ms. Green) was a member of the MUS faculty from 1973-1981. Since then, she has tutored Latin students (mostly MUS, but others as well), taught several classes in the Latin department at the University of Memphis, and served as the state chairman for the Tennessee Junior Classical League from 1983-1990. She received a B.A. and M.A.T. from Vanderbilt University.

Mr. David Ferebee rejoined his colleagues at MUS after leaving for a year to serve as a contract worker for the United States Marine Corps in Quantico, Virginia. He teaches physical education and holds the position of athletic trainer.

Mr. Loyal Murphy '86 has assumed new responsibilities as Administrative Assistant to the Upper School

Principal. He is in charge of day-to-day discipline issues and will head the Disciplinary Committee. He will continue to teach two Advanced Placement Calculus AB Courses.

Mrs. Laura Lawrence teaches one class period of biology in the Upper School and manages the labs. She joined MUS after working at Houston High School, where she taught physics, honors chemistry, and AP biology. Mrs. Lawrence holds a B.A. in biology and an M.A.T. from the University of Memphis, and she has also taken graduate biology courses from the University of Mississippi, the University of Southern Mississippi, and the University of Memphis. In addition to her teaching and learning, Mrs. Lawrence has taken her students on educational trips to Belize and Costa Rica to study the rainforest.

Mr. Trey Suddarth joined the faculty as a Latin instructor in the Lower School after spending the summer in Rome as a participant in a National Endowment for the Humanities program. He received his B.A. in ancient and medieval history from the University of the South and his M.A. from Vanderbilt University. At Germantown High School, where he taught before coming to MUS, he led courses in Latin, ancient history, etymology, and classical mythology. Mr. Suddarth also developed and implemented “distance learning” Latin curricula, programs in which students take a course using the television, at Cordova High School and Millington High School. Although his primary interests are academic in nature, Mr. Suddarth also knows plenty about basketball after serving for eight years as head basketball coach at Germantown.

Mr. Kyle Smith joined the Science Department as a biology teacher after teaching at the David Brainerd School in Chattanooga. He attended North Carolina State University before transferring to and graduating from Covenant College with a bachelor’s degree in biology. Mr. Smith is also an athlete; he was named MVP of the Baylor School soccer team, and he received the Scholar-Athlete Award from North Carolina State. Because of his interest in athletics, Mr. Smith assists the soccer and cross-country teams this year as well.

Mr. Mark Polk teaches chemistry in the Upper School. Prior to working at MUS, he taught all levels of chemistry at Houston High School. He was responsible for establishing an AP chemistry program at Pine Forest High School in Fayetteville, North Carolina, where he taught before moving to Memphis. Mr. Polk received both his B.S. in chemistry and his B.S. in science education from North Carolina State University.

Mrs. Catherine Schuhmacher will be working with the Counseling Department this fall in partial fulfillment for the Ed.S. program at the University of Memphis. Mrs. Schuhmacher holds a B.A. in psychology from Rhodes College and an M.S. in counseling from the University of Memphis. Of late, she has been working at the Exchange Club Family Center as a domestic-violence services coordinator. Certified by the National Board of Certified Counselors, she holds memberships in the American Counseling Association; the American School Counseling Association; the Tennessee Counseling Association; and Chi Sigma Iota, the National Counseling Honor Society.

No Man Is An Island

By Mr. Lin Askew, Director of Admissions

Attending a Bar Mizvah reminds one of the sacred nature of knowledge; learning is central to Judaism. Watching and listening to eighth-grader **Joel Moss** chant from the Torah, I was struck by the discipline and commitment required of him. Joel’s Bar Mitzvah marked his entry into manhood and required of him a commitment to knowledge; it was the first step of



Five of the 142 new students at MUS: Austin Smith (from Dallas, TX), Austin White (from St. George’s Day School), Lee Olswanger (from Bornblum Solomon Schechter School), Hank Hill (from Presbyterian Day School), and Drew Karban (from Christ Methodist Day School).

a journey. But knowledge must be accompanied by action, as Joel acknowledged in his address to the congregation. The focus of the service was on responsibility—each person’s responsibility for mankind, a message John Donne delivers in Meditation 17: “No man is an island entire unto itself; every man is a piece of the continent, a part of the main.” Reunited as a community at the beginning of the school year, we need to be reminded that we are bound together by our pursuit of knowledge and by our respect for one another. No man should be an island at MUS.

This lesson is among the most important to be learned by the 142 new students entering MUS this fall. This diverse group, representing 35 different schools (20 independent schools and 15 public schools), has begun a journey as well. Like Joel’s, it is a journey that requires discipline and commitment. Central to learning is an acknowledgement that our students must learn to live by the golden rule: “Do unto others as you would have them do unto you.” Without recognition that we are “a part of the main,” the pursuit of knowledge becomes an empty exercise. We welcome our new students to our community of 649 students, the largest student body in the history of the school. May you have a rewarding journey.

A Renewed Pledge

Each year, Convocation Day is an opportunity for the students, faculty, and staff at MUS to gather and pledge their support for the Honor Code. Traditionally, a keynote speaker has been invited to the campus to bring a message of honor and character as it applies in areas outside of school, typically in college or professional life. This year, however, three MUS seniors were asked to share their feelings about honor, their MUS experiences, and the lives that all Owls lead together.

Eric Wilson, Worth Morgan, and Kane Alber each discussed different aspects of the MUS experience including academic excellence, school spirit, and involvement. More important than these characteristics of the school, though, these three young men described an attitude and the attributes of each person that makes up the great strength and traditions of MUS. "What makes MUS great is the spirit. It's us, it's the people," said Alber. "MUS is not just a school of great academics, but also of great traditions and, more important, of great school spirit," he said. Morgan encouraged each student to be involved, not only in

the activities in which they participate, but to attend as many events as possible to support their friends and classmates. Wilson urged each student to understand his abilities and learn to effectively manage his time to get the most out of his MUS experience.

After these young men spoke, a representative from the faculty and each class signed the Honor Code book, as is done each year. The Honor Code book was also placed in the foyer of the Upper School and then the Lower School so each and every student and faculty member could sign his oath to the MUS Honor Code.

Seniors Rob Baird and Charles Askew renew their pledge to the Honor Code.

Andrew Jehl, representative for the sophomore class, signs the Honor Code book as Honor Council President Phillip Flinn speaks on Convocation Day.



The Personal Nature of a Book By Ellen McDonell, Director of the Joseph R. Hyde, Jr. Library Learning Center

Books are, by their nature, very personal. Reading a book involves developing an intimate relationship with the story, the information, and sometimes the author. One selects and then spends significant quiet time alone with those words in print. In the end, whether or not the reader agrees with the author, if the book and the reader do their part, the reader takes something away forever.

Libraries can also become very personal. For that to happen, one must spend time there, in the building, browsing the rows of books and perhaps spending some quality time in quiet repose—reading.

I can tell when that has happened with our students. What are the telltale signs? First, a student might share his newest great book or want to know more about an author. Another sign is a mound of books in the stacks obviously created by a discriminating reader. Still another is the site of a student curled up on our hard floor, lost in the printed page. But a dead giveaway is to find a student upstairs, tucked back in a corner of the library, alone, reading.

One way we help connect these young men to books and to this library is to have a book placed into the collection in their name. It may not sound like a big thing, but when a student comes to the library looking for his book, you know it is important.

I used to think the main reason for donating a book to the library in the name of a student was to help the library—and it does. During the last year we added more than 115 books to the collection with donations from parents, siblings, aunts, uncles, and grandparents through the Birthday Book Program. These donations also allow us to include in the collection books from a lighter vein than those directly tied to the curriculum, and we like having some "fun" options for our readers, too.

But the most important reason families should consider participating in the Birthday Book Program is to tether, ever so lightly, these young men with the pleasure, the joy, and the satisfaction of feeling connected with a book and with a library they can feel theirs. By the way, how do we know this has happened at the library at MUS? We know when they return three years later to tell us what they are reading and say, "By the way, you remember that Birthday Book of mine? Is it still here? Can I check it out?" The answer is, "Yes, of course. Let's go get it now."

For more information on the Library's Birthday Book Club or on library donations in general, visit our website at www.musowls.org/library. Follow the menu on the left to Parent Resources or call 901-260-1390 and talk with Ms. Ellen McDonell directly.

Faculty Reach Out for Summer Enrichment



Camino is exhaustion and exhilaration, miles of flowers and birdsong and smiling people, and times when you walk alone with your thoughts for hours. It is the thrill of walking above the clouds, of knowing, through rain and mist, that there is nothing you can do but keep walking, slogging through mud, tripping over rocks, up and down slopes that defy gravity. It is strolling along paths worn smooth by the faithful over a thousand years, lodging for the night in Romanesque halls in ancient towns, feeling the

A Pilgrimage

By Mr. Eric Berman

“No journey can even commence if the traveler thinks he has already arrived. All the failed paradises are founded on the misguided belief of arrival. If we ever once truly arrived at our destination, then all we would be left with would be to live out a set of unquestioning certainties.”

— from the *Sufi Mystics* as paraphrased in *Desperately Seeking Paradise: Journeys of a Skeptical Muslim* by Ziauddin Sardar, Granta, 2004



Over the summer, my wife, Ms. Joan Traffas who teaches history and humanities at St. Mary’s Episcopal School, and I [Mr. Berman] walked the Santiago pilgrimage road in Spain. Early in June, we flew to France and traveled to the town of St. Jean Pied-de-Port in the foothills of the Pyrenees. Early the next day, we set out on foot on what was to be a 35-day, 500-mile, life-changing trek.

When you walk the Camino, you get a “passport” which is stamped for you with the seal of the church or municipality you are passing by, and this entitles you to stay at the albergues, or pilgrim hostels, along the way. You have to find your own food, though, and the amenities at the *albergues* are simple, to say the least; but after a 12-15 mile walk, you’re tired and it does not take much to make you happy. That is the practical, day-in, day-out side of things.

But the Camino is much more than the miles or the albergues or the certificate you receive at the end of the road to prove you did it. In fact, it is one of those proverbial things that is more than the sum of its parts. The

immense stillness of the Spanish meseta. It is seeing the face of Spain in the people of Navarre, Castille, Leon, and Galicia and returning their wishes of *buen camino* with a wave. It is following the yellow arrows that faithfully point the way at the most confusing intersections in the most isolated places . . . and it is listening to that something in you that makes you keep on when your feet are killing you and you want to quit, but then you want to see what is over that hill and around that bend.

So is the Camino a test of endurance? Is it sightseeing? Is it a nature-walk? No, it is much more. The thing they ask you when you get your passport is why you are doing “the road,” and you are supposed to say it is for religious obligation or spiritual growth or fitness or tourism or to take some good pictures. But time and again when you ask people, when you ask yourself, you do not really know why you are walking. It is not just to get someplace—the destination is the city of Santiago de Compostela, the putative resting-place of the mortal remains of St. James Major. It could not be to see what you are made of, because the shoes and the 25-pound pack and rocks and mud . . . well, **any** of those things could defeat an Olympic athlete. And it is not some spiritual quest, at least not that alone because you are changed by the end—when you have lost track of distance and time and weight and what tired means—so how could a new you have anything in common with that naïve soul back in St. Jean?

In the end, as my wife and I found out, and as thousands before us have found—and what we invite you to find out—is that you have always been on a pilgrimage, you are on one now, and you will never arrive until the

end. So why do we walk the Camino? Because it is on the road that we meet our fellow pilgrims, the friendly Spaniards, and the people who come at their own expense from all over the world to run the albergues; and because, ultimately, we meet ourselves along the road. The road is discovery and the essence of it is as elusive as the companions of 10 minutes whom we may never see again, or friends for a day who can reappear in a week or a month and then stay with us our life long. So, why do we walk the Camino? Walk the road to find your own answer.

THE PILGRIM'S BEATITUDES

from *Saint Anthony's Messenger*,
August 7, 2002

1. Blessed you are, pilgrim, if you find that the Camino opens your eyes to the unseen.
2. Blessed you are, pilgrim, if what concerns you most is not arriving, but arriving with the others.
3. Blessed you are, pilgrim, when you contemplate the sights of the Camino and find them full of names and of new dawns.
4. Blessed you are, pilgrim, because you have discovered that the true Camino begins at its end.
5. Blessed you are, pilgrim, if your backpack empties of things as your heart doesn't know where to fit so many emotions.
6. Blessed you are, pilgrim, if you discover that a step backwards to help another is more valuable than one hundred forward without awareness of those at your sides.
7. Blessed you are, pilgrim, when you have no words to give thanks for all the wonders in every nook of the Camino.
8. Blessed you are, pilgrim, if you search the truth and make of your Camino a life and of your life a Camino.
9. Blessed you are, pilgrim, if in the Camino you meet yourself and make yourself a gift of time without hurry so that you may not neglect the image of your heart.
10. Blessed you are, pilgrim, if you find that the Camino is rich with silence, and the silence is rich with prayers, and the prayers are encounters with the Father that awaits you.

When In Rome...

By Mr. Trey Suddarth

This summer, I was chosen as one of 25 Latin teachers nationwide to participate in an National Endowment for the Humanities (NEH) Seminar entitled, "Houses of Mortals and Gods: Latin Literature in Context." A grant from the NEH fully funded all of our activities. We spent one week in Baltimore at the College of Notre Dame of Maryland in study, translation, and preparation. The Institute Director, Sister Therese Dougherty, is a faculty member at Notre Dame. Each of us prepared numerous translations and projects to present on-site in Italy, and we all received the equivalent of nine graduate hours for our work.

The focus of the seminar was on Roman houses. We studied architectural elements and did a wide range of reading in Latin mostly about places and houses. The idea was that we then travel to these sites and experience them firsthand. We studied houses of the rich and the poor, houses of the dead, and houses of sport. There was much more to it than just houses, though, as we traveled to many famous sites throughout Italy.

I look forward to sharing many experiences with my students in the Latin classroom here at MUS.

We spent three weeks in Rome, so I have been to the Colosseum, Forum, and numerous museums, just to mention three places. In our two weeks in Cuma, we traveled to the hometowns of Roman authors such as Vergil and Horace, not to mention our time digging into the ancient sites at Pompeii, Baiae, Herculaneum, Ostia, and many others. It was an enriching experience to say the least, and my first, hopefully, of many trips to Italy.

On the Palatine Hill which overlooks the Roman Forum, Trey Suddarth (standing) leads the group through a passage about Augustus.

MUS In Dallas

This past June the International Boys' Schools Coalition (ISBC) held its 11th annual conference at St. Mark's School in Dallas, Texas. Participants from MUS included **Mr. Ellis Haguewood, Mr. Rick Broer, Mrs. Ellen McDonnell, Mrs. Bryn Wulf, Mr. Manning Weir, Mrs. Debbie Lazarov, Dr. Emily Baer, Mr. John Knaff, Mr. Loyal Murphy, and Mr. Elliott Dent.** While at the conference, these teachers and administrators attended workshops and seminars, listened to several lectures, and shared ideas with other leaders of boys' schools throughout the nation. The keynote speakers included Reverend F. Washington Jarvis, headmaster of The Roxbury Latin School, who spoke on the spiritual life of boys, and fiction writer Tim O'Brien, whose book *The Things They Carried* was a finalist for the Pulitzer Prize.



Doc in Cambridge

This past July, Dr. Robert Winfrey attended The Cambridge Teacher Seminar at Cambridge, England, thanks to a fellowship from the Oxbridge Academic Program and MUS. This two-week teacher seminar is a spin-off of a similar program for students held every summer at Cambridge, Oxford, and Paris. There are usually around twenty American teachers per program who break down into smaller discussion groups to focus on themes in history, literature, science/math, or school administration. Accommodations were at Westcott House, on Jesus Lane, a theological college for ordained ministry in the Church of England.

In addition to daily group lectures and tours, six specialized group sessions were held to pursue detailed investigations into various themes; in Dr. Winfrey's history group of six, readings and discussions focused on American nationalism, democracy, Pax Americana, and America's place in the early Atlantic community and later globalization. Dr. Adam Smith, lecturer in University College, London, chaired this group.

In addition to excellent group lectures by such outstanding scholars as Prof. John Morrill, the teachers attended guided tours of various colleges and museums in Cambridge University; visited beautiful Audley End (one of the great 17th century Jacobean 'prodigy' houses; saw a production of *Twelfth Night* in the park; explored Ely Cathedral; toured Linton Village College (a school for 11 through 16 year-olds), went punting on the Cam, and walked to The Orchard, a Grantchester tea garden and home to famous writers. In addition to daily activities, there were many other venues for enjoying English culture: an excursion to see Cambridge United play Cambridge City, a pub crawl/quiz, an art movie house (where he saw *Go Further*), and walks in the countryside.

In addition to Cambridge, Dr. Winfrey was able to complete research at the Wellcome Institute and the Imperial War Museum, London, for a book he is working on, as well as attend a play (*Cruel and Tender* at the Young Vic, based on Sophocles' *Trachiniae*), and watch the Glasgow Rangers play Fulham in a friendly game of soccer. The goal of Professor James Basker of Columbia University in forming these Oxbridge Teacher Seminars was to re-ignite the teaching fires. Dr. Winfrey assures the reader that this goal was certainly achieved in his case.



Why I Went... and What I Learned

By Dr. Jeffrey Gross

We have taught John Knowles's *A Separate Peace* to ninth-graders for longer than our ninth-graders have been alive. If you are an alumnus, you know that *A Separate Peace* is the great American prep school novel that is set at Devon School, a very thinly disguised name for Knowles's alma mater, The Phillips Exeter Academy. When I received a circular announcing a five-day humanities institute at Phillips Exeter this past June,

I thought immediately of two things—I could escape from the Memphis heat (Phillips Exeter is located in New Hampshire), and I could take photographs of the settings in *A Separate Peace*. I duly arrived with my camera, but without my luggage, and found that Knowles had described the school and its location very much as it is. There really are two rivers, one fresh and one tidal, separated by a small dam. Both are beautiful, though

actually named the Exeter and Squamsett instead of the Devon and Naguamsett as in the book. The Assembly Building really does have marble steps such as those down which Phineas falls to his untimely death. There really are various quadrangles, there really are various oak trees, and the town does contain many eighteenth- and nineteenth-century buildings which blend gradually into the campus. One cannot tell where the school begins and the town stops. Of course, as the most generously endowed boarding school in America, Phillips Exeter has added many buildings since Knowles's time, most notably the Class of 1943 Library, perhaps the most beautiful

building designed by the late Louis Kahn, former dean of the Yale Architecture School. The gym and swimming pool are still there but surrounded by a post-modern construction of racquet courts, hockey rinks, squash courts, and wrestling rooms, all filled with the impedimenta of muscular Christianity. The temperature never rose above the mid-70's. I now have a pleasant slide show of the school to stimulate the visual imaginations of ninth-graders. That is why I went, but what I learned was something else, perhaps something more valuable.

The learning process began with a table—the Harkness table. It is found in most classrooms at Exeter and sits at the center of its teaching methods and curricula (see the Exeter website for a brief discussion http://www.exeter.edu/pages/aca_harknesstable.html). It consists of a large oval and is designed so every student can see every other member of the class.



Robert Winfrey (center)
at Westcott House in
Cambridge, England

In 1930, Edward Harkness, a lawyer for John D. Rockefeller and a major philanthropist, offered generous support to the Exeter Academy if its faculty could devise a teaching method which would help the “middling student,” as Harkness described himself. The faculty came up with a teaching method which involves student leadership of discussion around a large oval table, the Harkness table. Harkness approved and supported the construction of classroom buildings designed specifically for small group discussions (12 to 15 people). The core of the Harkness method lies in shifting the responsibility of learning to the students and away from the teacher. Briefly, the method involves appointing two students to lead the daily discussion. For instance, math classes begin with two students putting up and solving a math problem on the board while they explain it to the class. An English class on *Sir Gawain and the Green Knight* might begin with the student leaders asking the class to list current super heroes and what those heroes say about current cultural values.

The approach demands the conscious awareness of classroom dynamics and how each student interacts with the others. One student generally sits outside the table and takes careful notes on who participates and how. A significant part of the grade depends on the students’ contributions to the class, and the instructor uses his own observations as well as those of the observers to confer with each student about how he is contributing to the discussion. One method involves the mapping of student exchanges about the table. The class also takes time to discuss the quality of the discussion at the table. There is even a category for those students who try to dominate the discussion at the expense of other students—the “Harkness Warrior.” Halfway through the term, the class holds a review and discusses how they could improve the learning in that class. The key, then, lies in the students’ conscious awareness of the importance of their contributions to the class. The hardest part for a teacher new to the method is learning to keep quiet. A well-prepared teacher helps the leaders ahead of class choose a general direction and approach for the class. The teacher may choose to be an observer or a participant as the situation warrants.

What did I learn? I learned that it is possible to encourage “middling” students to contribute to their own education

as well as to the education of others. Silences in the course of conversations can be productive. When students become aware of how they are behaving in class, their involvement increases. No single method can be a panacea. Nothing works all the time. Not all class periods are memorable. I have heard it said that one can always tell an Exeter student because he always has something to say in class. I would be glad to say the same of my students.

Workshops Hone Critical Thinking Skills of Faculty

By Dr. John Harkins

Dr. Linda Elder, critical thinking expert, executive, and expositor, par excellence, introduced her workshops to MUS teachers by quoting from one of our own publications:

“MUS is committed to providing a program emphasizing academic excellence in a traditional liberal arts curriculum. This curriculum is designed to prepare students for a broad range of colleges as well as to develop skills in judgment, decision-making, and critical thinking.”

Thus, fostering critical thinking is central to the school’s mission. Granting that our curriculum may be conducive to critical thinking, are our teaching methods equally supportive of such thinking?



Eric Berman and Tom Brown

Through intensive workshop activities over a five-day period, Elder proceeded to ask, tell, and show faculty members how to teach critical thinking much more effectively. More than 20 MUS teachers participated in three days of optional workshops, and the entire faculty took part in two additional days. Their study and work centered on “The Elements of Critical Thought,” “Universal Intellectual Standards,”—aspects of Elder’s critical thinking theory that she outlines for participants in a series of guide booklets—and questions that can be used to apply these concepts. Under such criteria, Elder emphasized the extent to which students must become deeply involved participants in their own learning. Memorization and regurgitation, she demonstrated, are just not fruitful means to becoming knowledgeable, educated, productive, and fulfilled individuals.

Most MUS teachers, some intuitively, had long employed some of the techniques and concepts that Elder touts, just not as systematically or consistently as she urged. Almost all our teachers re-examined their own approaches to how they foster learning in their students. Many of them intend to employ enhanced critical thinking methods and concepts with their students this school year.

Faculty gear up for the school year through workshops and discussion groups during in-service: (foreground, clockwise) Bebe Jonakin, Mindy Broadaway, Terry Balton, and Sloan Germann.



Lights, Camera, Action

Thanks to a generous contribution by **Temple Brown '81**, MUS students will be able to test their film-making skills on state-of-the-art video-editing equipment. Brown, who lives in California and works as a film director and producer, has created videos for MUS in the past and has worked with **Ms. Judy Rutledge** to bring the equipment to MUS.

Mr. Brown led a workshop in September to teach students how to properly use the equipment. The equipment will be used, among other things, by student volunteers to edit a newly-created, student-produced video addition to *The Owl*, the student yearbook. All students who are interested in learning how to video-edit should contact Ms. Rutledge at judy.rutledge@musowls.org.



Left to right: Jeffrey Crowton, Beau Creson, and Hayden Pendergrass watch intently as Temple Brown '81 demonstrates new effects that can be created through video editing.

Technology Turns Up the Heat

This summer, 16 MUS teachers took advantage of the opportunity to expand their knowledge of technology use in the classroom by participating in one of two webpage workshops or by working on individual technology projects with **Ms. Judy Rutledge**, Coordinator of Educational Technology at MUS.

Examples of individual projects include math instructor **Mr. John Knaff's** work on Texas Instrument's Interactive software and using the Calculator-Based Ranger (CBR). He also explored the best use of some hardware he won at the National Teachers of Mathematics conference last spring, the Classroom Performance System. **Mrs. Mindy Broadaway**, Lower School Spanish teacher, worked on full mastery of *Rosetta Stone*, the new Spanish software purchased for the Lower School language students. She not only learned to use it herself and set up the management system, but she planned and provided training for the other language teachers during in-service. Others participating in individual projects included math instructors **Mrs. Nancy Gates** who worked with a new collection of calculus activities and labs that can be used with the Geometer's Sketchpad software, and **Mrs. Betty Williams** who explored on-line materials and software available to use with her class's new algebra book. Religion instructor **Mr. Elliott Dent** developed several PowerPoint presentations integrating images, maps, and links into the existing course curriculum. Science instructor **Mr. John Olson** explored web resources for the new Astronomy course. **Mr. Loyal Murphy** worked with Ms. Rutledge to create a new system for reporting disciplinary infractions as part of his new role as Administrative Assistant to the Upper School Principal.

Mrs. Bonnie Barnes, Mrs. Broadaway, **Mrs. Barbara Crippen**, **Ms. Diana Moore**, Mr. Loyal Murphy, **Mr. Jim Russell**, **Mr. Norman Thompson**, **Mr. Dax Torrey**, and **Mrs. Bryn Wulf** participated in the faculty webpage workshops to improve their proficiency in Microsoft FrontPage and create or update their faculty websites. MUS recognizes the commitment of time and energy that these teachers gave during their summer so that they can be fully prepared to use technology in the most effective manner with their students.



Back to School Day gives parents and students the chance to swap places. All students had the day off while approximately 86 percent of MUS parents attended school.

Parents' Association Gears Up for School Year

All Parents Encouraged to Participate

The Parents' Association has started the year off running. The annual faculty in-service luncheon proved to be a delicious success, and the first Board meeting on August 25 was informative to a newly-appointed board. This year's chairs, **Lisa** and **Jimmy Guyton**, explained their personal goals for the 2004-05 school year. Their hope is to involve as many parents as possible in the PA, especially encouraging our new families to become an integral part of the MUS community. One way they hope to make this happen is by pairing new families with a mentoring family.



The PA Needs Your Help

The primary revenue is received from your membership dues, and membership ensures the funds necessary to accomplish the important work the Parents' Association does each year. The Parents' Association contributes to the travel expenses for Science Bowl, Beg To Differ, and athletics. They provide financial aid for the seventh-grade Owl Camp trip. They contribute to the cost of publishing the *Community of Concern* booklet, as well as helping with the various drug and alcohol education programs offered throughout the year for parents and students. They would like to do even more, but it takes your help. If you have not yet joined, call Membership Chairs **Leesa** and **Larry Jensen** at 685-9912 or Director of Alumni and Parent Programs **Claire Farmer** at 260-1356.



The Parents' Association helps host several events during the year such as the coffee to welcome mothers of new students. Pictured here are: (top) Jennifer Garner, Suzanne Massey, (above) Holley McGehee, Laurie Feler, and Janet McGehee.



*Jimmy and
Lisa Guyton*

2004-05 PARENTS' ASSOCIATION BOARD OF DIRECTORS

Chairmen	Lisa and Jimmy Guyton
Secretary	Ginny and David Zanca
Treasurer	Bunny and Jeff Goldstein
Membership	Leesa and Larry Jensen
Communication/Parent Education	Missy and Jim Rainer
Sports Coordinators	Martha and Mark May, Jan and Chris Cornaghie
Arts Coordinator	Donna and Mark Glover
Grandparents	Lisa and Louis Jehl
Fundraising	Margaret and Ed Atkinson
Phonathon	Suzy Satterfield and John Pickens
Hospitality	Glennie and Dean Klug
Upper School Hospitality	Denise and John Crawford
Lower School Hospitality	Gay and Steve Delugach
12th-Grade Class Rep	Suzy and Peter Fong
11th-Grade Class Rep	Norma and Mike Montesi
10th-Grade Class Rep	Tonda and Tony Thomas
9th-Grade Class Rep	Joey and Neal Beckford
8th-Grade Class Rep	Debbie and Michael Folk
7th-Grade Class Rep	Pam and Fleet Abston



In September, mothers of senior students were honored at a gathering at the Headmaster's home. Among those in attendance were (top to bottom) Susan Stephenson, Marsha McDonald, Karen Lawhorn, Amy Phillips, Ann Stafford, Missy Rainer, Suzy Fong, Mindy Mosby, and Gay Delugach.

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.

Ellis Hagewood
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

Perry Dement
Director of Advancement

Mike Gunn
Academic Dean

Bebe Jonakin
Director of Counseling Services

Debbie Lazarov
Director of Communications

Marc MacMillan
Business Manager

Ellen McDonell
Director of Hyde Library

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.



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UPCOMING EVENTS

November

- 5 - 7 YMCA Model UN, Nashville
- 6 Cross Country State Meet
- 7 MUS Open House
- 9 Juniors and Parents Meeting on College Admissions
- 12 End of Second Quarter Progress Report
- 23 TSSAA State Football Finals
- 24 - 26 Thanksgiving Holidays

December

- 4 Independent School Entrance Exam @ MUS
- 9 Winter Choral Concert in Hyde Chapel
- 10 End of Second Quarter
- 13 - 17 First Semester Exams
- 20 Christmas Holidays Begin

January

- 3 Second Semester Begins
- 10 Eighth-Grade Parents Meeting:
"High School Program" in Hyde Chapel
- 14 Basketball Homecoming Dance (after the game)
- 15 Lower School Dance
- 17 School Holiday - Martin Luther King, Jr. Day
- 20 - 22 Student-produced Play: *Barefoot in the Park*
- 28 End of Third Progress Report Period
- 31 Charity Week Begins

2004-05 MUS VARSITY BASKETBALL

- | | | |
|-------------------------|------------------|---|
| Nov. 18 | Thu. | West Region Jamboree at MUS |
| Nov. 23 | Tue. | Tipton Rosemark at MUS |
| Nov. 26-27 | Fri.-Sat. | Turkey Shootout at MUS |
| Nov. 26 | Fri. | Lausanne vs. Germantown
MUS vs. Collerville |
| Nov. 27 | Sat. | Lausanne vs. Collierville
MUS vs. Germantown |
| Nov. 30 | Tue. | MUS at Bishop Byrne |
| Dec. 3 | Fri. | MBA at MUS |
| Dec. 4 | Sat. | Father Ryan at MUS |
| Dec. 7 | Tue. | MUS at SBEC |
| Dec. 10 | Fri. | Houston at MUS |
| Dec. 11 | Sat. | Kingsbury at MUS |
| Dec. 30 - Jan. 1 | | Holiday Tournament in Jackson, TN |
| Jan. 4 | Tue. | MUS at Millington |
| Jan. 8 | Sat. | Lausanne at MUS |
| Jan. 11 | Tue. | Southaven at MUS |
| Jan. 14 | Fri. | Harding at MUS – Homecoming |
| Jan. 18 | Tue. | MUS at CBHS |
| Jan. 21 | Fri. | MUS at ECS |
| Jan. 25 | Tue. | Briarcrest at MUS |
| Jan. 28 | Fri. | St. Benedict at MUS |
| Feb. 1 | Tue. | MUS at Harding |
| Feb. 4 | Fri. | CBHS at MUS |
| Feb. 8 | Tue. | ECS at MUS |
| Feb. 11 | Fri. | MUS at Briarcrest |
| Feb. 15 | Tue. | MUS at St. Benedict |
| Feb. 19-26 | Sat.-Sat. | Regional at St. Benedict |
| Mar. 2-5 | Wed.-Sat. | State Championship in Nashville |