

MEMPHIS UNIVERSITY SCHOOL

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KEEPING TO THE POINT

by Timothy S. Greer,
Instructor in English
and Director of Theater



Fundamentals, best practices: They endure the test of time and engender success. Consider, for example, a deadly plague that swept Europe from 1600-1800. This plague was no disease, but it was just as lethal: the mania for dueling. Its devotees comprised two camps; on one hand were those who envisioned the sword as an edged weapon, and on the other were those who favored the use of the point. Both sides were equally vociferous, but by the end of two centuries and more than 20,000 armed encounters, the verdict was in. The point had proved to be the more efficient method of winning.

A trustworthy approach retains value even amid changing circumstances. By 1800 fencing had become a sport, and aspiring swordsmen were required to begin their studies with the foil. In foil play a fencer could score only by using the sword's point against his opponent's torso; no other contact was of any value. Thus, callow students acquired the habits that their scarred masters trusted. On the parade ground, as on the dueling ground, the point was king.

Time and again, fundamentals prevail. Learning the sword demanded patience and discipline, and great was the allure of shortcuts. Some teachers claimed to possess infallible attacks, secret maneuvers that would penetrate any defense. At high prices these secrets were sold to the credulous, who swore never to reveal them. Such moves, when they actually did exist, ranged from the silly to the suicidal. They were no match for a quick point and a practiced arm.

In education there are parallels. When I began teaching in public school 20 years ago, my own teachers were still recuperating from helping me become a more inquisitive thinker and a stronger writer. The training had required stamina and dedication, but it had worked. At last in my own classroom, I knew what my students needed: the capacity to read deeply and analytically; the power to write clearly and effectively; and the ability to find, through literature, commonalities and shared values with the great minds of the past and with one another. My students and I dug in together, and the results were often exhilarating.

Meanwhile, from on high, the human desire for shortcuts thrust upon us a series of instructional schemes, often with a hint of gimmickry about them. There was the T.I.M., which was not my robotic doppelganger, but the Tennessee Instructional Model. There was the learning styles approach, which had us trying to depict symbolism in *The Great Gatsby* by constructing models out of popcorn and pipe cleaners. And there was the curriculum map, which showed the way to precisely nowhere. These and other ploys have perhaps by now been relegated to

some museum and enshrined near an exhibit of historical fencing scams.

Then came the computer, and it divided educators into three camps: those who believed it would solve nothing; those who believed it would solve something; and those who believed it would solve everything. Years later, as studies on the efficacy of computers in the classroom continue to emerge, I am happy to have been always in the middle camp. I love to use laptops during instruction; they sometimes enable learning experiences that would not otherwise be possible. I hope that at MUS, though, they keep exactly as they are – nearby, available, and ready for action when needed, but not underfoot – because the teaching methods that still seem to work best might surprise you by their sheer longevity. Furthermore, any technology a student masters today may be obsolete tomorrow, but cogently expressing one's thoughts in writing is a durable skill that remains wondrously transferable. A student carries this gift into Advanced Placement exams, college entrance tests, and beyond.

For additional reading, I suggest the following: *The Flickering Mind* by Todd Oppenheimer (Random House, 2003); "Why Johnny Can't Write, and Why Employers are Mad" by Kelley Holland on NBCNews.com; and the extremely telling "A Silicon Valley School That Doesn't Compute" by Matt Richtel in *The New York Times* of October 22, 2011. On a related topic that amounts to a personal crusade, I offer "Handwriting vs. Typing: Is the Pen Still Mightier Than the Keyboard?" by Anne Chemin on TheGuardian.com; "Why Writing by Hand Could Make You Smarter" by Dr. William R. Klemm on PsychologyToday.com; and "What's Lost as Handwriting Fades" by Maria Konnikova in *The New York Times* of June 2, 2014.

Finally, consider *Reaching Boys, Teaching Boys: Strategies that Work - and Why* by Michael Reichert and Richard Hawley (Jossey-Bass, 2010), research indicating the effectiveness of teaching boys depends enormously on their feeling that they are working in a personal partnership with someone. If true, as it certainly was of me, this finding suggests that anything bringing to the classroom another layer of the impersonal, another aspect of the workplace cubicle, is a thing to be used sparingly. A calculator, a typewriter, an encyclopedia, and much more: the computer plays many roles well – but it makes for a poor mentor, and an abysmal father figure.

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Owls Online

For more news and pictures, go to: facebook.com/MUS.Owls. Also check out our YouTube channel: youtube.com/MUSOwlsTube.



ON THE COVER: Honors Robotics seniors, from left, Alex Creson, Ethan Pretsch, Thomas Hayes, and Zack Whicker pause for a picture with the robot they built and programmed for competition. Every robot is dismantled or retired after competition each year, and this one can be found on display in McCaughan Science Center. See page 8.



Seventh graders, right, begin to cheer for their classmate, MUS Spelling Bee champion Gregory Guo, center.

THEN THERE WAS ONE

After two preliminary rounds in October and November, the Lower School Spelling Bee concluded during assembly December 4.

The seventh-grade finalists were **Churchill Akhigbe**, first place (winning word: *premises*); **Rob McFadden**, second place; and **Gregory Guo**, third place. Eighth-grade finalists were **Jacob Curlin**, first (winning word: *lexicon*); **Robin Coffman**, second; and **Loyd Templeton**, third.

The six finalists went head-to-head in lightning-speed rounds that quickly reduced the competitors to two: Guo and Templeton. The word *albeit* separated the two, and the crowd – especially the seventh graders – cheered the last man standing, Guo.

Mr. Terry Shelton ran the bees and officiated as spelling coordinator.



Spelling Bee finalists, from left, Robin Coffman, Gregory Guo, Churchill Akhigbe, Rob McFadden, Jacob Curlin, and Loyd Templeton concentrate as McFadden answers Mr. Dax Torrey, the word caller.

OWLS VICTORIOUS AT PRO2SERVE

Sixteen MUS students traveled to UT-Knoxville November 6 for the 14th Pro2Serve math tournament, coming home with top honors, including sweeping the math bowl competition as both small-school division and overall winner.

Seniors **Andrew Elsagr**, **Kamar Mack**, **Richard Ouyang**, **Azeez Shala**, **Jason Stein**, and **Yunhua Zhao**; juniors **Murray Morrison**, **Patrick Murphy**, **Josh Myers**, and **Daniel Tancredi**; sophomore **Brooks Eikner**; and freshmen **Omkar Hosad**, **Jackson Howell**, **Jackson Moody**, **Rick Reinhard**, and **Chang Yu** competed against 800 of the best math students in the state.

The day began with the Fermat I individual contest, a one-hour, 25-question, multiple-choice test. Based on the test results, the top 60 mathletes moved on to the more challenging Fermat II individual contest, a one-hour,



From top left, Andrew Elsagr, Jackson Moody, Murray Morrison, Patrick Murphy; second row, Richard Ouyang, Daniel Tancredi, Chang Yu, and Yunhua Zhao

eight-question, proof-based challenge. That select group of 60 included seven Owls: Elsagr, Moody, Murphy, Ouyang, Tancredi, Yu, and Zhao.

At the end of the day, first-time winners of both stages were announced. Tancredi and Yu both placed in the Top 5 of the Fermat I and in the Top 10 of the Fermat II, thereby winning \$24,000 scholarships to UTK. Ouyang and Zhao had placed among the top scorers of each contest in previous years; therefore, their scholarships increased

from the former amount of \$16,000 to \$24,000.

MUS also fielded two three-person math bowl teams in the 64-team double-elimination tournament. The team, consisting of Morrison, Yu, and Zhao, did well and progressed deep into the field before elimination. The other team of Murphy, Ouyang, and Tancredi swept the entire field without losing a single match, thus winning both the small-school division and the overall math bowl competition.

FALL FESTIVUS WINNERS

The seventh annual Latin Fall Festivus took place Saturday, November 15, at St. Mary's Episcopal School. About 250 students from 12 schools competed in individual academic tests, athletics feats, and the quiz-bowl team competition known as Certamen. Seventeen Owls brought home more than their fair share of the medals.

Senior **Richard Ouyang** took first place in the upper-level Mythology

Test, and sophomore **Darius Cowan** tied for third with John Haynes (White Station High School) and Collin McLeod (Houston High School). Junior **Kyle Day** earned third place in the Mythology Spelling Bee.

Freshmen **Jackson Moody** and **Charlie Evans** earned first and second place respectively in the Latin 2 Vocabulary Test. Sophomore **Tom Wells** earned first, junior **Patrick Murphy** second, and junior **Forest Colerick** third in the Latin 3, 4, and 5 Vocabulary Test. Moody also earned second place in the Latin 2 Mythology Test.

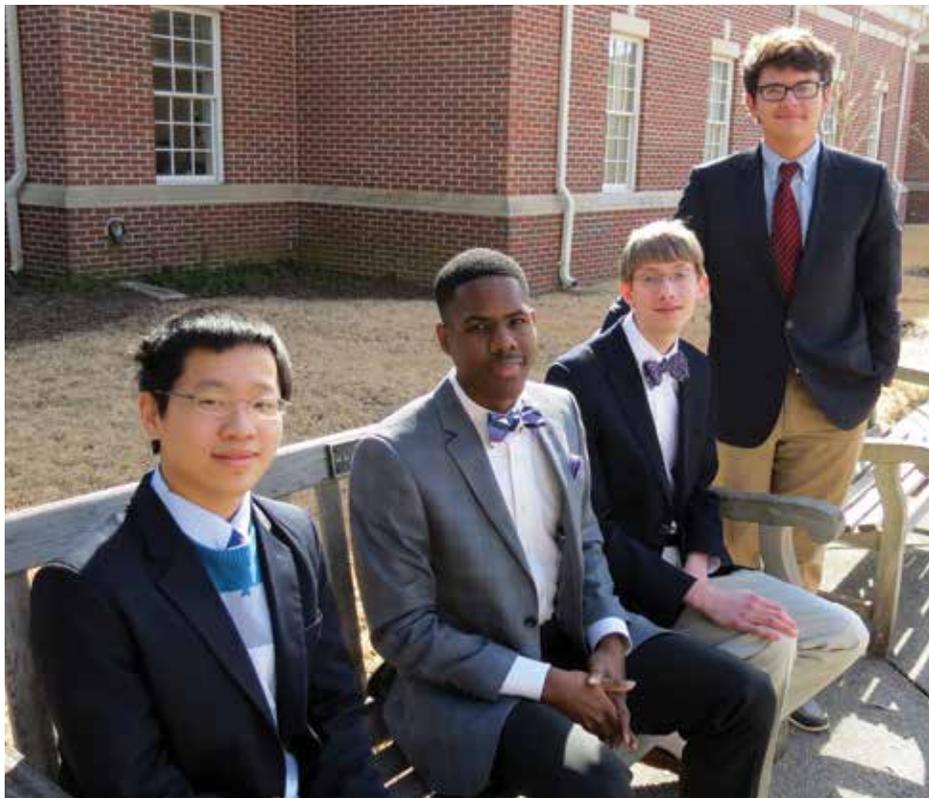
In the upper-level Open Certamen, the team of Ouyang, Brianna Bell (Collegiate School), and Halle Smith (St. Mary's) took first place; the team of sophomores **Brooks Eikner**, **Aneesh Ram**, Haynes, and Olivia Howell

(Houston) took second; and the team of Murphy and junior **Nathan Dinh**, Chalmers Benson (St. Mary's), and Apurva Kannaganti (Germantown High School) secured third.

In the lower-level Open Certamen, the team of Evans, Jordan Baines (Collegiate), Natalie Murrah (St. Mary's), and Justin Phovalalith (Germantown) took first place; the team of freshman **Chang Yu**, Ian Goforth (Westminster Academy), Shiyen Kesser (St. Mary's), and Tim Sauser (Christian Brothers High School) took second; and the team of freshman **Brad Kerkhof**, Andrew Joiner (St. George's Independent School), Mary Carter Mullins (Houston), and Cody West (Collegiate) took third.

In the athletic events called Feats of Strength, freshman **Josiah Crutchfield** earned first place in the Foot Race,

MATH BOWLERS ADD A WIN



Mathletes, from left, Chang Yu, Kamar Mack, Jackson Moody, and Jason Stein

Seniors **Kamar Mack** and **Jason Stein** and freshmen **Jackson Moody** and **Chang Yu** took second place at the third annual Collierville High School Math Bowl Contest Saturday, January 24. Eleven schools played round-robin games in the morning, resulting in a double-elimination round in the afternoon. Bob Jones High School of Alabama won first, and Christian Brothers High School placed third.

"The highlight of the competition was beating CBHS twice," Mack said. "We missed a probability question in the first match, so the final score was 14-0. Then we had a clean sweep of 15-0 in the second matchup."

The strangest question of the day occurred late in competition: "If October 31, 2014, occurs on a Friday, on what day does January 24, 2015, fall?" (Note: That was the day the competition was held.)

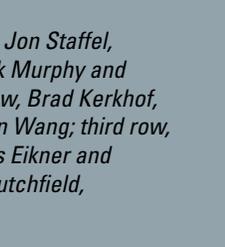
"Stein killed on that question," Yu said. "He was lightning fast."

and Colerick took second. Freshman **Benton Ferebee** knocked out the competition by taking first place in Boxing – a Rock 'em, Sock 'em robot game, not pugilism.

The freshman team of **Omkar Hosad** and **Jason Wang** took third in the Medium Catapult Contest, and the team of sophomore **Callaway Rogers** and freshman **Jon Staffel** took first place in the Large Catapult Contest – after sending a tennis ball more than 84 feet.

Mr. Ryan Sellers, instructor in Latin, noted the value of Festivus in preparing students for future competitions.

"Festivus is an important fall warm-up event for Memphis-area Latin students," he said. "We're pleased with our performance this weekend, but we know that we have a lot of work ahead of us before the Tennessee Junior Classical League competition this spring."



From top left, Chang Yu, Jon Staffel, Richard Ouyang, Patrick Murphy and Nathan Dinh; second row, Brad Kerkhof, Omkar Hosad and Jason Wang; third row, Benton Ferebee, Brooks Eikner and Aneesh Ram, Josiah Crutchfield, and Charlie Evans

MUS HONOR ROLLS

First Semester 2014-15 School Year

Dean's Scholars

Grade 12

Baker Ball
Alex Carruthers
Jack Christenbury
Alex Creson
Baty Daniel
Andrew Elsagr
Jack Gray
Jack Hawkins
Jack Hirschman
August Klinke
Ashish Kumar
Ahmed Latif
Walker Lee
Kamar Mack
Nicholas Manley
Hayden Meacham
William Merriman
Max Meyer
Jack Mullins
Nevin Naren
Richard Ouyang
Joseph Preston
Michael Reddoch
Preston Roberts
Hamid Shirwany
Sherman Tabor
Zach Walker
Zack Whicker
Griffin Wilson
Yunhua Zhao
Jeffrey Zheng

Grade 11

Reed Barnes
Sam Bartz
Chandler Clayton
Forest Colerick
Tucker Colerick
David Dabov
Kyle Day
Nathan Dinh
Dylan Echlin
Witt Fesmire
Philip Freeburg
Matt Fuess
Owen Galvin
Henry Keel
Grayson Lee
Eric Makapugay
Mac McArtor
Will McAtee
Winn Medlock

Saatvik Mohan
Murray Morrison
Patrick Murphy
Josh Myers
Patton Orr
Ethan Schaffer
Bilal Siddiq
Daniel Tancredi
Colin Threlkeld
Wesley Wells

Grade 10

Webster Austin
Max Bannister
Philip Deaton
Andrew Douglass
Brooks Eikner
Kian Ghodoussi
Charlie Gilliland
Henry Holmes
Josh Karchmer
Ammaar Kazi
Cade Klawinski
Ravi Lipman
Jack McCaghren
Rahul Mehra
Aneesh Ram
Ramiz Somjee
Jacob Suppiah
McLean Todd
Henry Trammell
Tom Wells
Alex Wolf
Ray Zhou

Grade 9

Charlie Evans
Benjamin Freeman
Jackson Howell
Jeremy Jacobs
Liam Kaltenborn
Brad Kerkhof
Barry Klug
Jackson Moody
Rick Reinhard
Matthew Temple
Bobby Wade
Jacob Webb
Chang Yu

Grade 8

Ethan Hurst
Sellers Shy
Philip Wunderlich

Grade 7

Churchill Akhigbe
Henry Bridgforth
Reid Chandler
Ben Cramer
Charlie Eason
Kyle Koester
Ben Lindy
Charles Long
Rob McFadden
Will Portera
Arjun Puri
Cole Saenz

Dean's List

Grade 12

Evan Arkle
Chandler Braxton
David Clarke
Patrick Demere
Nick DiMento
Will Farnsworth
Proctor Ford
Mike Frymire
Tom Garrott
Will Hays
Ted Helmhout
A.J. Hunt
Keegan Jones
John Madden
Robby Matthews
Daniel Nathan
Colton Neel
Jerry Oates
Ethan Pretsch
Ross Redmont
Spencer Richey
Pierce Rose
Christian Schneider
Dub Sorrells
Grant Stevenson
Caleb Taylor
Arnav Thakur
Augie Van Deveer
Corwin Vinson
Jim Waggoner
Townsend Warren
Preston White
Gaines Whittington
Ty Wolf
Connor Wright
Christian Yarwood

Grade 11

Alex Barksdale

Joshua Benton
Andres Carro
Ben Daniel
Matthew Davidoff
Hunter Finney
Tom Fowlkes
Bolton Gayden
Edwin Gully
John Hamilton
Andrew Hanissian
Danny Harris
Cole Harrison
Austin Hord
Gil Humphreys
Evan Knaff
Matt Kruczek
Austin Lacy
Cameron Lakin
Jack Lewis
Jason Lin
Bob E. Mallory
Alex Mansour
Andres Salas
Russell Sands
Zach Shulkin
Henry T. Stratton
Daniel Tasng
Theo Wayt

Grade 10

Burch Baine
Chris Barksdale
Christian Berry
Ishan Biswas
Keith Burks
Frederick Danielson
Parker Ford
David Graber
Marcus Gronauer
Alex Hyde
Parker Kaye
Jamie Lindy
Ogonna Oraedu
Mayur Patil
Alex Robinson
Will Schneider
Sloan Schneider
Trent Scull
Matt Silver
Evan Smith
Jack Solberg
Will Tomes
Joshua Tyler
Josue Vela

Whit Waggoner
Timothy White
Cole Wilder
Luke Wilfong

Grade 9

Tate Bailey
Mack Bethell
Graham Boswell
Aidan Cabraja
Joe Carter
Josiah Crutchfield
Jack Eason
Benton Ferebee
Matt Fogelman
Alexander Goodwin
Miller Grissingner
Eli Gruen
Carlo Guinocor
Omkar Hosad
Alex Humphreys
Michael Jennings
David Jones
Aidan Lonergan
John McBride
Thompson McDonald
Bo McEwan
Hastings McEwan
Aedan McKay
William Miller
Jimmy Morrow
Sam Payne
Peter Raves
Stan Smythe
Jon Staffel
Zachary Street
Matthew Strock
John Ross Swaim
Mylan Taylor
AJ Varner
Nalin Verma
Leon Vo
Jason Wang
Bays Webb
Jonathan Williams
Cameron Wyatt

Grade 8

Louis Allen
Joshua Blackburn
James Blatchford
Garrott Braswell
Jack Dabov
Jonathan Douglass

Trey Fussell
Ben Gilliland
Bailey Keel
Ethan Lam
Lee Linkous
Emerson Manley
John Mann
Ev Nichol
Houston Pate
William Quinlen
Zuhair Somjee
Jet Tan
Lloyd Templeton
Jim Thomas
Ty Williams
Henry Wood

Grade 7

Bo Abbay
Robert Ayotte
Hall Barry
Jack Billups
Sam Burchett
Gus Carter
Parth Dahima
Arnav Das
Robert Dickinson
Cameron Evans
Jack Fernandez
Landon Ford
Charlie Gilbert
Gregory Guo
Clay Hancock
Fox Harris
Sterling Hollabaugh
Tre Johnson
Samuel Kilgore
Cole McDonald
Jerry Peters
Drew Rakers
Seth Richey
Benjamin Sklar
Michael Sweeney
Sean-Marc Taylor
Jack Wellford
McKee Whittemore
Russell Williamson
Spence Wilson
Inam Zafar

Copies of all Honor Rolls can be downloaded at musowls.org/Publications.



Quiz Bowl champs, from left, Stewart Love, Yunhua Zhao, Richard Ouyang, and Reed Barnes present their tiny trophy signifying a huge victory at the White Station High School Quiz Bowl held November 22.

QUIZ BOWLERS ARE ROLLIN'

Seniors **Stewart Love**, **Richard Ouyang** (captain), **Yunhua Zhao**, and junior **Reed Barnes** kicked off the quiz bowl season by defeating their first Knowledge Bowl competitor of the year, Lausanne Collegiate School, November 19. The Owls won that match 305-265.

In addition to Barnes, Love, Ouyang, and Zhao, the MUS quiz bowlers include seniors **Baker Ball**, **Ashish Kumar**, **Nevin Naren**, and **Azeez Shala**; juniors **Saatvik Mohan**, **Patrick Murphy**, and **Zach Shulkin**; sophomores **Brooks Eikner**, **Kanha Mishra**, **Aneesh Ram**, and **McLean Todd**; and freshmen **Omkar Hosad**, **Jackson Howell**, **Jackson Moody**, and **Chang Yu**.

The team of Barnes, Love, Ouyang, and Zhao next defeated Houston High School, 245-240, in the White Station High School Quiz Bowl finals November

22. Twenty-one teams competed in the event, and MUS fielded three squads.

The entire group of quiz bowlers then earned fourth place nationally during Questions Unlimited 3-2-1, an online quiz bowl tournament held December 3. The competition included 140 schools answering 240 timed audio/visual questions.

After a disappointing and close loss to Briarcrest January 22 in the second round of the Knowledge Bowl Tournament, Kumar, Love, Ouyang, and Zhao took third at the Bolton Quiz Bowl tournament January 24. The team of Kumar, Love, Nevin, Ouyang, and Zhao further advanced the team's record with a decisive first-place finish at the Houston High School Academic Bowl January 31.

"We made it into the finals seeded

third then beat Cordova in the quarterfinals, Collierville in the semifinals, and St. Benedict in the finals, 210-20," Ouyang said. "We're looking forward to the West Tennessee championship in late March at Rhodes College."

Mr. Darin Clifft, instructor in mathematics, has coached the school's quiz bowl competitors every year since joining MUS in 1999. This year he is assisted by Mr. Davis Smith, instructor in history.

"It continues to be another strong year for our team," Clifft said. "So far, we have won trophies in three of the five tournaments we've participated in, and Coach Smith and I have seen tremendous growth in our freshmen. The future looks bright for MUS quiz bowl."



OUT-OF-THE-BOX ROBOTICS

UPPER SCHOOL TEAM SCORES INNOVATIVE AWARD

Everything was on the line for Upper School robotics engineers as they headed to the FIRST Tech Challenge competition in Huntsville, AL, on January 24. It would be their only shot at competition this year, and they had much invested in the building, programming, and testing of their robot.

"We were scheduled to compete in St. Louis, MO, in December, but we were unable to go," Loden said. "The first event of the year usually informs and perfects our

performance at the second event, so we were uncertain about how the Huntsville competition would go."

The team of seniors **Thomas Hayes**, **Ethan Pretsch**, and **Zack Whicker**; juniors **Reed Barnes**, **Hunter Finney**, and **Mahad Jamil**; and sophomore **Ray Zhou** created quite a stir at the competition with their "secret weapon," which earned them the Innovative Award for design and contributed to a fourth place overall.

"The Innovative Award goes to the team who exhibits the greatest out-of-the-box thinking," Loden said. "Our students

won it with their new design, code named after a power-up tool in Super Mario Brothers games, called Project Blue Shell."

FTC rules state that teams can earn extra points by elevating certain goals on the playing field. Other teams tried to do this by pushing the goals up ramps, which they found to be difficult and time consuming, Loden said.

Owl engineers designed a Plexiglas wall on their robot that could flip down and slide under a goal to elevate it a few millimeters. Senior **Alex Creson** was one of the primary designers.



Robotics squads went to battle in January with the Upper School engineers unveiling a secret weapon at the FIRST Tech Challenge semifinals in Huntsville, AL, and the Lower School Owls showing relentless determination at the FIRST Lego League competition at the University of Memphis.

Owl engineers, from left, Reed Barnes, Alex Creson, Hunter Finney, Ethan Pretsch, Thomas Hayes, Zack Whicker, and Mr. Lee Loden demonstrate this year's robot.



"I expected us to do well, as Project Blue Shell was designed to rapidly score a huge amount of points in the endgame," he said.

Robotics competitions create excitement and provide tangible goals for teams to work toward, Loden said, and the process is very instructive. Robotics students not only put physics lessons to the test, but they also learn time management, teamwork, and problem-solving skills, he said. In addition they gain experience in prototyping, automation, and measuring gearing and power-to-weight ratios.

"I'm proud of how much our team improves from one event to the next, and from one year to the next," he said. "The projects have deadlines that must be met, so each student is personally responsible for the success of his team."

LOWER SCHOOL TEAM WINS SECOND AT U OF M

Under the direction of Mr. Garrett Smithson, instructor in science, the Lower School Owls worked on their robot for several months before going to the University of Memphis FIRST Lego League competition January 24. Competing for two and a half minutes in each of three rounds, they were judged on innovation, robot design, and core values as they piloted their robot through a variety of obstacles.

"Our team was broken into units dedicated to individual programming challenges," Smithson said. "So they had to make decisions and execute ideas that could be combined with the other units' work in order to have a functioning robot."

Their preparation paid off with eighth

graders **Hudson Miller, Kaedmon Penney,** and **Brandan Roachell,** and seventh-graders **Ben Cramer** and **Michael Sweeney** bringing home second place in the Programming Division. The team earned points for the type of program they used and for their programming innovation.

Smithson was particularly impressed with the Owls' tenacity and all the competitors' sportsmanship. The practice round was quite intense, yet the teams shared the space well and assisted one another.

"Our boys worked relentlessly to solve the course obstacles; they didn't quit until they solved them or ran out of time – some didn't quit even then," Smithson said. "Yet all the teams showed great camaraderie and sportsmanship, making suggestions to help other teams even though they were competing. It was really great to see."



Clockwise from top left, Mr. Lee Loden and his robotics students; Mr. Garrett Smithson and his Lower School robotics team, from left, standing, Brock Dallstream, Michael Sweeney, Brandan Roachell, William Quinlen, Ben Cramer; kneeling, Kaedmon Penney and Hudson Miller; the Lower School team in action at the FIRST Lego League competition; Kaedmon Penney, Brandan Roachell, Brock Dallstream, and Bishop Hunsaker test their programming; Thomas Hayes, Jerry Oates, and T.J. Purnell





BOYS WILL BE ... FEMINISTS?

When junior **Saatvik Mohan** recently invited his Governor's School advisor, Mr. Clay Francis, to speak in chapel, he suggested an intentionally provocative subject: feminism. Mohan knew the word would ruffle a few feathers, but he also hoped it would prompt some healthy conversations.

Francis, an instructor in history at Hutchison School, welcomed the opportunity to speak, and he used Mohan's suggestion as he began his chapel presentation January 16.

"My goal today is to define feminism, share five notable moments from 2014, and then offer a few recommendations

about how you might use this information in your everyday life," Francis began. "First, please turn to the person on your left or your right and define feminism."

After listening to the audience for about 30 seconds, Francis began his first point: The goal of feminism is not to destroy the patriarchy, but rather, to advocate



Top left to right, Ann Regan Grissom and Stephen Christenbury; Weston Touliatos and Anne Grinder; DJ Z (Philip Zanone) spins hip-hop tunes; bottom photo, the crowd putting their hands in the air like they don't care



for women’s rights – political, social, and economic equality with men.

Mohan said the clarification was a significant one for the audience.

“If you ask the students here, most would describe themselves as gentlemen, in no way sexist. But those are the same people who would never call themselves feminists,” Mohan said. “They have come to believe the word means man-hater, not a person who promotes equal rights between men and women.”

Francis shared several examples of how the cause of feminism advanced in 2014, such as Chevrolet’s stereotype-breaking campaign, “Throw Like a Girl.” The advertising featured Mo’ne Davis, the first pitcher to throw a shutout in a Little League World Series.

Francis also told the story of Malala Yousafzai, a young, outspoken Pakistani blogger who won the Nobel Peace Prize. Yousafzai was attacked by a Taliban gunman after publicly advocating for Pakistani girls to have access to education. After surviving the near-deadly attack, she created a public petition demanding that all Pakistani girls have access to education by 2015.

Francis brought the subject closer to home by sharing statistics from the most recent White House Council of Economic Advisers report, including the fact that female U.S. workers currently earn 78 cents for every dollar earned by male counterparts.

“Many of my classmates deny tooth and nail the well-documented statistics about pay inequality,” Mohan said. “Because they can’t imagine themselves hurting another person or cheating them out of fair pay, they can’t accept that it is still happening in our country in this day and age.”

Francis was pleased overall with the students’ follow-up questions, and he said the conversations that continued online have exceeded his original goals for the presentation.

“I have been excited to hear and see the responses from students,” he said. “Most have been supportive and willing to continue the conversation in social media and at their dinner tables.”

He noted the importance of speaking to students about gender inequality – it exemplifies the problems associated with every kind of discrimination. He further stressed that labeling people – whether by racial, gender, or socioeconomic



Saatvik Mohan, Mr. Clay Francis, and Kamar Mack

stereotypes – is hurtful to everyone and a dangerously common practice in all forms of entertainment.

“Stereotypes negatively affect the people using them and the people they label. They also fail to capture the true vitality of the world in which we live,” Francis said. “[Lives] are much more interesting and vibrant than what pop culture often portrays.”

Mohan pointed out that discrimination runs contrary to the school’s Community Creed.

“There is no room for any type of discrimination in a community that values truth, honor, scholarship, service, respect, humility, involvement, and accountability,” Mohan said. “That’s why I proudly tell people that I am a feminist.”

LOWER SCHOOL ROCKS A RED, WHITE, AND BLUE DANCE

by **Henry Duncan** '19

Flags flew and red, white, and blue lights flashed through the crowd, for 8 o’clock had struck on January 10, 2015, officially starting the Lower School Made in the U.S.A. Dance.

School of Rock’s house band had just finished setting up as the crowd rushed in. The band began with a bang, performing some of rock ‘n’ roll’s biggest hits – including Nirvana’s “Smells like Teen Spirit,” AC/DC’s “Back in Black,” and Foo Fighters’ “Learn to Fly.”

Groups of people gathered in front of the band to cheer them on as they filled the Dining Hall with electrifying beats.

The dance grew more and more crowded as the clock raced toward the disc jockey’s moment in the spotlight. DJ Z, otherwise known as eighth grader **Philip Zanone**, began to play some of the best hip-hop songs the 21st century has to offer. As he transitioned from song to song, people pushed and shoved to see Zanone work his magic, and students simultaneously chanted

“D-J-Z” over and over again.

School of Rock returned and students shouted requests, racing from place to place as the fun was coming to an end. Everyone gave School of Rock’s house band a roar of applause as they finished their wonderful performance. DJ Z concluded the dance with a few more songs and gave a final farewell to an outstanding night.

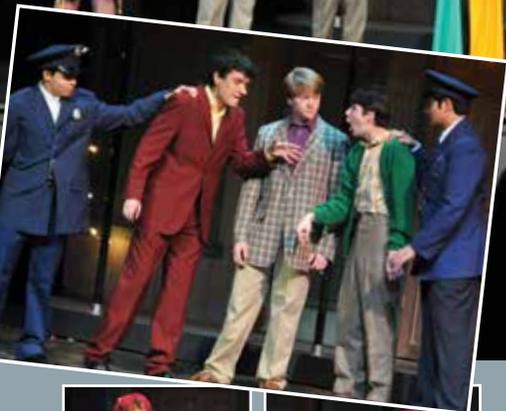
The Lower School Student Council worked diligently to make this dance happen, and they exceeded everyone’s highest expectations.



Fine Arts



MAGIC, MAYHEM, AND MISTAKEN IDENTITIES



For its first Shakespearean production in six years, the MUS theater program launched a fast-paced and colorful staging of *The Comedy of Errors* in November. Clocking in at just under 90 uninterrupted minutes, the show whisked audiences along for a tour of Shakespeare's favorite comic devices, including mistaken identity, slapstick violence, and the battle of the sexes, to name but a few.

For a setting that would bring the action of the play closer to our world than to Shakespeare's while still furnishing the necessities of the plot – including a seaport, a nunnery, famous cuisine, vigorous policing, and a mysterious practitioner of alternative medicine – Director Timothy Greer and Technical Director Robert Fudge transplanted the action in 20th-century New Orleans.

Into the Mardi Gras milieu come Antipholus of Syracuse (senior **Baker Ball**) and his servant, Dromio (junior **Andrew Hanissian**), and the two are snared in a web of intrigue: They are attacked by a sword-wielding merchant (senior **Evan Arkle**), bewitched by the owner of a notorious inn (Abisola James, Hutchison), and claimed as husbands by two strange women (Eliza Oehmler, St. Mary's, and Eliza Sims, Hutchison). Keeping one step ahead of the Duke (senior **Townsend Warren**), a quack doctor (freshman **Omkar Hosad**), and an irate goldsmith (freshman **Witt Miesse**), Antipholus manages to avoid the police (senior

Daniel Nathan and junior **Andres Salas**) while falling in love with a local woman (Cason Berkenstock, St. Agnes). At last, the chaos is halted and the confusion dispelled by a frantic messenger (Elena Hanissian, St. Mary's) and a wise abbess (Evey Eason, Hutchison), who introduce the beleaguered travelers to their exact doubles from Ephesus (senior **Brad Jarratt** and freshman **Sam Payne**).

"Our theater program is committed to staging great literature," Greer said. "Of course, this means Shakespeare's plays can be expected to appear at regular intervals on our stage. This was a great experience with Shakespeare for our group of young actors, and it was a treat to watch them learning and growing throughout the process. Working on the set was, in itself, quite eye-opening for many of them."

That set was a revolving, full-scale French Quarter street corner that took the action seamlessly from outdoors to indoors and back again. More than 40 pneumatic jacks, built by students in Mr. Fudge's classes, easily lifted and lowered the set during transitions. Stage manager, senior **Jack Mullins**, kept things running.

"Once the set was combined with lighting by junior **Nathan Dinh** and sound design by his classmates, **Eric Makapugay** and **Bilal Siddiq**, we had an acting space so highly evocative of New Orleans that one could almost smell the beignets," Greer said.

From the top, in the play's conclusion, Antipholus of Ephesus (Brad Jarratt, seated center) meets a man who claims to be his father (Mr. Tim Greer) as the Duke (Townsend Warren) and townspeople look on; two policemen (Andres Salas, left, and Daniel Nathan, right) restrain Antipholus of Ephesus (Brad Jarratt, left) and Angelo, the goldsmith (Witt Miesse, right), in their dispute over money owed to a merchant (Evan Arkle, center); Dromio of Syracuse (Andrew Hanissian) explains his troubles to Luciana (Eliza Sims); Antipholus of Syracuse (Baker Ball) is baffled when Adriana (Eliza Oehmler) claims to be his wife; Mr. Robert Fudge and tech crew members Eric Makapugay, Bilal Siddiq, Jack Mullins, and Nathan Dinh; Dr. Pinch (Omkar Hosad), under the watchful eye of the police, attempting to cure a madman



MUCH ABIDES *Winter Concert Pays Tribute to the Season and Mr. John Hiltonsmith*

Holiday packages, sprigs of spruce, and white lights decorated the stage and lobby, and young men in dapper-to-comical holiday garb paced backstage. Beg To Differ and Studio Band were ready to perform, and the packed audience was ready to celebrate the season with them.

Everything was exactly as it had been on this night for the previous 30 years as Headmaster Ellis Haguewood took the stage to welcome friends and families to the Winter Concert. Only one aspect of the evening was different, and it weighed on everyone.

“The death of John Hiltonsmith is a great loss for the school, and a great loss for those of us who knew him,” he said. “I am reminded of a line from Tennyson’s great poem, *Ulysses*, ‘Though much is taken, much abides.’”

Hiltonsmith was a restless spirit like the character Ulysses, and one whose hours brought new things to MUS, including Bloodworth Studio, a recording and practice space used by students, alumni, and many others from the Memphis community.

In his 31 years at MUS, “Hilty” also introduced generations of boys to the best in music present and past, lessons accentuated by performances or recording opportunities in Boston, Chicago, Los

Angeles, New Orleans, and New York, workshops with the likes of Royal Studios owner Boo Mitchell, a cappella director and arranger Deke Sharon, and the late Ardent Studios founder, John Fry ’62.

Many of Hiltonsmith’s students are now professional musicians or generous supporters of the arts because of their experiences in and out of his classroom. Claire Farmer, director of the Annual Fund, remembers many of those boys before they embraced their abilities. While she served as secretary of the Lower School, Farmer saw students so painfully shy they were afraid to come to the office to ask for makeup tests.

“John saw beyond that shy little boy to the young man who would eventually sing solos or play in a band,” Farmer said. “His confidence in the students was so great and so heartfelt that it couldn’t help transferring to the boys.”

Senior **Evan Arkle** is one of those young men.

“Hilty was kind, funny, and passionate about what he did. I came into Beg To Differ uncomfortable and unsure of my ability,” he said. “Performing in front of people is now one of my favorite things to do.”

So with groundwork laid and help from alumni and administration, the boys opened the Winter Concert as planned

on December 11.

Haguewood thanked Mr. Sam Shankman ’13, who had come home from Northwestern University to direct Beg To Differ in the concert, and Mr. Matt Tutor ’91, who had taken time away from his business to cover Hiltonsmith’s classes and direct the Studio Band.

The headmaster concluded his welcome by exhorting the audience to “let the concert lift up your spirits, because John would have wanted it that way,” and the boys took the stage – just as Hiltonsmith would have wanted them to – with a rock ‘n’ roll holiday classic.

Members of the Studio Band include seniors **Austin Darr**, bass; **Ahmed Latif**, drums and percussion, and **Eason Taylor**, guitar; junior **Austin Hord**, guitar; and freshman **Graham Boswell**, keyboards and guitar.

Members of Beg To Differ include seniors **Arkle**, **Baker Ball**, **Andrew Elsagr**, **Nicholas Manley**, **Selden Montgomery**, **Michael Reddoch**, **Sherman Tabor**, and **Townsend Warren**; juniors **Tom Fowlkes**, **Jalen Friendly**, **John Kakales**, **Patrick Murphy**, **David Nelson**, and **Daniel Tang**; sophomore **Harrison Tabor**; and freshmen **William Miller** and **Stan Smythe**.

*Once in Beg To Differ,
Always in Beg To Differ*
As is the tradition, alumni joined
Beg To Differ for the final number
of the Winter Concert.



ARTIST REIMAGINES SCHOOLHOUSE



Michael Jacobs, Mr. Grant Burke, Terrell Jackson

by Ms. Megan Phillips,
Communications Intern

Memphis artist Mr. Jared Small brushes on a royal blue sky, a stark contrast to his white, one-room schoolhouse – with an owl in the belfry – as he describes its symbolism.

“It’s an old schoolhouse, where America’s history of learning began and from which America’s educational system evolved. The schoolhouse shows education’s testament to longevity in the world and how it is the foundation of American culture.”

Small, the 2014 Lockett/Guinn Artist-in-Residence, worked in the MUS art studio for seven days in November, creating his painting as students watched during their classes or stopped by to observe. He is the fourth local artist in the program, launched

by art instructor Mr. Grant Burke in 2011. Each artist – Mr. David Lynch, Mr. George Hunt, and Mrs. Nancy Cheairs – has created a painting to adorn the walls of MUS.

Small, who grew up in South Memphis, has a fascination with dilapidated houses and neighborhoods, which often provide inspiration for his artwork. His paintings begin very realistically and morph into abstraction. He contrasts timeworn structures with dark blue skies that grow darker and more ominous toward the edges of the paintings, meeting with touches of white or color that drip down the canvas.

“Jared’s paintings illustrate the hidden beauty in decay and age,” Burke said. “Each painting captures a lifespan and tells a story. What something is, what something was, what something will be. His work straddles high-definition photorealism and an abstract dreamlike fantasy. It’s a painting you

really can’t stop looking at.”

In Burke’s 2-D Design class, students worked on still-life paintings – studying shadows, highlights, and reflected light – as they watched Small paint, observed his techniques, and listened to him describe how his life has informed his art.

“He was talking about his childhood experiences and how they influence the way he depicts his paintings,” senior **Samuel Gordon** said. “He’s kind of expressing a darker side.”

Senior **Spencer Richey** shared a helpful technique he learned from Small and applied to his own painting: “He got a flat brush and showed me that if you brush the wet paint with a dry brush, it’ll blend the colors more than trying to just paint over it.”

Sophomore **Christian Berry** admired Small’s selection of rundown buildings and

Monster Menagerie

In Mr. Jim Buchman’s Art 7 classes, students create sculptures from their imagination and individual interests – ranging from literary monsters to loveable bunnies.

The budding artists first sketch their ideas, then create the three-dimensional forms with corrugated cardboard armatures and layers of window screening, plaster cloth, and putty. In the final step

they apply one or more layers of clear shellac. Their arsenal of tools includes utility knives, rulers, hot glue, scissors, modeling tools, a band saw, and hand and bench-mounted power sanders.

Buchman designed the project to teach the importance of following a sequence of steps to accomplish a goal, and he appreciates the process for a number of other reasons, as well.

“The project is flexible enough to allow small changes from year to year, as possibilities suggest themselves,” he said. “And I particularly enjoy assignments like this one because it engages both the analytical and imaginative sides of the mysterious seventh-grade brain.”

This year’s sculptures were submitted for competition in the 2016 Mid-South Scholastic Art Awards. Memphis Brooks Museum League and Museum of Art host the event each year. Four eighth-grade Owls have winning submissions in the 2015 competition, and their works were on display in the museum through the end of March. **Kayhan Mirza** won a Silver Key for his sculpture “The Minotaur.” Receiving honorable mentions were **Jojo Fogarty** for “Marvelous Marlin,” **William Quinlen** for “Old Yeller,” and **Liam Turley** for “The Thinker.”



Kayhan Mirza

Fine Arts



Mr. Jared Small gestures toward his painting while discussing technique.



The finished 2015 Lockett/Guinn Artist-in-Residence painting now displayed in the Campus Center.

use of contrast. "I like his style. I would like to incorporate [some of his techniques] in my paintings."

Senior **Alex Creson** lauded Small's meticulous method. "He stops and attends to each detail for every single plank on the schoolhouse. I couldn't have that kind of patience."

Junior **Eli Weinberg** said he enjoyed meeting an artist who shares his appreciation for ramshackle buildings. "It's great to see someone so talented express his own imagination through the same outlet. His style is so original; it resembles realism, but at the same time it doesn't really look like a photograph."

Small attended Overton High School and won the Scholastic Art Award from the Memphis Brooks Museum of Art in 1998. He studied at the University of Memphis

and afterward began his career as a full-time artist. In his home studio he creates paintings that reflect the heart and history of the Mid-South, whether through an old building, an enigmatic individual, or a farm animal. In his short career, he has had exhibitions in Memphis, Baltimore, and New York, and his work has been published in *The Commercial Appeal* and *The Memphis Flyer*.

The artist-in-residence experience presented a welcome change of routine, Small said. "I think it's good to expose kids to artists while having artists get out of their rhythm. Being here has a totally different energy and reminds me of when I was in high school. When other people view your work and when you're wondering what

they're thinking behind you as you paint, you become much more conscious of what you're doing."

Just as Small was hyper-aware of his art while working with students, the students became more conscious of their own creations as they observed his artistry. They not only learned more about painting but also about the importance of originality and following one's passion.



Sculptors, top, from left, Carson Lakin, Kemen Rosario, Fox Harris, Edwin Rawson, Robert Dickinson, and Charlie Street; Ben Merriman and Spence Wilson; Cody Hopkins and Sam Burchett; bottom, from left, Wasif Abdullah; Hooper Mattis, Seth Richey, Ben Skahan, Aaron Cox, Charlie Street, Erward Erb, Jonah Wexler, and Michael Sweeney





Varsity bowlers, standing, from left, Reece O'Keefe, Spencer Richey, Zach Walker, Joseph Preston, Charles Brandon; kneeling, Marcus Gronauer, Jimmy Morrow, Murray Morrison, Hayden Hunt, and August Klinke

BOWLERS MAKE QUARTERFINALS

Owl bowling has become one of the better programs in the state, making it to quarterfinals last year and placing second in the state during the 2012-13 season. So the team had high expectations as the season began in September.

Based on the commitment of the players as well as a good balance of experienced and new talent, Coach Jenny Fernandez and Coach David Jackson knew they had the ingredients for a championship squad. The bowlers won eight of their first nine matches, including victories over Briarcrest, Christian Brothers, Harding, and Lausanne. The only team that defeated MUS this season was St. Benedict, which ended the regular season undefeated.

The Owls went against every team in the division three times and ultimately finished the regular season 12-3, earning second place in the division.

The team relied heavily on their seniors, who did not disappoint. **Charles Brandon, Hayden Hunt, August Klinke, Jack Mullins, Joseph Preston, Spencer Richey, and Zach Walker** all contributed much to the program, the coaches said, and several were key factors in postseason play.

Juniors on the squad included **Will Harwell, Murray Morrison, and Reece O'Keefe**. The team also had one sophomore, **Marcus Gronauer**, and one freshman, **Jimmy Morrow**, who played significant roles in the team's success.

At the TSSAA Division II tournament in Smyrna January 22, the Owls were confident after their strong regular-season showing. To determine seeding, all eight teams bowled in a Baker match-play round, which involves players from each team participating in a game.

The Owls did not bowl as well as they had hoped, earning them the eighth seed. To further complicate the matter, their first-round opponent would be their nemesis, St. Benedict, the first seed.

Despite a good showing, the season ended in the quarterfinals as the Eagles won, 22-5, with St. Benedict's team posting seven scores over 200 out of 18 total games.

Mullins led the Owls in this match with a three-game series of 588. Other Owls who participated were Hunt, Morrow, O'Keefe, Preston, Richey, and Walker. Despite the quarterfinal setback, the coaches had much to praise.

"Co-captains Jack Mullins and Zach Walker provided excellent leadership throughout the year. With five underclassmen returning, and three others who are working now on their skills, we anticipate another good season next year," Jackson, the varsity coach since the program's inception in 2008, said.

Fernandez concurred: "I am really proud of this year's team," she said. "These boys always did their best in practice and in competition, were committed to their teammates and the school, and were gentlemanly adversaries to their opponents."

SPORTS BUZZ



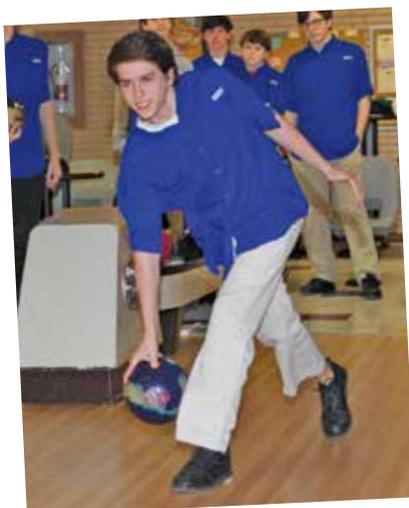
Reece O'Keefe gets good action with his two-handed release.



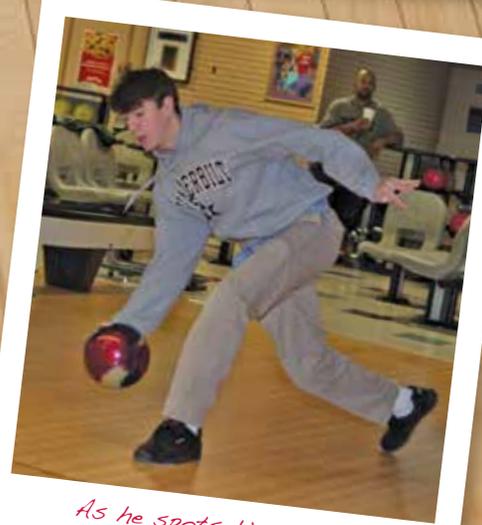
Joseph Preston concentrates on the target during release.



Will Harwell is hoping his ball finds the pocket.



With his teammates looking on, August Klinke strives to strike out.



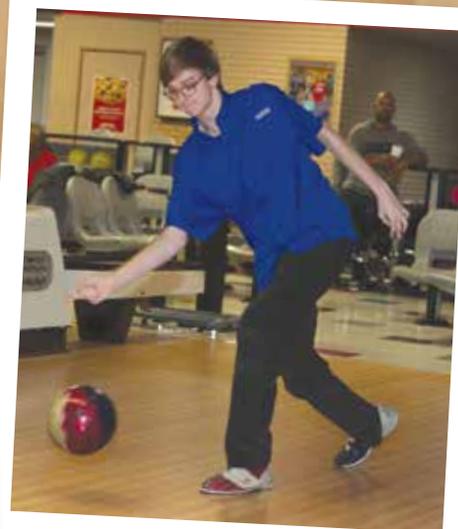
As he spots his mark, Murray Morrison expects a good result.



Being the youngest player on the varsity team does not stop Jimmy Morrow from dominating the lanes.



Zach Walker shows good form and balance as he launches another ball.



Charles Brandon gets good rotation on his ball.



Bradley Foley turns the corner in the season opener against Brentwood Academy.

OWLS FINISH POSTSEASON WITH VALIANT RUN TO THE SEMIFINALS

The varsity football program continued its outstanding run in 2014 as Coach Bobby Alston and his team finished the year 8-4, advancing to the state semifinals before falling to nemesis Ensworth in a close contest.

The defense, with its balance of experience and talent, was one of the main reasons for the Owls' run in the playoffs. Up front, junior **David Watkins** had an impressive season anchoring the defensive line, while seniors **Peyton Jones**, **Will Hays**, and **Gaines Whittington**, and junior **Bolton Gayden** had good years at end positions. These linemen did well

holding up offensive linemen so that the safeties and linebackers could make plays. The linebacker corps included senior **Jack Christenbury**, juniors **Tim Hart** and **William Rantzow**, and sophomore **Evan Smith**, while senior strong safeties **Tom Garrett** and **John Madden** and junior **Sweep Wallace** were very athletic and versatile. In the secondary, senior cornerback **MaLeik Gatewood**, junior **Thomas Pickens**, and senior free safety **A.J. Hunt** all played essential roles this year. This unit held opponents to an average of 20.2 points per game and kept five opponents under 18 points.

The improvement of the offense throughout the season also was a key factor in the success of the team. Senior quarterback **Marcus Evans** was a dual-threat player who hurt opposing defenses with both his throwing and running, leading an offense that averaged 29.5 points per game. The main reason he had a good year was the senior offensive line, which included starting tackles **Carter McFerrin** and **Drew Richmond**, guards **Mack Mosby** and **Brant Newman**, and centers **Win Duncan** and **Mike Frymire**. This



Junior Thomas Pickens leaps to haul in a 31-yard reception from quarterback Marcus Evans as Bradley Foley and Josh Gray look on.

physical line not only protected Evans on throwing downs but also opened up holes for running back **Colton Neel**, a senior who finished his career as one of the most decorated backs in MUS football history. This season Neel rushed for 1,382 yards and scored 22 touchdowns, he was the Owls' leading receiver with 22 catches for 143 yards and 3 touchdowns, and he even completed a pass. Sophomore back **Bradley Foley** complemented Neel well and became an important factor as the season progressed, finishing with 607 yards and 5 touchdowns. When the Owls



As Drew Richmond and his fellow offensive linemen prepare to block, Marcus Evans takes the snap.



Sweep Wallace, Tim Hart, Eli Christenbury, and other Owls tackle the Brentwood Academy running back as Will Hays and Tom Garrott provide support.

threw, Evans had a bevy of talented receivers to target, including seniors **Chris Davis, Jack Gray, and Preston White**; juniors **Tom Fowlkes and Thomas Pickens**; and sophomore **Jalon Love**. The talent of the offense made the Owls very difficult to defend.

After a season-opening loss at home against Brentwood Academy, the Owls won three straight games, including defeating Canton McKinley, 33-20, at historic Fawcett Stadium adjacent to the Pro Football Hall of Fame in Ohio. After a 30-12 win over Liberty Tech moved the team to 3-1, the Owls would lose two of their next three, dropping contests at South Panola (MS) and at Christian Brothers, with a win over Lafayette (MS) in between. After the loss to Christian Brothers, the Owls refortified and won their final three regular-season games, beating St. Benedict, 41-3, Craigmont, 49-26, and Briarcrest, 34-0, to grab the Western Division second seed, a first-round bye in the playoffs, and a home playoff game.

The Owls faced Brentwood Academy again, and despite falling behind, 28-7, midway through the



Colton Neel eyes open ground as he evades two Brentwood Academy defenders.

third quarter, the team never quit, and they eventually battled back to a 30-28 victory, as senior kicker **Michael Jacobs** connected on a 24-yard field goal with just 1:53 left in the game.

Despite another valiant comeback in the semifinal game against Ensworth, the Owls came up just short, losing to the Tigers, 27-24, and ending their season at 8-4.

Alston was proud of his team as he reflected on the season.

"There were several times during this season when boys of lesser character would have folded their tents and coasted out the season," Alston said. "Instead, their perseverance allowed us to overcome injuries and make midseason adjustments so we were able to play championship football at the end."

2014 FOOTBALL AWARDS

TEAM POSITION AWARDS

Offensive Line	Drew Richmond
Offensive Receiver	Jack Gray
Offensive Back	Colton Neel
Defensive Line	David Watkins
Linebacker	Tim Hart
Buzzards Award	John Madden
Defensive Back	A.J. Hunt
Special Teams	Michael Jacobs

D-II AA West Coaches All-Region Team

1st Team	
Tim Hart	Colton Neel
A.J. Hunt	Brant Newman
Peyton Jones	Drew Richmond

2nd Team	
Marcus Evans	John Madden
MaLeik Gatewood	Carter McFerrin
Jack Gray	David Watkins

Special Teams
Michael Jacobs

TEAM SPECIAL AWARDS

Steve Minkin Headhunter Award

William Rantzow

Holiday Ham – Trey Jordan "Do Right" Award

Jack Christenbury

Dan Griffin Spirit Award

Offense: Brant Newman; Defense: Jack Christenbury

W.S. Roberts MVP Award

Offense: Colton Neel; Defense: Tim Hart, A.J. Hunt

Tennessee Titan Mr. Football D-II AA

Lineman Winner

Drew Richmond

Tennessee Titan Mr. Football D-II AA Back Finalist

Colton Neel

AutoZone Liberty Bowl High School All-Star Team

MaLeik Gatewood	Colton Neel
Peyton Jones	Drew Richmond

Under Armour All-America Game

Drew Richmond

Touchdown Club of Memphis

Offensive Player of the Year

Drew Richmond

The Commercial Appeal All-Star

Best of Preps Football Finalist

Drew Richmond, Offense

All-Metro Private School

Tim Hart
A.J. Hunt
Peyton Jones
Colton Neel
Drew Richmond

Varsity head coach, Bobby Alston; assistants, Shawn Abel, Mark Chubb, Hamilton Eggers '94, Jerry Ellis, Kyle Finney, Johnny Jones, Orlando McKay, Glenn Rogers, and Ross Rutledge '02



JV Football Team Record: 6-1

Eleventh-Grade Roster:

Carter Coleman	John Kakaes
Witt Fesmire	Mac McArtor
Matt Flaherty	Daniel Tancredi
Jalen Friendly	Swep Wallace
Bolton Gayden	

Tenth-Grade Roster:

Burch Baine	David Jordan
Keith Burks	Cole Middlebrook
Eli Christenbury	Christopher Nanney
Philip Deaton	Ogonna Oraedu
Bradley Foley	Ryan Pahlow
Kobe Gibson	Steven Regis
Charlie Gilliland	Brent Robinson
Josh Gray	Jacob Rotter
Jack Heathcott	Jack Solberg
Henry Holmes	Harrison Tabor
John Walker Huffman	

Freshman Football Team Record: 6-0

Ninth-Grade Roster:

Tavion Alexander	Jesse Homan
John Bolton	Anderson Horton
Joe Carter	Michael Jennings
Rashaad Clayton	Marshall Jones
Josiah Crutchfield	Barry Klug
Baugh Doster	Aedan McKay
Buchanan Dunavant	Mac Robinson
Jack Eason	Jack Samsel
Tide Faley	Daniel Shumake
Sean Fitzhenry	John Ross Swaim
Matt Fogleman	Trey Thomas
Bentley Greenfield	AJ Varner
Miller Grissing	Bobby Wade
Austin Hamilton	Bays Webb
Jordan Hays	Will West
Edward Henley	Rucker Wilkinson

Eighth-Grade Roster:

Maurice Hampton
Dorian Hopkins
Matt Rhodes

The JV and freshmen teams are coached by the varsity staff.

LOWER SCHOOL

Red Team

Head Coach:

Jim Burnett '83

Assistant Coaches:

Craig Christenbury '83
Derek Clinin '03
Richard Moore '97
Russell Nemon '06
Buck Towner '07

Record: 5-2

Eighth-Grade Roster:

Scott Burnett	Jalen Hollimon
Stephen Christenbury	Bailey Keel
Robin Coffman	Jacobi Rice
Ben Cox	Matthew Rogers
John William Farris	Dekari Scott
Ben Gilliland	Alden Southerland

Seventh-Grade Roster:

Stratton Barousse	Devin Malone
Robert Dickinson	Cole McDonald
Charlie Eason	Will McEwan
Cameron Evans	Griffin Roe
Cooper Grace	Ben Skahan
Deion Harris	Ben Spiegelman
Daniel Lucke	Graham West

Blue Team

Head Coach:

Bobby Wade '84

Assistant Coaches:

Larry Heathcott
Chris Rogers
Ben Stallworth '07
Jack Steffner '09

Record: 3-3

Eighth-Grade Roster:

Riley Bennett	Sam Nelson
Jack Dabov	Houston Pate
Trey Fussell	Sellers Shy
William Garland	Liam Turley
Wade Harrison	Billy Weiss
Thomas Hayden	Johnathan Whitehead
Emerson Manley	Henry Wood
Smith McWaters	

Seventh-Grade Roster:

Gus Carter	Will Portera
Edward Erb	Austin Robinson
Sam Faber	Collins Robinson
Charlie Gilbert	Thomas Rogers
Connor Hamilton	Charlie Street
Cody Hopkins	Jalen Gunter
Seth McKay	



BASKETBALL HOMECOMING COURT

Basketball Homecoming Queen Jane Morrison, center, with court and escorts, from left, Selden Montgomery, Mary Margaret Moore, Tom Garrott, Allison Ann Gusmus, Murray Morrison, Bennett Wilfong, Katie Sneed, Alex Carruthers, Connell Erb, David Scharff, and Abby Meloni

Springing into Second Semester

By Mrs. Anne Wilson Co-chair with husband, Mr. Drew Wilson, of the Parents' Association



The Wilsons

As we move into spring, we look back on the many Parents' Association activities and forward to many more.

The Parents' Association Board kicked off the new year with our annual January luncheon and board meeting. We gathered to reflect on a successful fall semester and to prepare for upcoming events in the spring.

The board enjoyed a presentation of the latest creation from the Lockett/Guinn Artist-in-Residence program. Fine Arts Chair Grant Burke began the program four years ago, inviting a local artist to spend a week in the art studio each fall. During the week students learn from the artist, who creates a painting that will hang in the ever-growing art gallery at MUS.



Mr. Grant Burke presents the 2014 Lockett/Guinn Artist-in-Residence painting to the Parents' Association

Mr. Burke presented this year's painting, a fabulous piece created by Mr. Jared Small. With the help of a smartphone application called Layar, Mr. Burke demonstrated how a viewer can watch the painting come to life through augmented reality. The app shows each step of

the painting's creation from a mere sketch to the painting that now hangs in the Campus Center. This software is just one example of the innovations that teachers bring to our students each day, and we were excited to see it.

Mrs. Alice and Mr. Warren Ball and Mrs. Jennie and Mr. Wayne Van Deveer, Parents' Association arts coordinators, provided meals to the cast and crew of the fall play, William Shakespeare's *The Comedy of Errors* and the spring musical *Dirty Rotten Scoundrels*. The shows and the meals were a huge success. Our Upper and

Lower School Hospitality Chairs Mrs. Debbi and Mr. Philip Freeburg '81 and Mrs. Courtney and Mr. Shawn Fussell organized the annual breakfast for faculty during the week of exams. Each morning, parents provided delicious goodies for our faculty in appreciation for all they do. It is always a huge hit, and the faculty and staff appreciate the parents baking their favorite breakfast recipes during the holidays. If you missed the chance to volunteer for this event, it's not too late. We will be organizing breakfasts during the spring exam week, as well.

The Parents' Association is excited about upcoming events for spring, especially the Grandparents Day breakfast April 10. Mrs. Stephanie and Mr. Sellers Shy '90 will host this year's special event. We know grandparents of Lower School students always look forward to spending time with their grandsons and having breakfast.

Last year the Parents' Association hosted the first Blazer Consignment Sale. It was a huge success, providing the opportunity for parents to sell blazers their sons have outgrown or may not need any longer. This year Mrs. Karen and Mr. Larry Klawinski will chair the consignment. She and a host of parents are busy preparing for an even larger sale. There will be more information in the upcoming months about the sale, which will take place during spring exam week, so save your blazers!

Thank you all for your continued support of the Parents' Association. We are blessed to have such a strong community of students, faculty, and parents. We hope you have participated in some of the events sponsored by the association this past fall and look forward to seeing you during the spring semester. The warmer weather brings an exciting energy to campus, and there will be many terrific opportunities to support MUS and to meet other families in this special community.

It's not too late to join the Parents' Association if you haven't already. Please call Mrs. Ann Laughlin at (901) 260-1398 or email her at ann.laughlin@musowls.org with questions about joining or volunteering for an event.

A FEW REMINDERS FOR RISING SENIORS

by Mr. Steven Johanson, Assistant Director of College Counseling



As juniors march toward the end of the year and look for the gleaming light of summer at the end of the tunnel, the College Counseling team wants to remind these rising seniors about the importance of continuing to look forward in their college selection process. The following items must be completed over the summer to ensure that we can focus on fine-tuning their applications when they return in the fall.

The essay for the Common Application is the most important summer assignment, and it takes time and reflection to craft a good one. Your son should bring his completed essay to be proofread and approved by his college counselor as soon as he returns to school in August. We will have a dean or college admissions director on campus August 12-13 to discuss them and make suggestions for improvement. The essay must be 650 words in length and must respond to one of the following prompts:

- Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
- Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

The second assignment, to be completed by both students and parents, is the two surveys on Naviance/Family Connection. The Senior Summer Survey for students, which can be found under the "About Me" tab on your son's Naviance/Family Connection, provides insight into his achievements and aspirations, and his approach to the college process. This survey must be completed by the end of the summer also. Many of the questions on this survey mimic those asked on college applications, thus providing students a head start in self-reflection and preparation. Additionally, the Parent Insights Survey must be completed by the end of the summer. It is found under the "About Me" section of your Naviance/Family Connection, not under your son's login. Your thoughts about your son's high school development and college aspirations are extremely valuable as we write his letter of recommendation, help him apply to schools, and, ultimately, guide him in his selection.

We recommend that students find time over the summer to research and visit various colleges and universities. Are you going on vacation or visiting family out of town? This is a great opportunity for your son to explore the nearby colleges and develop a more informed opinion about which ones are the right academic and cultural fit for him.

Our office is open throughout the summer, and we are here to help with any questions or concerns regarding the college application process. If you need advice about completing any of the tasks above, about the schools your family should visit, or whom to contact at those colleges, please contact any member of the College Counseling Department at (901) 260-1332.

2014-15 NATIONAL LETTER OF INTENT SIGNINGS



MUS celebrated the first 2014-15 National Letter of Intent signing day November 12, where these athletes made their decisions public: from left, **Paul LaHue**, tennis, University of Tennessee – Chattanooga; **Spencer Richey**, tennis, University of Alabama; **Colton Neel**, baseball, University of Memphis; **Hays Moreland**, golf, University of Cincinnati; and **Hayden Hunt**, lacrosse, Air Force Academy.



The second signing of the year was held February 4, and four athletes announced their college decisions: from left, **Carlton Orange**, track, University of Arkansas; **Drew Richmond**, football, University of Tennessee – Knoxville; **Brant Newman**, football, Murray State; and **Peyton Jones**, football, University of Memphis.

Waiting for the “Click”

by Mr. Joe Abrahams '96, Director of Academic Support



“My son does not seem to care about school and does not appear to be bothered when he earns unsatisfactory grades. We have tried punishments and rewards at home, but nothing seems to work. We know he can get better grades, but he just doesn’t seem to care. What can we do to help motivate our son to perform better in school?”

I hear this question regularly, and it is often fraught with feelings of helplessness and frustration. Determining the best way to motivate children is a challenge for many parents, and there is no one-size-fits-all answer.

The subject of motivation can be complex. Research has focused on two types of motivation: extrinsic and intrinsic. When people engage in behaviors to avoid a consequence or to attain a positive reward, this is extrinsic motivation. For example, a student works to earn good grades because he does not want to get grounded or because his parents have promised monetary rewards. When people engage in behaviors because they enjoy them or the sense of challenge and accomplishment they bring, this is intrinsic motivation. Intrinsic motivation typically has greater influence on behavior than extrinsic motivation. Additionally, research has shown that focusing solely on external consequences and rewards can have a negative impact on behavior by teaching individuals to work for the wrong reasons.

Although we would hope that all of our children would be intrinsically motivated to do their best in school, unfortunately, this is not always the case. Every child is not going to enjoy every class or being challenged for the sake of challenge. This does not mean we should give up trying to motivate them. Instead, we may need to find a balance of both intrinsic and extrinsic motivational techniques.

Research has shown that setting goals increases intrinsic motivation. At the beginning of each quarter, help your son set a goal for the grade he wants to earn in each of his classes. He should determine those goals, not you. You should guide him to set a goal that is reasonable and within his ability, but only attainable through hard work and dedication. If a goal is too easy, it will not challenge your son. However, if it is unattainable, he may not see the purpose in giving it his maximum effort. It is OK to reassess goals throughout the quarter, such as after Progress Reports are published, and adjust them accordingly.

After your son has created his goals, help him draft a plan to achieve them. A successful plan would include specific steps to follow in order for him to achieve his goal for each class. For ex-

ample, say he is required to learn 80 vocabulary words per week in English class. Have him commit in his plan to begin studying those words at least four days before each test. Have him create 20 flashcards per day instead of trying to cram in all 80 words the night before the test. If your son is disorganized, have him plan to dedicate 10 minutes each night to ensuring all his materials are in order. There are many organizational and learning strategies that may help your son. If you do not know which strategies to use, contact me and I will be happy to provide direction.

The next step is setting your expectations as a parent – this is where extrinsic motivation tactics may be useful. Your minimum expectations are accomplishments you know your son is capable of achieving, should he put forth minimal effort. Not all students will respond to the challenge of setting goals, so you need to communicate the extrinsic consequences for failing to meet the minimum requirements. For example, you may set a minimum expectation of having no grades below 80. The consequence for making less than an 80 might be the removal of his cell phone, video games, or driving privileges – whatever works for your family. You must be willing to follow through with whatever consequence you establish.

While receiving a high-quality, college-preparatory education is the main reason your son attends MUS, there is more to his overall development than academics. Encourage your son to find interests outside of the classroom and become involved. Research has shown a positive correlation between extracurricular involvement and student achievement, and we offer a plethora of extracurricular activities at MUS. The good habits a student develops through extracurricular involvement will often follow him into the classroom. Extracurriculars are also a great way to help students build confidence. Often, self-confidence is all students need to overcome their academic obstacles.

If you feel you have tried all these tactics and none have worked, I encourage you to persist in hope. Many boys who perform poorly in academics have lost faith in their ability, so they put forth minimal effort. If this is the case with your son, continue to speak to him in positive ways. Make sure he knows that you believe in him. Try to help him find ways to develop resilience during challenging situations. Every boy develops at a different rate, and the light bulb may not have turned on yet for your son. For some, it may happen in college. Until then, we as parents and educators must continue to build our children’s moral foundation by instilling the values and beliefs we hold dear.

If you have any questions related to this article, or if you need guidance or help in any way, please contact me at joe.abrahams@musowls.org or (901) 260-1408. Developing our boys into well-rounded young men of strong moral character is something that requires team effort. Together, we can make it happen.



MEMPHIS UNIVERSITY SCHOOL Inside

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Clay Smythe
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Perry Dement
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Peggy Williamson
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THE MUS MISSION: Memphis University School is a college-preparatory school dedicated to academic excellence, cultivation of service and leadership, and the development of well-rounded young men of strong moral character, consistent with the school's Christian tradition.

2015 Upcoming Events

- April 15** Special Awards and Honor Societies Inductions
- April 16-18** TJCL Latin Convention
- April 22** Academic Awards Program
- April 30** College T-Shirt Day
- May 1** Last Day of Classes for Seniors
- Book Store Open House
- May 17** Baccalaureate, Graduation
- May 18** School Holiday
- May 22** Last Day of School (1/2 Day)

Send news and comments to rebecca.greer@musowls.org or call (901) 260-1348.



MIGHT BE TIME FOR A NEW BLAZER ...

BLAZER CONSIGNMENT SALE

MAY 21-22, 2015

Consign your outgrown blazer and find one that fits – at least for a little while. Drop off your blazers May 14-15, 8-11 a.m., in the Campus Center. The sale will be May 21- 22, 10 a.m. - 1 p.m., in the Campus Center.