MUS HYMN

Dear MUS, How kind the fate
that brought us to these halls
To learn thy ways,
To walk in truth and honor all our days.
We pray that we shall always honor Thee.
Let us all unite to sing
To Alma Mater, Friend, and Leader,
University.

— John Murry Springfield

MUS FIGHT SONG

Go big team down the field
And honor bring to the red and blue.
Our team will never yield
Our men forever will be true.

(Rah, Rah, Rah)

Whether we lose or win
A greater team you’ll never see.
We’ll show our might again
For Memphis University,
Ready to fight again
For MUS and victory.

— William R. Hatchett
Charles Mosby

Connect with us at musowls.org/media
WHAT’S NEW?

Following are the most significant changes to school policy or practice this year:

1. **New Schedule**: Page 12 includes annual event adaptations to accommodate COVID-19 safety protocols. For the most complete and updated list of school events, see the calendar at www.musowls.org.

2. **Virtual Parent-Teacher Day**: We will not hold Parents Back-to-School Day this fall. Instead, we will have online group meetings with administrators and teachers Friday, August 21, as reflected on Page 12. This day will be a student holiday so parents can attend their sons’ classes virtually.

3. **Naviance/MaiaLearning**: The College Counseling team has changed management software from Naviance to MaiaLearning. Page 41 mentions the new software in the context of transcript requests.

4. **OwlHub**: Student, parent, and faculty resources are managed on our school website under a new login area called OwlHub. The login button is found on the school website home page. See Page 65.

5. **OwlsPrint**: A new printing system, OwlsPrint, is explained on Page 65, including student access, policies, and instruction.

6. **Dress Code**: Students may wear dress shorts with a belt and athletic shoes (in good shape) with socks. No sandals allowed. Collared shirts must be tucked in. Online, students will be fully clothed (collared shirt, no hats/hoodies). School grooming rules still apply. See Pages 66, 67.

7. **School Hours**: The school day runs from 8 a.m. - 3:20 p.m. every weekday (no early dismissal on Wednesdays). Any student not in homeroom at 8 a.m. is considered tardy. This applies whether a student is learning on campus or online. See Page 72.

**NOTE:** With the fluid pandemic situation, events and policies may change. To see the most up-to-date version of the U Book, visit www.musowls.org and click on ABOUT and SCHOOL POLICIES.
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Development/Alumni Office ............................................. 260-1350  Fax 260-1355
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Michael Escue, Support Specialist michael.escue@musowls.org
Raina Burditt, Technology Instructor raina.burditt@musowls.org

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Mark Counce, Assistant Principal mark.counce@musowls.org
Flip Eikner, Academic Dean flip.eikner@musowls.org
Pam Haney, Registrar pam.haney@musowls.org
Cassie Hutto, Administrative Assistant cassie.hutto@musowls.org
MISSION STATEMENT

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.

PHILOSOPHY

Memphis University School is committed to high standards of honor and integrity, academic performance, service, leadership, and athletics, and to the transmission of Judeo-Christian values.

An MUS education is characterized by a rigorous curriculum, a lively exchange of ideas, supportive teaching, and adherence to an honor code. Its objective is to instruct students in the skills and subject matter of the humanities and sciences, to engender successful habits and techniques of learning, and to instill the foremost principles of personal responsibility, morality, and gentlemanly conduct.

A dynamic extracurricular program devoted to excellence promotes leadership and service and encourages development of physical fitness and a rich variety of talents and interests.

Non-denominational and non-sectarian, MUS seeks to foster a respectful appreciation of the spiritual nature of people and honors the sincere expression of widely differing faiths. MUS aspires to be a community of mutual respect and concern regardless of individual differences.
COMMUNITY CREED

Written by members of the Class of 2001, the Community Creed was approved by the Student Council and adopted by the students as a statement of the ideals and virtues that have governed student behavior and attitudes since the inception of the school.

Community Creed

As students of Memphis University School, we share a duty to preserve our tradition of general excellence by upholding the principles that define and unify our community.

Truth and Honor
An MUS student tells the truth, does his own work, honors his commitments, and respects the property of others and of the school.

Scholarship
An MUS student actively seeks knowledge and understanding, and he encourages that pursuit among his classmates.

Service
An MUS student contributes his time and abilities to the welfare of his school and of the greater community.

Respect
An MUS student is courteous and kind and appreciates everyone in his community.

Humility
An MUS student may be confident but never arrogant or boastful.

Involvement
An MUS student develops leadership, cooperation, communication, self-discipline, and friendships in activities outside the classroom.

Accountability
An MUS student takes responsibility for his actions and accepts their consequences.
1. Humphreys Hall, Morgan Foyer
2. Admissions, Headmaster, and Business Offices
3. Development Office, Alumni Affairs
4. Upper School Office, College Counseling
5. Morrison Courtyard
6. Rose Technology Center
7. Kemmons Wilson Leadership Development and Counseling Center
8. Fisher Fine Arts Wing
9. Dunavant Lecture Hall
10. Lower School Office, Conference Room
11. Thomas Amphitheater
12. Schaeffer Bookstore
13. Halperin-Gillespie Room
14. Wunderlich Auditorium
15. Dining Hall
16. Todd-Snowden Gymnasium
17. Thorn Film Room
18. Ross Lynn Arena
19. Wunderlich Lobby
20. Wiener Hospitality Room
21. East Ticket Entrance, Carlisle Hospitality Center
22. Bill Evans Memorial Tailgate Area
23. Garrott Clubhouse
24. Harkins Archives
25. Kroeker-Petrosyan Fencing Center

rev date: 6-5-17
1. Humphreys Hall, Morgan Foyer
2. Admissions, Headmaster, and Business Offices
3. Development Office, Alumni Affairs
4. Upper School Office, College Counseling
5. Morrison Courtyard
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21. East Ticket Entrance, Carlisle Hospitality Center
22. Bill Evans Memorial Tailgate Area
23. Garrott Clubhouse
24. Harkins Archives
25. Kroeker-Petrosyan Fencing Center

Additional parking for tennis available on Hutchison campus
# FALL SEMESTER 2020

## AUGUST
- **Monday-Friday, Aug. 10-14** ........................................... Faculty In-Service Week  
- **Monday, Aug. 17** ........................................... Opening Convocation (Grades 7, 11, 12)  
- **Tuesday, Aug. 18** ........................................... Opening Convocation (Grades 8, 9, 10)  
- **Wednesday, Aug. 19** ........................................... First Day of Classes  
- **Friday, Aug. 21** ........................................... Student Holiday: Virtual Parent-Teacher Meetings

## SEPTEMBER
- **Monday, Sept. 7** ........................................... School Holiday: Labor Day  
- **Friday, Sept. 11** ........................................... First Quarter Progress Report Period Ends  
- **Friday, Sept. 18** ........................................... First Quarter Progress Reports Available Online

## OCTOBER
- **Tuesday, Oct. 6** ........................................... First Quarter Ends  
- **Wednesday-Friday, Oct. 7-9** ........................................... School Holiday: Fall Break  
- **Friday, October 16** ........................................... First Quarter Report Cards Available  
- **Saturday, October 17** ........................................... PSAT at MUS  
- **Friday, Oct. 30** ........................................... School Holiday: Recharge Day

## NOVEMBER
- **Friday, November 13** ........................................... Second Quarter Progress Report Period Ends  
- **Friday, November 20** ........................................... Second Quarter Progress Reports Available Online  
- **Wednesday-Friday, Nov. 25-27** ........................................... School Holiday: Thanksgiving Break

## DECEMBER
- **Friday, Dec. 11** ........................................... First Semester Ends  
- **Monday-Friday, Dec. 14-18** ........................................... Semester Exams  
- **Friday, Dec. 18** ........................................... *After Exams* Holiday Break Begins  
- **Wed., Dec. 30** ........................................... Second Quarter Report Cards Available Online
SPRING SEMESTER 2021

JANUARY
Monday, Jan. 4 .......................... Classes Resume/First Day of Second Semester
Monday, Jan. 18 .......................... School Holiday: Martin Luther King, Jr. Day

FEBRUARY
Friday, Feb. 5 .......................... Third Quarter Progress Report Period Ends
Friday, Feb. 12 .......................... School Holiday: Recharge Day,
Third Quarter Progress Reports Available Online
Monday, Feb. 15 .......................... School Holiday: Winter Break

MARCH
Thursday, March 4 .......................... Third Quarter Ends
Friday-Friday, March 5-12 .......................... School Holiday: Spring Break
Friday, March 19 .......................... Third Quarter Report Cards Available Online

APRIL
Friday, April 2 .......................... School Holiday: Good Friday
Friday, April 16 .......................... Fourth Quarter Progress Report Period Ends
Friday, April 23 .......................... Fourth Quarter Progress Reports Available Online
Friday, April 30 .......................... School Holiday: Recharge Day

MAY
Monday-Friday, May 3-7 .......................... Senior Exams
Monday-Friday, May 3-14 .......................... AP Exams
Sunday, May 16 .......................... Baccalaureate and Graduation
Thursday, May 20 .......................... Fourth Quarter Ends
Friday-Thursday, May 21-27 .......................... Underclassman Exams
Friday, May 28 .......................... Second Semester Ends/Last Day of School

JUNE
Friday, June 4 .......................... Report Cards Available Online
FACULTY AND STAFF EMAIL DIRECTORY

Faculty and staff at MUS may be contacted by email by using the following address after each name listed below: @musowls.org
Sample: joe.abrahams@musowls.org

Joe Abrahams: joe.abrahams
Bobby Alston: bobby.alston
Nancy Arant: nancy.arant
Lin Askew: lin.askew
Sally Askew: sally.askew
Emily Bailey: emily.bailey
Matt Bakke: matt.bakke
Bonnie Barnes: bonnie.barnes
Eddie Batey: eddie.batey
Laura Beck: laura.beck
Vincent Beck: vincent.beck
Nick Blackwell: nick.blackwell
Kevin Brown: kevin.brown
Raina Burditt: raina.burditt
Grant Burke: grant.burke
Chris Carter: chris.carter
Phil Chamberlain: phil.chamberlain
LeeAnn Christopherson: leean
Mark Chubb: mark.chubb
Shirl Clayton: shirl.clayton
Darin Clifft: darin.clifft
Chris Colbeck: chris.colbeck
Liz Copeland: liz.copeland
Mark Counce: mark.counce
Michelle Crews: michelle.crews
Rosalyn Croce: rosalyn.croce
Elizabeth Crosby: elizabeth.croby
Eric Dalle: eric.dalle
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Julia DeBardeleben: julia
Perry Dement: perry.dement
Don Dennis: don.dennis
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Hamilton Eggers: hamilton.eggers
Flip Eikner: flip.eikner
Kim Justis Eikner: kim.justis
Stacy Elliott: stacy.elliott
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Claire Farmer: claire.farmer
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Tim Greer: tim.greer
Mike Gunn: mike.gunn
Pam Haney: pam.haney
Zach Hansen: zach.hansen
Shelli Henry: shelli.henry
José Hernández: jose.hernandez
Beba Heros: beba.heros
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Jonas Holdeman: jonas.holdeman
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Caroline Hollis: caroline.hollis
Elizabeth Hopper: elizabeth.hopper
Beth Hunt: beth.hunt
Cassie Hutto: cassie.hutto
David Jackson: david.jackson
John Jarnagin: john.jarnagin
Curtis Johnson: curtis.johnson
Jonathan Jones: jonathan.jones
Rebecca Keel: rebecca.keel
Tracy Killen: tracy.killen
Laura Landry: laura.landry
Jonathan Large: jonathan.large
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Alex Lee: alex.lee
Chris Lewis: chris.lewis
Lee Loden: lee.loden
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Anne McCarroll McWaters: anne.mcwaters
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Loyal Murphy: loyal.murphy
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Sergey Petrosyan: sergey.petrosyan
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Marilyn Reinhardt: marilyn.reinhardt
Glenn Rogers: glenn.rogers
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Melissa Saenger: melissa.saenger
Zach Sandberg: zach.sandberg
Pete Sanders: pete.sanders
Jean Saunders: jean.saunders
Jonathan Saunders: jonathan.saunders
Ryan Sellers: ryan.sellers
John Simi: john.simii
Karen Skahan: karen.skahan
Davis Smith: davis.smith
Garrett Smithson: garrett.smithson
Clay Smythe: clay.smythe
Analice Sowell: analice.sowell
Ken Stacey: ken.stacey
Phillip Stalls: phillip.stalls
Trey Suddarth: trey.suddarth
Kyle Summers: kyle.summers
Beth Taylor: beth.taylor
Whit Tenent: whit.tenant
Norman Thompson: norman.thompson
Dax Torrey: dax.torrey
Buck Towner: buck.towner
Kim Trammell: kim.trammell
Matt Tutor: matt.tutor
Joe Tyler: joe.tyler
Katie Upchurch: katie.upchurch
David Willson: david.willson
The primary purpose of the Parents’ Association of Memphis University School is to support the activities of the school. The Association provides important services that benefit the faculty and students, sponsors programs of interest to parents, and assists with communication between school and home.

The Parents’ Association Board of Directors meets twice a year – in August and in January – at which time the board reviews the plans for the year, the budget, and the progress of committee members. The annual membership dues are $50 per family.

Parents’ Association Mission Statement

The Memphis University School Parents’ Association is a community of parents and families working together with common purpose: to advance and support the mission of Memphis University School in order to enhance the school experience for the benefit of the students, families, faculty, and administration.

2020-21 Parents’ Association Board of Directors

| Chairs                          | Stephanie and Sellers Shy ’90 |
| Secretaries                    | Elizabeth and Bo Allen ’86   |
| Treasurers                     | Vicki and Kurt Nelson        |
| Admissions Coordinators        | Jenny and Larry Herman       |
| Blazer Consignment Coordinators| Sarah and Jeff Lewis ’88     |
| Communication/Parent Education | Esther Manoharan and Paul Gunaraj |
| Fundraising Coordinators       | Meredith and Jason Fair ’89  |
| Grandparent Coordinators       | Caroline and Blake Billups   |
| Hospitality Coordinator        | Elizabeth Dickinson          |
| Hospitality, Lower School      | Janie and Michael Lowery     |
| Hospitality, Upper School      | Amy and David Shoaf          |
| Membership Coordinators        | Genevieve and Clarence Chapman |
| New Family Mentor              | Cynthia Parks                |
| Phonathon Coordinators         | Allison and Barden Greenfield |
| Spirit Coordinators            | Jenny and Ellis Haddad ’91,  |
|                               | Kelly and Barry Bridgforth   |

Class Representatives

Grade 12                Donna and Jon Van Hoozer ’88
Grade 11                Stephani and Jason Infeld
Grade 10                Mary and Mike McDaniel
Grade 9                 Stephanie and Joe Jarratt
Grade 8                 Jane and Tommy Byrnes ’89
Grade 7                 Anna and Ben Wunderlich ’97
SAFE HOME PROGRAM

The Parents’ Association and Counseling Department administer the Safe Home Program. The goal of the program is to encourage communication and provide our sons an environment in which they are comfortable to abstain from illegal drug and alcohol consumption. The signature of both parents is required unless the student lives in a single-parent household. Names of MUS Safe Home members are published on the MUS website and need to be renewed annually. The school’s expectations for all MUS parents is that they will support the guidelines, whether they sign the Safe Home pledge or not. To sign the pledge, visit www.musowls.org, log in, and click on the Safe Home Resource Board.

Safe Home Pledge

As a parent of an MUS student, I agree to support the following general guidelines, which have been affirmed by MUS and the MUS Parents’ Association concerning out-of-school activities:

- There will be adult chaperones present and visible when I have a student-attended party in my house or on my property.
- No students will be allowed to use tobacco products or to consume alcohol or other drugs while a guest in my home or under my chaperonage.
- I understand that I am encouraged to call other parents and to welcome calls from other parents concerning out-of-school social events in which our children are involved. I agree to keep these calls confidential if I am asked by another parent to do so.
- I understand that I am encouraged to communicate with another parent if I have information that his or her child is participating in dangerous or unhealthful practices. I agree to keep these calls confidential if I am asked to do so.
- I agree to make plans for adequate chaperonage of my children if I am to be away from home.
- I understand that my name will be removed from this listing if I do not uphold my pledge.
ACCREDITATION

AdvanceED
Southern Association of Independent Schools

MEMBERSHIPS

American Library Association
Association for Educational Communications and Technology
Association of College Counselors in Independent Schools
Association of Independent School Libraries
College Board
College Entrance Examination Board
Council for the Advancement and Support of Education
Educational Records Bureau
Independent School Management
International Boys’ School Coalition
International Society for Technology in Education
Memphis Area Independent School Library Information Consortium
Memphis Area Library Council
Memphis Association of Independent Schools
Memphis Association of Independent Schools - Technology Education Consortium
National Association for College Admission Counseling
National Association of Independent Schools
National Association for Music Education
National Association of Secondary School Principals
Southern Association for College Admission Counseling
Southern Association of Independent Schools
Tennessee Association of Independent Schools
Tennessee Educational Technology Association
Tennessee Library Association
Tennessee Music Education Association
Tennessee Secondary School Athletic Association
TENN-SHARE

NONDISCRIMINATION POLICY

Memphis University School does not discriminate on the basis of race, religion, color, or national or ethnic origin in administration of its educational policies, admissions policies, financial aid programs, or athletic and school-administered programs.
ADMISSIONS

Admissions Mission Statement

Memphis University School strives to identify young men with promising academic potential and strong moral character. The goal of the Admissions Office is to inform these young men and their families of the opportunities Memphis University School provides to develop intellectual and personal growth. The director of admissions will counsel prospective students and their families to determine if MUS is a good educational fit for the welfare of the young man.

Application Requirements

1. Parents should complete a Memphis University School application form online at musowls.org/apply and submit it on or before December 10 of the academic year prior to the academic year of intended enrollment.

2. Once the application and fee are received, an applicant file will be created. Memphis University School will request a transcript from the student's current school, evaluations from a math and English teacher, and a character reference from a school administrator to add to the file. We strongly encourage all prospective students to visit MUS for a half-day in the fall of the year prior to enrollment. A visit can be scheduled through our Admissions Office by calling (901) 260-1304.

3. Taking the Independent School Entrance Examination (ISEE) is a requirement of all applicants. Applicants must pre-register for the ISEE by calling (800) 446-0320 or going to iseetest.org. Although the test is offered at Memphis University School, it is not required that applicants take the test on the MUS campus.

4. If accepted to MUS, each admitted student is required to submit a student health report, a Tennessee School Immunization Certificate filled out by a physician, and a completed transcript of grades from the year prior to enrollment.

5. The enrollment of a boy at Memphis University School implies an acceptance on the part of the parents and student of the total school program, all rules and regulations thereof, and the Honor System.

Basis for Selection of Applicants

The goal of the Admissions Committee is to enroll young men from varied backgrounds with promising academic potential. An applicant’s grades, scores from the Independent School Entrance Examination (ISEE), teacher evaluations, and availability of space in the desired grade of entry are the most important factors in making an informed admissions decision.
Other factors considered by the Admissions Committee include an applicant’s standing in his class, his extracurricular involvement, and his perceived interest in MUS based on visits to campus and contact with our Admissions Office.

An applicant’s legacy status may also factor into the Admissions Committee’s decision. Sons, grandsons, brothers, nephews of alumni, and brothers of current students are considered legacies. Regardless of legacy status, all applicants must be deemed academically capable of handling coursework at MUS before being admitted.

**Financial Aid Program**

All financial aid at Memphis University School is need-based. Financial need is determined by the MUS Financial Aid Committee through information provided by the applicant’s parents and the School and Student Services by NAIS (National Association of Independent Schools.) Once a student receives financial aid, it is the goal of the school to continue this financial aid until graduation, provided there is continued need and all financial aid applications are submitted before the deadline. The program is funded by earnings from several endowment funds, by donations to the Annual Fund, and by the operating budget. Each year approximately 35 percent of our students receive financial aid.

Memphis University School does not discriminate on the basis of race, religion, color, or national or ethnic origin in administration of its admissions policies or financial aid programs.

To apply for financial aid, contact the Business Office at (901) 260-1307.
PERMANENT ENDOWMENT FUNDS

Endowed Scholarships

Richard L. Essex, Sr. Scholarship
This endowed scholarship fund was established in 2000 in honor of Richard L. Essex, Sr. ’67 on his 50th birthday as a surprise from his children, Rick Essex ’92 and Ashley Essex Thayer and her husband, Jack. The fund provides tuition assistance to a motivated young man who seeks character development and academic excellence, but who otherwise might not be able to afford an MUS education.

Humphrey Estes Folk Scholarship
Humphrey Estes Folk, Jr. and his son, Humphrey Estes “Tripp” Folk III, established this fund in 1999 during the Doors to New Opportunities Campaign. The endowed scholarship provides funds for motivated young men who seek character development and academic excellence but otherwise could not afford an MUS education.

Edward E. Ford Foundation Scholarship
Established as a permanent endowment fund by a grant in 1980 from the Edward E. Ford Foundation of Washington, DC, the earnings provide general scholarship assistance to students who have demonstrated financial need.

Mary and Allen Gary Scholarship
Sam C. Gary ’62 established this endowment in 2014 in memory of his parents, Mary and Allen Gary. The fund provides need-based financial aid to students who show academic promise, leadership, and character, but require assistance to attend Memphis University School.

Goodwin Family Scholarship
Dana and Bently Goodwin, parents of Connor ’14 and Alexander ’18, established this endowed fund in 2017. Income from the endowment provides need-based financial assistance for deserving students who might not otherwise be able to experience an MUS education.

Mark J. Halperin Scholarship
This endowed fund was established in 2009 to honor Mark Halperin ’67 on his 60th birthday by his wife, Diane, and her parents, Mary and Maury Bronstein. The fund, in recognition of Halperin’s commitment to education and service to the school, provides tuition assistance to deserving students who might not otherwise be able to afford an MUS education.
Thomas E. Harrison Scholarship
Alumni, family, and friends established this fund in memory of Coach Tommy Harrison in 2010 to pay tribute to this “gentle giant” who had a profound influence on his students. Coach Harrison spent the last 13 years of his storied coaching career at MUS where he was an assistant coach of football and track, as well as the head coach of wrestling for several years. The income from this endowment provides need-based financial aid.

Joseph R. Hyde, Jr. Honor Scholarship
Joseph R. Hyde, Jr., a trustee for more than 20 years, established this scholarship fund to identify, attract, and reward students who have distinguished themselves in academics and who have developed strong qualities of character.

John E. Marcom, Sr. Scholarship
This endowed scholarship fund was established in 2005 by John E. Marcom, Jr. ’75 to honor his father, John E. Marcom, Sr., on his 75th birthday. The fund is a tribute to Marcom’s lifelong love of learning and commitment to education and provides tuition assistance to deserving young scholars who otherwise might not be able to afford an MUS education.

Carter Lee Murray Scholarship
Family and friends established this scholarship in 2005 in memory of Lee Murray ’94. Stacy and Stan Mullikin ’94 provided the initial funding and leadership to endow the fund, which honors Stan’s classmate and is a tribute to Murray’s enthusiastic involvement in student life at MUS. The scholarship provides financial assistance to qualified students.

MUS – J. R. Hyde, Jr. Scholarship
A bequest from the estate of Joseph R. Hyde, Jr. established this scholarship fund. Income from the endowment provides scholarships for needy, exceptional, and otherwise qualified students attending MUS.

MUS General Scholarship Fund
A part of the permanent endowment, earnings from this fund provide general scholarship assistance to students who can demonstrate financial need and meet entrance requirements.

Ruth E. and Albert H. Olingy Scholarship Fund
Jeffrey F. Olingy ’67 created this fund in honor of his parents, Ruth E. and Albert H. Olingy. The endowment provides income for scholarships enabling deserving students to attend MUS.
Newton C. Perkins Scholarship
This scholarship was established in memory of Newton Cannon Perkins, Class of 1919, by his family, Margaret and John Salmon and Madeleine P. Jehl. The scholarship is to be awarded on the basis of financial need to that boy who has above-average intellectual ability and a strong desire to attend Memphis University School. The scholarship is to be renewed each year, provided the student has a satisfactory academic record and excellent citizenship.

H. Jerry Peters Faculty Scholarship Fund
Alumni, parents, friends, and family established this fund in 2017 to honor Jerry Peters for his life of service as teacher, administrator, and coach at Memphis University School from 1960-2012. Funds from the endowment provide need-based financial assistance for sons of faculty and staff members to attend MUS.

Reader’s Digest Scholarship
This scholarship program was established by a grant from the Wallace Funds, a legacy of the late DeWitt and Lila Acheson Wallace, co-founders of Reader’s Digest. The income from the permanently endowed scholarship fund provides partial scholarship assistance for talented students from middle-income families who have the ability and intention to pay a portion of their child’s tuition. The maximum award does not exceed one-half of the full tuition charge.

Stephen H. Rhea, Jr. Scholarship
This scholarship was established in 1989 by Linda and Herbert Rhea in honor of their son, Stephen H. Rhea, Jr. ’68. Income from the endowed fund is used for general scholarship assistance.

George M. Stratton, Jr. Scholarship
Classmates and friends established this endowed fund in memory of George M. Stratton, Jr. ’66 in 2015. Stratton remained involved with MUS throughout his life and cherished the lifelong friends he made here. The need-based scholarship helps ensure that deserving young men benefit from the same environment and experiences he held so dear.

Endowed Teaching Chairs
A. Robert Boelte, Jr. Chair of Excellence in Teaching
This fund was established in 2002 in honor of Bob Boelte by his former students, The Boelte Boys. Boelte’s career at MUS began in 1969 as a teacher of history and English. In 1977, he took on the dual role of director of Admissions and director of College Counseling. Boelte retired as director of College Counseling in 2003 after 34 years of service to MUS. Samuel D. Suddarth III holds the A. Robert Boelte, Jr. Chair of Excellence in Teaching.
Anne and Glenn A. Crosby Chair of Christian Ethics
Nancy and Glenn Crosby, parents of four MUS alumni, Glenn ’77, Mark ’79, Scott ’82, and Andrew ’89, established the Chair of Christian Ethics in 1987 to honor Crosby’s parents. The Crosby Chair recognizes an outstanding educator, in an academic discipline selected by the headmaster, who is an exemplar of Christian ethics in the classroom and in daily life, promoting the mission of MUS to develop “well-rounded young men of strong moral character, consistent with the school’s Christian tradition.” Dr. Jonathan M. Jones holds the Crosby Chair of Christian Ethics.

L. Edwin Eleazer III Chair of Excellence in Teaching
The Chair of Excellence in Teaching was established at MUS in 1998 by Ed and Katie Dobbs Eleazer in memory of their son, Ed Eleazer III ’94. The Eleazer Chair is made possible through gifts provided by the James K. Dobbs, Jr. Fund at the Community Foundation of Greater Memphis and by the Eleazers. The permanent endowment supporting the Eleazer Chair will enable the school to attract outstanding new faculty, or to recognize excellent teaching by a current faculty member, in an academic discipline designated by the headmaster. Norman S. Thompson, Jr. holds the Eleazer Chair of Excellence in Teaching.

Sally and Wil Hergenrader Chair of Excellence in Science
Recognizing that the best leadership and teaching are required in the rapidly changing field of science, Sally and Wil Hergenrader endowed this chair in 2007 to support and enhance the MUS faculty in the Science Department. The Hergenraders are the parents of Terry ’75 and Steve ’77 and the grandparents of Wil ’12 and Lewis ’15. R. Wayne Mullins holds the Sally and Wil Hergenrader Chair of Excellence in Science.

Robert J. Hussey, Sr. Chair of Religion
Edwin ’63, Richard, and Robert J. Hussey, Jr. established the Chair of Religion in 1984 to honor their father, Robert J. Hussey, Sr., a founding member of the Board of Trustees of the new MUS and a longtime benefactor of the school. Dr. David B. Jackson is the Robert J. Hussey, Sr. Instructor of Religion.

Sue Hightower Hyde Chair of English
This chair was established in 1963 by the Hyde family, and renamed in 1977, in memory of Sue Hightower Hyde, wife of Joseph R. Hyde, Jr. Sue Hyde was a lover of books, was interested in education, and actively supported her husband in his educational philanthropies. William L. Askew III is the Sue Hightower Hyde Instructor of English.
Ross McCain Lynn Chair of History
A former patron of MUS established this chair in 1964 in honor of Colonel Ross M. Lynn, one of the founders of the new Memphis University School and its first headmaster. Jonathan M. Large is the Ross McCain Lynn Instructor of History.

Ruth McCaughan Morrison Chair of Science
Former chairman of the Board of Trustees, William P. “Buddy” Morrison, along with his sons, John, Price ’75, and Joe ’78, established this chair in 1984 to honor his wife and their mother, Ruth McCaughan Morrison. The Ruth McCaughan Morrison Instructor of Science will be named this year by Headmaster Pete Sanders.

Donald Bailey Wiener Chair of Mathematics
The endowed Chair of Mathematics was established in 1985 in honor of Donald B. Wiener through a gift from his brother, Russel Lee Wiener, and his sons, Bailey and Lee ’63. Nancy N. Gates is the Donald Bailey Wiener Instructor of Mathematics.

Special Endowed Funds

W. Preston Battle Library Collection
This fund is named in memory of the Honorable W. Preston Battle and in honor of Walter Preston Battle IV ’07 and John Neely Battle ’09. The endowment was established in 2000 by Neely S. Battle and W. Preston Battle III ’71 to provide income to the Joseph R. Hyde, Jr. Library Learning Center for the acquisition of books by and about American writers.

Distinguished Teaching Award
This permanent endowment fund was established in 1990 through a generous bequest by John Murry Springfield. Springfield joined the Memphis University School faculty in 1958 and served as an instructor in English and mathematics until 1971. From 1971 until his death in August 1989, Springfield served as principal of the Hull Lower School. The monetary award is given annually to an MUS faculty member who demonstrates excellence in both the classroom and extracurricular activities.

Faculty Endowment Fund
A part of the permanent endowment, earnings from this fund provide financial assistance that adds a measure of quality as reflected in enhanced faculty salaries.

Edward E. Ford Foundation Sports Facility Fund
This fund was endowed in 1989 by the Edward E. Ford Foundation to provide for the operation and maintenance of the Sue H. Hyde Sports and Physical Education Center.
Edward E. Ford Foundation Teachers Fund
Endowed by the Edward E. Ford Foundation in 1984, this fund was established to enhance faculty salaries so that MUS can attract and retain excellent classroom teachers.

Edward A. Grinder Endowment for Science
This fund was established in 2017 in honor of Edward A. Grinder ’22 by his parents, Megan and Brett Grinder ’91. Income from the endowment provides discretionary funding for the Science Department, including the purchase of supplies and equipment, additional programs, or funding professional development for Science Department faculty.

Ellis L. Haguewood Legacy Endowment
The Board of Trustees established this endowment in honor of Headmaster Ellis Haguewood upon his retirement in 2017. For 22 years as headmaster and 26 years previously as an English teacher, Mr. Haguewood fostered our hallowed mission of academic excellence, cultivation of service and leadership, and the development of well-rounded young men of strong moral character. Income from the endowment will be used to prepare boys for tomorrow’s challenges with 21st century learning tools while remaining true to our traditions; recruiting and retaining expert teachers; attracting the best and brightest young men; keeping MUS affordable; and cultivating leaders who will make a difference in their communities and the world.

Jean Barbee Hale Award for Outstanding Service
The Jean Barbee Hale Award for Outstanding Service was established in 1998 by family and friends to honor Jean Hale for her 24 years of service and dedication to Memphis University School. The income from the endowment provides a monetary award that is given each year to a member of the MUS family who has exhibited outstanding loyalty, responsibility, dedication, and commitment to excellence in service to the school.

Hale Fellowship for Faculty Development
The income from this fund provides the financial support for a faculty member to pursue professional research, study, and travel during the summer months. Ben Hale created the first such fund at MUS in 2002 to honor his sons Scott ’78, Dennis ’80, and Steve ’84. Faculty members submit proposals each year from which the Hale Fellow is selected.

Dot and Bill Halliday Faculty Fellowship Endowment
This endowment makes essential funds available for professional research, study, and travel by faculty. Income from this fund, which was established through the estate of Dot and Bill Halliday with the support and encouragement of their children, Charles B. Allen IV ’77, Dorothy Halliday Butler,
William P. Halliday III ’82, and Allen P. Halliday ’85, provides support for faculty professional development. Dot and Bill were active parents and supporters of the school for many years. In addition, Dot operated the bookstore from 1979 to 2001 and was a friend and colleague of much of the administration and faculty at MUS. Their love for the school, the boys, the faculty, and the staff forms the basis for this gift and its purpose.

**Halliday Library Collection**
Dot and Bill Halliday established the Halliday Library Collection in 2000 to support the resources of the Joseph R. Hyde, Jr. Library Learning Center. Earnings from the endowment provide funds for the purchase of books and journals. Dot Halliday was a longtime MUS bookstore staff member. The Hallidays have three sons who attended MUS: Charles B. Allen ’77, William P. Halliday III ’82, and Allen P. Halliday ’85.

**Joseph R. Hyde III Faculty Endowment Fund**
This fund was established in 1989 in honor of alumnus and board member Joseph R. “Pitt” Hyde III ’61. Earnings from the endowment provide income used for the improvement of faculty salaries.

**Journalism Summer Fellowship Endowment**
Former editors and staff of *The Owl’s Hoot* established this fund in 2008 in honor of Norman S. Thompson’s 35th anniversary at Memphis University School. Income from the endowment provides tuition and travel expenses for *The Owl’s Hoot* editor to attend the Columbia Scholastic Press Association journalism workshop at Columbia University each summer.

**Library Endowment Fund**
A part of the permanent endowment, earnings from this fund provide budgetary assistance that is designated specifically for use in procuring books and resources for the Joseph R. Hyde, Jr. Library Learning Center.

**Loeb Endowment for Academic Support**
As MUS raises its academic standards, the school must likewise raise its level of academic support. Trustee Robert E. Loeb ’73 established this endowment in 2003 during the Doors to New Opportunities Campaign. The income is used by the academic dean to develop and fund programs that provide academic support.

**Challace J. McMillin Defensive Coaching Fund**
This endowment was established in 2017 by players from the 1967 football team to honor the distinguished career of their defensive coach, Challace McMillin. Income from the endowment provides professional development opportunities for coaches to ensure that the best defensive strategies and current training techniques are available to MUS athletes.
MUS Student Travel Endowment
In 1958 Instructor in English William R. Hatchett led the first of 15 MUS study excursions to Europe, crossing the Atlantic by steamship with a group of students. Metcalf Crump ’60 had the good fortune of joining that inaugural trip. While exploring scores of historic, iconic buildings, he was inspired to become an architect. In 2019, informed by that life-changing journey, Crump established this endowment fund in memory of Mr. Hatchett to provide scholarships for students to participate in similar study abroad programs offered by the school. Earnings from this endowment provide grants for students to participate in study abroad led by an MUS teacher or otherwise sanctioned by the school. Students must apply for the travel grants, which are awarded with the approval of the school administration.

John M. Nail Endowment Fund
This fund was established in 1988 in memory of John M. Nail by his former students. Nail taught English and history at MUS in the late 1950s, instilling in his students an enduring “love of learning.” Income from the endowment provides funds to support faculty development: (1) the John M. Nail Outstanding Teaching Award; (2) the John M. Nail Teaching Fellowship; and, (3) the John M. Nail Departmental Award. The recipient of the awards and fellowship is determined by the Senior Class and is presented each year to a faculty member at Commencement.

Mark Cooper Powell Award Fund
Given in honor of Mark Cooper Powell ’80 by his parents, Marilyn and Edward Powell, income from this fund provides an award to the graduating senior who, through persistence and courage during his career at Memphis University School, has shown the greatest development of character and scholarship.

James C. Rainer IV Family Library Collection
Missy and Jim Rainer ’77 established this fund in 2000 in honor of their sons Jimbo ’05, Alex ’06, Peter ’10, and Wil ’13. Income from the endowment provides funds to purchase books by and about Southern writers for the Joseph R. Hyde, Jr. Library Learning Center.

Jackson James Roberts Fellowship
Family and friends established this endowed fund in 2018 to commemorate the life of Jackson Roberts ’14, whose infectious energy and passion for life lifted those around him. Income from the endowment provides students with opportunities for personal growth by enabling them to pursue academic, athletic, service, or leadership programs during the summer. Returning with new skills and knowledge to share, the Roberts Fellows will enhance the char-
acter and development of the MUS community. The fellowships, for rising sophomores, juniors, and seniors, are determined by approval of the school administration.

**King and Judy Rogers Endowment for Leadership Development**
Judy and King Rogers, parents of King W. Rogers IV ’98, provided this endowment in 2000 to fund annual leadership development programs for MUS students. The income from the fund provides the resources to bring a renowned speaker to campus and sponsor additional leadership programs.

**Andrew F. Saunders III Endowment for Theater Production**
Martha and Tom Horton established this fund in 2010 to honor Andy Saunders at the time of his retirement from MUS after 38 years on the faculty. Income from the endowment provides funding for theater productions.

**DeWitt M. Shy, Jr. Mock Trial Fund**
Classmates, family, friends, and colleagues of DeWitt M. Shy, Jr. ’69 established this memorial fund in 2017. Shy, a partner with Burch, Porter & Johnson and a successful litigator, was routinely recognized among The Best Lawyers in America. Income from the endowment funds the Mock Trial program and provides an annual award recognizing an outstanding member of the team.

**Roy E. Winegardner Fellowships**
Former Trustee Michael D. Rose established this fund in 2010 to honor the memory of his friend and mentor, Roy E. Winegardner. Former chairman and CEO of Holiday Inns, Inc., Winegardner was a pioneer and leader in the hospitality industry and the father of alumnus Diego P. Winegardner ’87. The income from the endowment provides summer fellowships to enrich student talents and the intellectual and leadership climate of MUS. The fellowships, for rising juniors and seniors on need-based financial aid, are determined by approval of the school administration.
Edwin Sidney Werts and James White Sheffey Rhea founded MUS as a college preparatory school for boys in the fall of 1893. Contrary to popular myth, the school was never formally named “Werts and Rhea.” The proprietors had named it Memphis University School even before it opened. Their purpose was threefold: to prepare boys for competitive colleges, to provide them with a liberal arts education, and to help them develop into cultured Christian gentlemen.

Patterned largely after Werts’s alma mater, the University of Virginia, MUS embraced high academic standards, strong moral development, and an emphasis on athletics. In a short time, the school’s reputation was so sound that many of America’s leading colleges began to exempt MUS students from entrance examinations or allowed them to take the exams at MUS. Four of these competitive colleges gave tuition-free scholarships to leading MUS students.

After a disappointing initial enrollment, MUS prospered. Within three years, it outgrew its temporary quarters in the old Bethel Building in downtown Memphis and occupied the Clara Conway Institute at 297 Poplar Avenue. Shortly after the move, the proprietors built their own building on a small campus near the corner of Madison and Manassas. There the school remained until 1936, when economic factors forced its closure. Before closing, the MUS principals were Howard G. Ford and Charles C. Wright, long-term teachers at MUS.
During its first 43 years, MUS educated and influenced many young men who made strong contributions in a number of fields. In addition to numerous prominent professional, business, and civic leaders, the school produced literary figures like Richard Halliburton and Nash Buckingham. Other MUS alumni served as city councilmen, judges, and members of the Tennessee legislature. Many more were community builders.

MUS graduates also included military heroes. The most prominent of these would be members of the Grider family. Lt. J. McGavock Grider served as an American aviator and was killed in France during World War I. “Mac’s” sons, John and George, both attended the U.S. Naval Academy and served with distinction during World War II. George captained the submarine that sank the most enemy tonnage in the South Pacific. Returning to civilian life, George became an active political reformer and later served as congressman for the Memphis district. Mac’s air war experiences are detailed in his book War Birds and George’s war experiences are likewise recounted in his memoir War Fish. Through such men, the school’s spirit and values survived the Great Depression and rose again after World War II.

The economic boom of the 1950s revitalized Memphis University School. Its rolling, 94-acre site was made available at a bargain price by the Wills and May families, whose sons attended the new MUS. Growing out of Presbyterian Day School, which had absorbed Pentecost-Garrison School, MUS again began classes in 1955. Under the leadership of Col. Ross M. Lynn and a dedicated Board of Trustees chaired by Alexander Wellford, the school made amazing progress. By 1958, its physical plant was adequate, and it graduated its first seniors. Like the first MUS, the new one emphasized academic excellence, high moral standards, strong athletic development, and gentlemanly conduct. Its student-enforced honor system became the moral heart of the school.

The 1950s seemed a time of conformity and self-indulgence, but seeds of cultural tension were beginning to appear. During the 1960s, the new MUS grew to maturity. Seniors acquired off-campus lunch privileges; Hutchison School moved in next door; the Hyde Chapel was built; and sophisticated language labs were added. Leigh MacQueen became academic dean, Bill Hatchett guided annual student tours to Europe, and MUS worked at living up to its namesake. Clubs and other extracurricular activities proliferated as students increasingly helped run the school. The faculty became stronger academically, and its membership more stable and interactive.

Nationally, the late 1960s were the days of student rebellion, civil-rights struggles, anti-Vietnam protests, “flower power,” folk music, the Beatles,
and the counter-culture. Such trends were slow to reach the Mid-South, but Memphis drew national attention in 1968 with its sanitation-workers’ strike and the murder of Dr. Martin Luther King, Jr. Then, like the rest of the nation, most Memphians underwent a revolution in racial sensitivity.

The 1970s replaced the idealism of the previous decade with harsher realities. Utopianism gave way to Watergate, the Nixon resignation, energy shortages, “stagflation,” the Iran hostage crisis, and mass disillusionment and cynicism. As the nation seemed to be coming apart, however, the 1970s provided an era of growth and consolidation for MUS. Early in the decade, the Hull Lower School and the Hyde Library were erected. At mid-decade, the school added the Fisher Fine Arts Wing to the Chapel, giving greater scope to students’ creative impulses. As the 1970s phased out, MUS added the McCaughan Science Building, completing the school’s basic physical-plant needs. The popular electronics age hit MUS in force over the same decade. Evin Perdue introduced early stages of computer technology; MacQueen installed the television studio; and the Ham Radio Club presaged an electronics revolution.

Near the end of the decade, Col. Lynn and Alex Wellford both retired. Associate Headmaster Eugene Thorn then stepped in to run the school, and MacQueen became associate head. “Buddy” Morrison chaired the Board for five years and then was succeeded by an alumnus of the new MUS, Kent Wunderlich.

The 1970s also brought MUS racial diversity, long-haired students, and the release from study halls for students without academic or deportment difficulties. Ellis Haguewood began his irreverent and hilarious school day picture day (SDPD) talks and a 16-year stint as yearbook adviser. The school’s academics became stronger in a climate of diversity. Both faculty and curriculum grew much stronger through the 1970s and the 1980s, and enrollment crested at nearly 600 students.

In the 1980s the school lost two beloved leaders with the deaths of Col. Lynn and Lower School Principal John Murry Springfield. Growth, innovation, and academic excellence continued, however, under Gene Thorn’s leadership. In 1990, the school constructed the Sue H. Hyde Sports and Physical Education Center, symbolizing that it had become as much an athletic as an academic powerhouse. Thorn retired in 1992, and William Campbell served for three years as headmaster. Then, following a meticulous national search, the Board of Trustees selected MUS Upper School Principal and Interim Headmaster Ellis Haguewood to lead the school.
Under the leadership of Headmaster Haguewood and Chairman of the Board Ben Adams (1996-2004), MUS implemented a long-term strategic plan. This included a master plan for expanding and updating the physical plant and a massive capital campaign (more than $21 million total) to fund improvements. The Crump Firm's master plan included a new tennis center with a clubhouse, renovation and expansion of the Hull Lower School, erecting a commodious new Campus Center, and razing and replacing the Upper School and the Clack Dining Hall. Construction, including the new Dunavant Upper School, was completed by January 2003. Trow Gillespie, who had spearheaded the fundraising, replaced Ben Adams in 2004 as chairman of the Board of Trustees. Bob Loeb became chairman of the Board of Trustees in 2008, followed by Sam Graham in 2013, and Jim Burnett in 2020.

A great deal has changed since 1893, but MUS graduates continue to uphold the school's fine traditions and to furnish leadership locally and across the nation. The school's colors, the same red and blue patterned after those of Harvard and Yale in 1898, still adorn the shield of the school's crest. Surmounting it, the owl of wisdom proclaims the motto, Veritas Honorque, “Truth and Honor.” Like its namesake, the school's proudest legacy is its honor system and strong moral atmosphere. As at its founding, Memphis University School continues to keep its focus on its charges and to provide them with superb preparation for higher education and a purpose-driven life.

Haguewood retired in 2017 after serving 22 years as headmaster and a previous 26 years as a teacher and administrator. Under his leadership the school reached new heights academically, athletically, and in the arts. Additional major improvements to the campus included Bloodworth Music Studio, Stokes Stadium, Field House indoor tennis facility, Robotics Lab, and Kroeker-Petrosyan Fencing Center.

After a nationwide search, the Board of Trustees selected Peter D. “Pete” Sanders of Greenville, SC, as headmaster, and he began his tenure in June 2017.

In the 2018-19 school year, MUS celebrated the 125th anniversary of its founding in 1893.
THE ACADEMIC PROGRAM

ACADEMIC COUNCIL

The Academic Council supervises the school’s academic program. The council disseminates information to the school’s academic community, vets new courses, garners suggestions for school improvement, and debates new academic policies and practices. The Academic Council comprises the academic dean (chair, ex officio), Upper and Lower School principals, eight department heads, director of Hyde Library, director of counseling, director of college counseling, director of academic technology, and registrar (keeper of minutes). The Academic Council usually meets on the second Wednesday of each month during the academic year.

ACADEMIC GUIDANCE

The Lower School principal, Upper School principal, academic dean, Upper and Lower School counselors, and college counselors assist students with academic planning and course selection. Working closely with faculty, they also review each student’s academic performance and counsel students experiencing academic difficulty. Other guidance services include new student orientation, peer tutoring, mentoring, supervised study sessions, and the After-School Academic Program (ASAP) in the Lower School (See ASAP, page 52, and Academic Support below).

ACADEMIC PROGRAM

The academic program of Memphis University School covers six years, divided into Lower School (Grades 7 and 8) and Upper School (Grades 9 through 12). The school year is divided into two semesters. Each student is required to take at least five credit courses each semester. In addition, all freshmen are required to take physical education.

In keeping with the school’s mission, the MUS academic program focuses on college preparation. Graduation requirements should meet entrance eligibility prerequisites at any college in the United States. Of course, students and parents, aided by our college counselors, should research as early as possible the specific admissions requirements at colleges where students intend to apply. In a variety of disciplines, Advanced Placement courses allow qualified students to pursue more advanced and intensive study (See Advanced Placement Program, page 37).

ACADEMIC SUPPORT

MUS provides plentiful academic support during faculty office hours, during subject-area help labs, and through a variety of counseling programs. Students desiring academic coaching are advised to consult their teachers and to confer with a counselor to utilize a wide range of available resources designed to aid their studies.
The purpose of the academic support program is to provide both parents and students resources that help students develop competencies to improve academic success – to guide students toward becoming motivated, confident, independent learners capable of success not only at MUS but also in post-secondary endeavors. The program is designed for any student wishing to improve his academic standing or deepen his knowledge in a subject area. Guidance provided by the academic support program is available in both individual and group settings, particularly in the following topics:

- Organization and time-management skills
- Study skills related to reading comprehension, note-taking, and test preparation
- Semester-exam preparation
- Developing strategies and methods of learning to increase academic performance
- Preparation for standardized exams, such as ACT, SAT, and PSAT.

While students may seek such services during school hours, the academic support program also provides scheduled interventions before and after school throughout the year; these include exam study sessions at the end of each semester, standardized test preparation, and other academic workshops. For more information, contact the Counseling Department at (901) 260-1408.

**ACADEMIC WARNING AND PROBATION**

Any Upper School student will be placed on academic warning if he earns a course average below 70 for quarter 1 or 3, or for semester 1 or 2. While a student is on academic warning, he will attend a mandatory supervised study session during each free period of the entire ensuing quarter, and the school will monitor his progress more closely. A student who receives academic warning must make a concerted effort to remove this status, or he will remain in supervised study and may face academic probation.

An Upper School student will be placed on academic probation if any one of the following is true at the end of a semester:

- He is failing more than one course.
- He is failing one course and has an overall semester average below 70.
- He has three or more grades below 70, excluding physical education.

Representatives of the school administration will schedule a meeting with the student and his parents to discuss the issues related to the student’s performance. The student on academic probation must make a concerted effort to remove this status by the end of the next semester. A student on
academic probation will attend a mandatory supervised study session during each free period of the entire ensuing semester. He will remove his academic probation when he satisfies all the following criteria:

- He passes all his courses.
- He has an overall semester average of at least 70.
- The majority of his semester grades are 70 or above (if any are below 70, the student will be placed on academic warning).

A student who fails to remove himself from probationary status will jeopardize his enrollment. Representatives of the school administration will meet with the student and his parents to decide whether continued enrollment at MUS is in the student’s best interest.

A student on Academic Warning or Academic Probation is not automatically prohibited from extracurricular participation. However, TSSAA regulations prohibit a student’s athletic participation during the semester following any semester in which he has passed only four or fewer classes, including P.E. Also, in cases of severe academic struggle, especially in the Lower School, the administration may curb a student’s extracurricular involvement until his grades have improved (see Academic Warning, page 52).

ACCESS TO STUDENT RECORDS
In cases of divorce or separation, it is the policy of the school to provide the custodial parent, non-custodial parent, and stepparents equal access to all the official records and reports regarding their child, as well as school announcements and related information. Moreover, each is granted access to the child, to the teachers, and to administrators. Such access is provided without notification of other parties and regardless of the party or parties responsible for financial matters. Exceptions to the policy occur only when necessary to comply with applicable law or when so ordered by a court of law.

ACCOMMODATIONS ON SEMESTER EXAMINATIONS
Appropriate accommodations on semester exams may be provided to students with documented learning disabilities that limit their ability to reach their potential on lengthy cumulative exams.

The counselor, principal, and classroom teacher will decide on a case-by-case basis whether a student receives an accommodation.

For an accommodation to be considered, appropriate documentation must be on file with the Counseling Department. Appropriate documentation is defined as follows:

- A complete psychoeducational evaluation must be conducted and written by a clinical psychologist, psychiatrist, licensed psychological examiner, or other licensed professional (in cases where the learning disability is caused by hearing or vision problems).
• All documentation must be current (students must be re-evaluated every three years).

• Each evaluation must contain the appropriate DSM (Diagnostic Statistical Manual) diagnosis and specific recommendations for accommodations, such as testing environment and additional time allowed.

Access to documentation is limited to school counselors, principals, college counselors, and the academic dean. We may provide extended time on semester exams if the following criteria are met:

• The student’s needs are consistent with the evaluation.

• The student has made arrangements through the Counseling Department at least two weeks in advance, and the student has appropriate documentation on file.

Memphis University School reserves the right to make the final decision on accommodations made for all students on semester exams.

MUS does not make the decision about extended time requests on PSAT, SAT, AP, or ACT tests. The College Board and ACT, Inc., are the organizations that grant and evaluate requests for extended time on those tests.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement program, conducted under the auspices of The College Board, allows qualified students to experience college-level courses while in secondary school. Though each college establishes its own policy regarding Advanced Placement (AP) courses, students may receive credit or advanced standing upon successful completion of the national examination.

Criteria for enrollment in AP classes include student motivation and commitment to complete the program, requisite ability and test scores, teacher recommendations, prerequisite courses (if any), and past overall performance, especially in the same subject area. Typically, an average of B+ or higher in a prerequisite course is recommended for students enrolling in an AP course.

Once enrolled in an AP course, the student is expected to maintain an A or B average. If a student does not achieve at this level, the instructor may require the student to move to a regular section.

Though taking the national exam is not required, it is expected, and each student who takes it should do his best so as to provide MUS with valid and accurate feedback on the effectiveness of its AP instruction. Additionally, every student in an AP course is urged to complete the national exam in earnest so as not to break faith with any college that has admitted him in trust to fulfill his promised AP-enhanced course schedule.

Each student will be provided the opportunity to register for all the national AP tests he plans to take in the current year, and his family will be billed accordingly. Timely cancellation of a national test will result in a partial refund and assessment of a service fee.
CLASS STANDING
To qualify as a member in good standing of each grade, a student must meet these criteria:

Freshman Class: Enrollment in Grade 9
Sophomore Class: Four credits and enrollment in sophomore English
Junior Class: Nine credits and enrollment in English 11 Language and Composition or AP English Language and Composition
Senior Class: Fourteen credits and the ability to complete diploma requirements during the academic year, along with an ACT and SAT test score on file

CO-EDGE
In an effort to offer the most academically challenging and well-rounded education, MUS has partnered with Hutchison School, the adjacent girls’ school, to create Co-EDGE – coeducational opportunities that give students of single-sex education a competitive advantage.

The affiliation of the schools, located on adjacent campuses, allows students and faculty to participate in academic seminars, civic-service projects, theater and music programs, and leadership development activities. In addition to collaboration on elements of our programs, the schools share the Dunavant-Wellford Tennis Center and the MUS track.

COLLEGE COUNSELING PROGRAM
The College Counseling Department consists of the director of college counseling, two associate directors of college counseling, and an administrative assistant. The department’s commitment is to provide each student with a comprehensive and personalized college-counseling plan. To create this plan the counselor (1) assesses the student’s abilities; (2) learns about his educational, psychological, and other personal needs as well as career aspirations; and (3) helps him attain collegiate matriculation that strikes the most desirable balance between academic rigor and personal fulfillment.

Our goal is to help the student in his assessment of his intellectual potential, his academic performance, and his preparation for a successful college application process. MUS will fully support and document each application regardless of the college’s or university’s selectivity. Our holistic approach includes educating parents as well as students to help families choose schools that will meet each young man’s personal and educational objectives.

Our office is well equipped to work closely with student-athletes and their families to ensure a smooth transition for those interested in participating in college athletics at any level. Athletes are encouraged to declare their intent to participate in college athletics early in their high school career so we may
chart an appropriate academic course. Many high school athletes can gain admission to colleges that might otherwise be beyond their academic reach.

**College Testing**

**Testing Site** - MUS expects to be a Memphis-area testing site this year for the SAT August 29 and the ACT September 12 only. The ACT test center code is 243250; register at actstudent.org. The SAT test center code is 43-202; register at collegeboard.org. The SAT/ACT school code is 431-447. A calendar of test dates and registration deadlines is on The College Board’s official website and the MUS website.

**PSAT, NMSQT** - The Preliminary Scholastic Aptitude Test is taken in Grades 9-11, and the National Merit Scholarship Qualifying Test is taken in Grade 11. They are required of all MUS students, and registration/payment are covered by the school.

**Advanced Placement Program (AP) Examinations** - Students register for AP exams through their AP classes and are billed accordingly.

**College Visit Policy**

All Upper School students are encouraged to visit colleges and universities. However, it is imperative that they limit their college visits during the school week so as not to jeopardize their academic performance. College visits are not allowed during the month of May. Students are responsible for making college visit arrangements and submitting a Requested Absence Form (See *Absences*, page 60). Each visit must include official contact with the admission and/or athletic office of a college in which the student is sincerely interested. Students are also required to follow the MUS school dress code while visiting colleges.

**Curriculum and Meetings**

The MUS curriculum meets the admissions requirements of all colleges and universities. As a college-preparatory institution, MUS supports a college counseling program of early education and preparation – college counseling begins once the student matriculates to Upper School. Annual meetings conducted by the college counseling team include, but are not limited to, the following:

- Fall meetings with seniors and their parents
- Fall and spring meetings with juniors and their parents
- Fall meeting with sophomores and their parents
- Fall meeting with freshmen and their parents
- One individual college counseling meeting during fall semester for seniors
• Three individual college counseling meetings during spring semester for juniors

• Before their junior year, sophomores are required to meet individually with one of the college counselors to discuss their academic plan.

Seniors and juniors continue to meet with their college counselor on an “as needed” basis. Parents of juniors are encouraged to schedule individual conferences in the spring semester (April and May). All students are strongly encouraged to attend two evening meetings with college representatives. College representatives visit MUS as part of a joint program with Hutchison and St. Mary’s schools. The location and date of each of the three sessions will be posted on the MUS website and throughout the school.

Additionally, college representatives intermittently visit MUS to introduce themselves and their respective schools to interested students during “Owl Afternoons” after school; scheduling for such meetings is announced on campus and posted online.

Membership and Reporting

Memphis University School is a member of the National Association for College Admission Counseling and as such supports NACAC’s “Statement of Principles of Good Practice.” Accordingly, the school will, when appropriate, notify colleges of any significant changes in the student’s academic or personal status between the time of application and graduation, including, but not limited to, a significant drop in grades, Honor Code violations, probation, suspension, and dismissal. In addition, the school is obligated to answer specific questions on the secondary-school report about suspensions, Honor Code violations, or disciplinary actions and to provide any necessary explanations.

Students are strongly discouraged from using the services of an independent counselor. The MUS College Counseling Office comprises a professional and knowledgeable staff that is experienced in navigating the college process with MUS students.

Students who are contacted by coaches from colleges in which they have an interest should inform their college counselor immediately so he or she can assist with the process. College coaches are encouraged to contact any member of the College Counseling Office directly for more information, academic or otherwise. Communication is essential, and MUS would like to maintain an effective relationship with both the college athletic department and the college admission department. Students are discouraged from using sports agents of any kind.
Transcript of Record

Every application begins by checking the box next to “Request Transcript” under each school in the student’s “Colleges Applying” List in MaiaLearning. When available, transcripts are sent electronically. Official MUS transcripts and official letters of recommendation are confidential. In signing the transcript request form and the school report form, the student waives his right to view his recommendation, thus protecting the integrity of the recommendation. The official MUS transcript will always report the weighted grade-point average, excluding physical education. The MUS transcript will NOT include a student’s ACT or SAT test scores, which must come directly from the testing agencies. **It is the student’s responsibility to order score reports from ACT Inc. and from the College Board, as needed.**

All parents and students are welcome to call the College Counseling Office at (901) 260-1332 for advice on course selection, the college counseling process, and college admission procedures and updates.

COUNSELING PROGRAM

The director of counseling, the director of college counseling, the associate directors of college counseling, and Upper and Lower School counselors work with students in the areas of academic, social/emotional, and career development. The counselors use a collaborative approach involving students, parents, faculty, and sometimes professionals in the community to promote learning and development. Services provided by the Counseling Department include:

- Academic advising (grade monitoring, course selection, and study-skills instruction and intervention)
- Personal counseling
- Parent/teacher/student conferences
- Standardized testing (aptitude and achievement)
- Student development and career exploration programs.

The primary function of the Counseling Department is to assist in fostering academic achievement of all students. However, when issues of a personal nature present themselves in conjunction with academic difficulties, the Counseling Department meets with the student to be a listening ear and help him identify problem-solving strategies. If a student's difficulties cannot be dealt with effectively in the school setting, the counselor will refer the student (via his parents) to mental health professionals in the community. Students and parents who have questions are encouraged to contact any member of the Counseling Department.
COURSE LOAD AND COURSE DROPS

Every student is required to carry an academic load of at least five credit courses, exclusive of physical education. After the add-drop period, a student may drop a course only if he can be placed in another similar course or if he can be placed in a lower-level course in the same subject. If the administration grants a course drop after the second Progress Report of a semester, the student will receive a semester grade equal to the average of the two quarter grades, but no credit. This grade is included in GPA calculations.

DAILY PREPARATION

For satisfactory progress, boys should study consistently and independently at home and at school at least 2 1/2 hours daily in Grades 7 and 8 and at least 4 hours daily in Grades 9, 10, 11, and 12. When students fall into academic jeopardy, the cause is most typically neglect of homework assignments and of quiz or test preparation. Wise use of free time and study periods at school will greatly reduce the student's work load at home.

EXAMINATIONS

The school year is divided into two semesters, each of which comprises two grading periods (quarters). In most courses, a semester exam is given at the end of each semester. The examination is counted as 25 percent of the semester grade, while each quarter is counted as 37.5 percent. In courses with no semester exam, each quarter is counted as 50 percent of the semester grade.

Students would be prudent to note that exam preparation is substantially different from daily preparation during the remainder of the semester, and they should follow preparation strategies worked out months in advance of the exam itself. Students should see their teachers or counselors for help with such strategies.

MUS deliberately publishes the dates of semester exams at the beginning of the year for all parents, students, faculty, and staff to organize their schedules accordingly. It is school policy that exams should be taken at their appointed times on their appointed dates. Reasonable exceptions warranting special scheduling occur when students are booked for more than one exam at the same time, when school-sponsored activities conflict with the exam schedule, or when illness prevents a student's taking his exam until later.

Outside these exceptions, we strongly discourage any attempt to reschedule an exam.

GPA (See Transcript Policies, page 49)
GRADES AND REPORTS TO PARENTS

Effective evaluation of a student is two-fold. First, self-evaluation is made possible through conferences between the student and his teacher and through the personal relationship that exists between student and faculty. Second, evaluation in terms of objective standards of achievement is effected by assigning marks that indicate superior, good, acceptable, passing, and failing work. The system of evaluation is designed to give the student an understanding of the quality of his work relative to other boys his age and to communicate to parents information concerning their son’s progress in school.

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<thead>
<tr>
<th>Grading System</th>
<th>Conduct</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A Superior</td>
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<tr>
<td>80-89</td>
<td>B Good</td>
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<tr>
<td>70-79</td>
<td>C Acceptable</td>
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<td>65-69</td>
<td>D Passing</td>
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<td>Below 65</td>
<td>F Failing</td>
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<td>S Satisfactory</td>
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<td>N Needs Improvement</td>
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<td>U Unsatisfactory</td>
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Semester Schedule of Reporting

Fifth week of each quarter- Progress Reports (interim grades)
End of each quarter- Report Cards (quarter and semester grades)
(Grades are available online one week after the grading period ends.)

GRADUATION REQUIREMENTS

Only credits awarded in Grades 9-12 count toward graduation requirements. (Exception: A first-year language course taken in Grade 8 can be used to fulfill the Language requirement.)

Even though not considered in calculating graduation credits, selected MUS Lower School courses (Latin I and some math courses) may be included on the transcript to acknowledge their successful completion.

Note: Only courses taken at MUS in Grades 9-12 are included in the cumulative GPA.

4 credits English
4 credits Mathematics (Algebra I, Geometry, Algebra II, and at least 1 higher math; at least 3 post-Algebra I courses during Grades 9-12)
3 credits Classical and Modern Languages (three years of the same language in Grades 8-12)
3 credits Science (Biology and Chemistry, plus Physics or 1 additional science credit)
3 credits History (1½ credits United States, 1 credit European, and ½ credit history elective)
1 credit  Art
1 credit  Religion
   (½ credit New Testament; ½ credit Comparative Religions)
0 credit  Elective*
1 credit  Physical Education**

20 credits

*Note: An additional elective credit is needed if a required math course
(e.g., Algebra I or Geometry) is completed before Grade 9.

**Students in Grade 10 take one semester of Wellness one day per week and one semester
of Computer Applications one day per week.

Students must register each semester for at least five credit courses,
excluding P.E. To qualify for graduation, a student must earn at least four
credits during his senior year and be in residence for his complete senior
year. A student failing to meet graduation requirements at the end of the
senior year may participate in the baccalaureate and graduation ceremonies,
receiving a signed statement of credits earned, provided he can complete the
requirements in the following summer school. When it is not possible for
a student to complete his requirements in the summer session, he may not
participate in baccalaureate or graduation ceremonies.

Requirements for the Diploma of Graduation may be modified by a vote
of the Academic Council in exceptional cases.

Certain full-year courses are considered cumulative, and credit is
awarded only if the second semester is passed and the yearly average is
passing. Examples of such courses are English 7 through English 9, all foreign
languages, mathematics through Algebra II, and selected honors science
courses (Biology, Chemistry and its HA counterpart, Physics, Geology,
and Environmental Science). Students who elect to drop such courses will
be awarded no credit, no matter how much of the course has already been
completed. Additionally, for Algebra I and Honors Algebra I-B, credit is
awarded (to students planning to remain at MUS) only if the second-semester
average is at least 70 and the year’s average is at least 70; students who do not
meet this standard must take another year of Algebra I.

For courses not considered cumulative and full-year, credit is awarded by
semester, and credit for any failed semester will be awarded only when that
semester is repeated with a passing average.

Students who do not pass a course in English or mathematics will be
required to do the makeup work in MUS summer school (if available) or
repeat the course in the regular school term.

When students transfer to Memphis University School, credits earned
at regionally and state-accredited schools are usually accepted. However,
decisions regarding which graduation requirements are satisfied will be made
by the administration.
In most instances MUS does not award credit for online courses that originate somewhere other than MUS. On a case-by-case basis, the school will consider awarding credit for a summer course taken at a comparable secondary school while a student is enrolled at MUS. No credit can be awarded for college and university courses.

All decisions regarding credits granted by MUS will be made by the administration.

Course Drops

If a course drop is allowed after the add-drop period, the course-drop policy will be followed. (See Course Load and Course Drops, page 42).

HONORS AND AWARDS

At the conclusion of each semester, students who have earned 90 or above in every regular and honors course and 80 or above in every honors accelerated and AP course are designated Dean's Scholars and are eligible for a holiday in the following semester. To take this holiday, the student must first clear it with all his teachers and with the respective division office in Upper or Lower School; this procedure includes completion of the Requested Absence Form (See Absences, page 60).

Students who have earned a weighted semester GPA of at least 3.25 with no semester grade below 80 will be placed on the Dean's List.

To be eligible for Dean's Scholars or Dean's List, all the student’s conduct marks in both quarters must be S or E. Also, he must pass physical education for the semester.

At the end of each quarter, students who have earned a weighted GPA of at least 3.25 for the quarter with no quarter grade below 80 will be placed on the Faculty Honor Roll. To be eligible for this recognition, the student’s conduct marks for the quarter must be S or E, and he must pass physical education.

Individual awards recognize outstanding achievement in a particular area of school life – academics, art, citizenship, service, leadership, character, and extracurricular activities.

It will always be difficult at MUS to select one outstanding student to receive an award because we are a school replete with outstanding young men. Faculty and administrative committees spend considerable time in their deliberations and follow time-tested procedures in making their judgments.

Realizing that decisions about who should or should not receive a particular award will be questioned, we nonetheless do not wish to shrink from our responsibility to evaluate, discern, and honor the truly superlative. MUS does not seek to be a school where “everyone gets the same trophy,” regardless of effort, achievement, or contribution. Recognition of one student does not diminish the achievement of other students who do not win that award.
The following academic, character, and service awards are presented to upperclassmen:

Art Award
Brescia Award for Unselfish Service in Dramatics
Margaret Owen Catmur Science Award
Choral Music Award for Excellence
Dartmouth Club Book Award
Daughters of the American Revolution Good Citizenship Award
Distinguished Community Service Award
Wayne E. Duff Latin Award
English Award
Faculty Cup for General Excellence
French Award
George Washington University Alumni Book Award
Instrumental Music Award for Excellence
Jefferson Book Award
William D. Jemison III Award for Excellence in Dramatics
Russell Johnson Creative Writing Award
Leigh W. MacQueen Dean's Cup for Academic Excellence
Ross McCain Lynn Award
H. Jerry Peters History Award
Mark Cooper Powell Memorial Award
Religion Award
Scott Miller Rembert Senior Service Award
Rhodes College Book Award
Salutatorian Award
Sewanee Award for Excellence in Writing
DeWitt M. Shy, Jr., Mock Trial Award
Spanish Award
D. Eugene Thorn Award
Valedictorian Award
Christa Green Warner Mathematics Award
Washington and Lee University Book Award
Wellford Leadership Award
Yale Book Award

The following athletic awards are presented:

Basketball: Dr. L.C. Ogle Most Valuable Award
Basketball: Ross Livermore Spirit Award
Cross-Country: Russ Billings Most Valuable Award
Football: Dan Griffin Spirit Award
Football: Holiday Ham “Do Right” Award
Football: Steve Minkin Headhunter Award
Football: W.S. Roberts Most Valuable Award
Golf: Randall Ash Perkins Trophy (Lower School)
Golf: Treadwell-Condon Award  
Tennis: Harrison-Humphreys Most Valuable Award  
Track: Robert Hussey Most Valuable Award  
Al Wright Christian Character Award,  
    presented by the MUS chapter of FCA  
James R. Haygood III Best All-Around Athlete Award  
Lee Murray Spirit Award  
Paul Trowbridge Gillespie Scholar-Athlete Award  

**MUS TRAVELS**

MUS in Europe trips offer an elective study-abroad program providing unique enrichment opportunities for course credit. The program is a rigorous academic class that includes travel. Students are expected to complete punctually all the course's academic requirements to the instructor's specifications. Low grades are assigned for work that does not merit higher marks, and unacceptable conduct is assigned a fitting conduct grade; a failing final average will not result in course credit. Course credit (if awarded) is the equivalent of one semester in the designated discipline. The course final average is posted as a summer grade in time for issuance of the Grade 12 first-semester Report Card and becomes part of the GPA on the subsequent January transcript sent to colleges. Except for cases of extraordinary extenuating circumstances (e.g., serious illness, death in the family), a student may not drop the course once the group has departed Memphis, and, regardless of the final grade, the course remains part of the transcript.

Similar policies apply to overseas foreign language immersion programs sponsored by MUS.

**PHYSICAL EDUCATION: CONDITIONING, PERFORMANCE, AND WELLNESS**

The philosophy of the physical education program is to emphasize the importance of physical fitness to the physical and mental health of the student.

**LOWER SCHOOL:** Grade 7 P.E. class meets four days a week. Grade 8 P.E. class meets two days a week, emphasizing an introduction to the required Upper School strength and conditioning program.

**UPPER SCHOOL:** One (1) credit of physical education is required for graduation. All students in Grade 9 must attend two sessions per week of organized physical training, supervised by the MUS strength and conditioning staff. These sessions can be during a student's assigned P.E. period (or during an alternative period – for example, before or after school – with consent from a member of the strength and conditioning staff). The goal of the strength and conditioning program is to enhance overall health, performance, and confidence, while developing an appreciation for the value of safe and effective lifelong physical-training habits. Students in other grades may enroll in the strength and conditioning P.E. course as an elective.
WELLNESS CLASS: All Grade 10 students take a one-semester course (one day per week) in the principles of wellness. The wellness curriculum complements the strength and conditioning program and covers topics related to the development of lifelong healthy habits.

RE-EXAMINATIONS
A re-examination may be offered to a student if he fails for the semester as a result of the examination. A student qualifies for a re-examination upon the recommendation of his teacher if the average of his two quarter grades is at least 65 and if he scores at least 50 on the regular examination. The student must pledge five hours of additional study in preparation for the re-examination.

If a student takes the re-examination and passes the semester as a result, a 65 will be recorded for the semester. The recorded examination grade will be the lowest number resulting in a 65 for the semester.

RELIGIOUS INSTRUCTION
In keeping with Memphis University School's Christian tradition, religious instruction is a part of each student's program of study. Each student is required to take a Bible course in Grades 7 and 9 and Comparative Religions in either Grade 11 or 12.

Time is set aside during one of the chapel programs each week for members of the student body and faculty to give devotionals and short talks. Guest clergy from the community are invited to speak at other chapel programs periodically throughout the year.

SAT-ACT REQUIREMENT
The College Board Scholastic Aptitude Test (SAT) and the American College Test (ACT) are encouraged for all juniors at Memphis University School before they may attain senior status. These tests may be taken according to the SAT and ACT schedule in the spring or summer of the junior year at one of the regular test-administration times. It is the student’s responsibility to register for these tests and to have the scores sent to MUS. For registration purposes, the MUS school identification code is 431-447.

Optionally, a student may also take SAT Subject Tests. These present an extra opportunity to enhance the student’s admissions credentials in some subjects. It is probably advantageous to take these tests as soon as possible (May or June test date) after the relevant courses have concluded, so students should plan accordingly from completion of ninth-grade biology onward. Since not all colleges demand these tests, the student should investigate each institution’s requirements and also consult his college counselor. It is the student’s responsibility to schedule these tests.

A calendar of test dates and registration deadlines is on The College Board’s official website and the MUS website.
SUPERVISED STUDY SESSIONS

All students in the Lower School attend proctored study halls as part of their daily schedules.

A student in the Upper School may be assigned to a proctored study hall whenever a teacher or administrator feels the student will benefit from the additional structure. At any marking period, a student will be assigned to study hall if he receives at least one D or worse, a U in conduct, or more than one N in conduct. A student may be assigned to study hall by the administration for disciplinary reasons. Any student who is on academic warning or academic probation will be assigned to study hall. Once assigned to a study hall, the student is required to attend until he is released by the administration.

TEST LOAD

No student is required to take more than two major tests on the same day, and he may reschedule the most recently assigned test by making a prior arrangement with the instructor. Under no circumstance is the student to wait until the day of the tests to make these arrangements, for at that time he will be expected to take all assigned tests. A student’s careful attention to his assignment schedule will allow him to identify conflicts and inform his instructor in a timely manner. The principals of the respective schools will handle any conflicts.

TRANSCRIPT POLICIES

The purpose of the transcript is to provide an accurate chronological record of all coursework attempted by a student in Grades 9-12 (plus Latin I and certain math courses taken in Lower School) at Memphis University School. The transcript will indicate honors, honors accelerated, and AP courses as such. All grades earned will be recorded numerically.

Grade Point Average (GPA)

A student’s GPA is determined by translating the numerical grades that are assigned at the end of each semester to grade points according to the chart below and then computing the average of those grade points. The grade points for honors courses are weighted by adding one-half point; those for honors accelerated and AP courses are weighted by adding 1 ½ points. No weight is applied to failing grades. The GPA does not include physical education (though P.E. does appear on the transcript).
<table>
<thead>
<tr>
<th>LETTER GRADES</th>
<th>NUMBER GRADES</th>
<th>REGULAR COLLEGE PREP COURSES</th>
<th>HONORS COURSES</th>
<th>HONORS ACCELERATED AP COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>4.5</td>
<td>5.0</td>
<td>6.0</td>
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<tr>
<td></td>
<td>99</td>
<td>4.4</td>
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<td>97</td>
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<td>3.8</td>
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<td>B</td>
<td>80-89</td>
<td>2.5-3.4</td>
<td>3.0-3.9</td>
<td>4.0-4.9</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>1.5-2.4</td>
<td>2.0-2.9</td>
<td>3.0-3.9</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>1.0-1.4</td>
<td>1.5-1.9</td>
<td>2.5-2.9</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Students would be prudent to note that the effect of any single semester average on the GPA is strongest in the first year and weakest in the final year; therefore, students should focus on earning the highest possible grades from the moment they join the Upper School.

**Incompletes**

A mark of I (incomplete) may be assigned at the end of any reporting period when illness, unavoidable absences, or extenuating circumstances make it impossible for a student to complete the course requirements by the end of a marking period. The approval of the principal of the appropriate school is required before a mark of I may be assigned. When the student has completed all course requirements, the earned grade is recorded.

**Rank in Class**

Except for announcing valedictorian and salutatorian, Memphis University School does not publish students’ class rank.
Repeated Courses
If a student repeats a course taken in Grades 9-12, the grades for both attempts will be shown on the transcript and included in computing the student's GPA.

Summer School
Summer work taken at Memphis University School will be noted as such on the transcript and will be included in determining GPA.

Transfers
When a student transfers into the Upper School, credits earned at regionally or state-accredited schools are usually accepted. For college application purposes, MUS provides admissions offices with the MUS transcript and the prior school(s) transcript(s) as discrete documents. The MUS GPA includes only MUS coursework.

VALEDICTORIAN AND SALUTATORIAN
The valedictorian is the graduating senior who has the highest cumulative weighted GPA in his class, excluding P.E.; the salutatorian ranks second. To qualify for one of these distinctions, a student also must have successfully completed all current coursework, must be qualified to graduate in May, and must have completed his sophomore, junior, and senior years at MUS.
Lower School students must follow all school policies. (See School Policies, page 60.) The following additional policies are specific to Hull Lower School.

ACADEMIC WARNING

In an effort to ensure that all students have the necessary support for success at MUS, at the end of any quarter or in the event of a sudden academic downturn, a Lower School student averaging below 70 in one or more academic classes may be placed on academic warning. A meeting involving parents, the student, and school representatives (e.g. counselor, administrators, and/or faculty) will be scheduled to determine the terms of the student’s warning status and to collaborate in creating an Academic Plan of Action for grade improvement. The Plan of Action will consist of specific short- and long-term objectives with deadlines that the student must meet in order to return to favorable academic standing and avoid academic probation (See Academic Warning and Probation, page 35). Lower School students on Academic Probation may be removed from participation in extracurricular activities and/or sports until their academic status improves; suspension from these activities will be re-evaluated every four to five weeks (usually at the next Progress Report or published Report Card). At semester’s end, the student’s academic status will be re-evaluated, and a meeting with parents, the student, and the school will determine the student’s future enrollment status for his and the school’s best interests.

Second-semester students on academic warning are particularly at risk given the rigorous demands of each following school year. Therefore, the school takes supportive measures to ensure that students understand the seriousness of their academic status, respect their family’s and the school’s investment in their training, and consider the potential need for supplemental academic work either outside of school hours and/or during the summer. (See Graduation Requirements, page 43, and Summer School, page 55.) Ultimately, all parties involved seek the development of a mature young man of strong moral character willing to take responsibility for his actions while being held accountable for his developing work ethic.

AFTER SCHOOL ACADEMIC PROGRAM (ASAP)

The MUS faculty expects students to arrive at school well rested and prepared for class each day. Most students do exactly that, but life balance for a Lower School student can have its challenges due to factors such as after-school commitments, family obligations, technological distractions, and social life, all of which can get in the way of two very important daily requirements: homework and sleep. The After School Academic Program (ASAP) offers students in seventh and eighth grades an opportunity to complete homework
requirements in a supervised setting before leaving campus. ASAP is available every weekday in the Dunavant Lecture Hall from 3:40 p.m. to 5:30 p.m. Parents can pick up students any time during ASAP, up until 5:30 p.m. At 5:30 p.m., the building will be locked. The cost for ASAP is $15 a day, billed monthly according to daily attendance. There is no advance registration for ASAP. The penalty for late pickup will be added to the ASAP fee.

Students may bring food to ASAP. Water fountains and snack machines are readily available for student use, or adults may bring food before 3:40 p.m. During ASAP students may snack as they study, be released to the library with a signed pass from their teacher(s), and use the computer lab for homework purposes only with a pass signed by their teacher(s). Students MUST bring their U Cards to ASAP.

**After-School Student Presence on Campus**

After 3:40 p.m. the Lower School building, the library, computer labs, and athletic buildings will be closed to all Lower School students, except for those who are in supervised activities or athletic practices. For those students not involved in sanctioned after-school activities, parents must make arrangements either to (1) have students picked up by 3:40 p.m. or (2) attend ASAP. Students who remain on campus after 3:40 p.m. will be sent to ASAP.

**AWARDS AND HONORS**

After each grading period, MUS acknowledges academic achievement (See Honors and Awards, page 45). In addition to the honor rolls, two special Lower School awards are bestowed after third quarter upon outstanding academic students of strong moral character.

**Order of the Owl**

The Order of the Owl honors both seventh graders and eighth graders. To be considered, seventh graders must have achieved at least a 93 weighted average, excluding P.E. Eighth graders must have achieved at least a 90 weighted average, computed the same way. They must also have demonstrated character consistent with the high standards of the school’s Community Creed and Honor Code, have solid deportment grades on their Report Card, and maintain their performance during the fourth quarter.

**Springfield Scholars**

The Springfield Scholars, named in memory of the first Lower School principal, John Murry Springfield, is the most esteemed honor society in the Lower School. The top 10 percent of eighth graders through third quarter (based on a weighted numeric average, excluding P.E.) qualify for induction and will be honored during a special ceremony in the spring. They must also have demonstrated character consistent with the high standards of the school’s
Community Creed and Honor Code, have solid deportment grades on their Report Card, and maintain their performance during the fourth quarter.

**CELL PHONES**

Cell phones may be brought to Lower School, but they must be turned off during the academic day. Additionally, all Lower School students are expected to place their phones in the phone vault outside the Lower School office at 8 a.m. or as soon as they arrive at school; phones will be available for students to pick up at 3:20 p.m.

Parents who need to contact their sons during the school day should call the Lower School Office. (See *Cell Phones and Electronic Devices*, page 62).

**DISCIPLINE**

The administration, faculty, and staff of Hull Lower School expect each student to conduct himself at all times in a manner consistent with the school’s high ideals. The MUS Community Creed was written and adopted by students in 2001 to state clearly the ideals and virtues that govern student behavior. To guide students in developing self-discipline and responsibility, penalties will be assigned to students whose behavior is inconsistent with the general school rules and in conflict with the Community Creed (See *Community Creed*, page 9).

The school recognizes that we are working with boys who, as all of us do, make mistakes. It is very important that the school take these opportunities to educate the students about responsibility and accountability. The school is aggressive in its efforts to applaud those who excel, but it firmly believes that when students fail to reach the mark they must be held accountable. In that vein, the school will assign penalties that are appropriate. For penalties to be an effective tool, it is imperative that they be served as soon as possible and that the parents fully support the school in holding the student accountable.

Some examples of penalties in the Lower School are as follows: wearing a dress shirt and tie, writing a reflective essay, copying the MUS Community Creed or Washington’s Rules of Civility, being assigned “silent lunch,” etc.

Poor deportment marks will result in being assigned Disciplinary Probation and accompanying correction. (See *Conduct Grades*, page 66).

Discipline of a more serious nature and/or chronic rule infraction is referred to the Lower School administration, and additional penalties may be assigned. (See *Discipline Committee*, page 66). The goal of administration, faculty, and staff is to create a spirit of cooperation so that discipline will be self-imposed by students rather than forced.
ELECTIONS

Lower School students elect both Honor Council and Student Council representatives. Eligible candidates must be approved by the Lower School administration. For a candidate to be eligible, he must demonstrate character consistent with the high standards of the school’s Honor Code and Community Creed, and he must demonstrate academic results consistent with his ability.

HONOR SYSTEM AND COUNCIL

(See Constitution of the Honor Council, page 84, and Honor System Catechism, page 89)

SEMESTER EXAMS

MUS deliberately publishes the dates of semester exams at the beginning of the year so that all parents, students, faculty, and staff can organize their schedules accordingly. It is school policy that exams are taken on their appointed dates. We strongly discourage any attempt to reschedule an exam, as it is an inconvenience to faculty and administration whose duty it is to secure fairness for all students. Exam grades account for 25 percent of the semester average.

SUMMER SCHOOL

Students experiencing severe grade struggles in foundational Lower School courses should seek skills remediation before proceeding in their studies.

A student should expect to attend Summer School for an F, particularly in mathematics or English. Summer School may be strongly recommended for a D.

With the exception of the Math Pre-8/9 course, which is offered in both June and July, all summer school classes taken as replacement credit for failed classes occur in the month of June only.

A second-semester or yearly average below 65 in English 7 or English 8 will require successful completion of English Review 8/9 (4 weeks in June) or, alternatively, repetition of the failed English course in the following academic year.

A second semester or yearly average below 65 in Grade 7 math will require the Math Pre-8/9 course (3 weeks in June or in July) or, alternatively, repetition of the failed math course in the following academic year.

For any student in Algebra I, course completion is considered successful only when the second-semester grade (and yearly average) is 70 or above. Any student with a lower grade must take another Algebra I course in the following academic year.
The summer course in Latin Review (three weeks in June) will be expected for a second semester grade, or yearly average, below 65 in the Grade 7 Origins of Language course and in the Grade 8 Latin I course.

The administration may require a repeat of other failed courses (or failed semesters of those courses) unavailable in summer school or as other circumstances warrant.

For clarity, if a student fails a course and does not take the necessary summer school class, he must repeat that course next year; if a student fails a course that does not have an accompanying summer class, he must repeat that course next year. Failure of two or more courses with no summer work prevents a student’s advancement to the next grade at MUS. For summer work to be sufficient, a student must attend the entirety of the summer course; taking time off in the middle of a summer course for a week of vacation or camp is not an option.
THE JOSEPH R. HYDE, JR.
LIBRARY LEARNING CENTER

The Hyde Library exists to support the MUS community by providing books, online resources, and media services, and by promoting academic and recreational reading. Resources and learning activities at the library represent a diversity of experiences, opinions, and social and cultural perspectives; intellectual freedom and access to information are prerequisites to effective and responsible citizenship. Experienced librarians are available to help students and faculty develop a full range of research skills.

The use of the library facility is a privilege. All school rules and responsibilities apply in the building; students are expected to take care of school property, refrain from eating and drinking, follow the dress code, and use computers properly. Cell phones are not to be used in the library without permission. In addition, students should observe proper decorum at all times. Library privileges may be suspended if these expectations are not met.

BIRTHDAY BOOKS AND GIFTS

Parents receive an email annually inviting them to donate a Birthday Book in honor of their son. The library staff selects these books with the student’s interests in mind and places them on display. Other types of gifts include memorials, honorary books, and endowments. Contact the library for more information (See also Special Endowed Funds, page 25).

CIRCULATION POLICIES

- Materials taken from the library must be checked out. Removing materials without doing so is an Honor Code offense. Students will receive an email reminder when materials are due. Return all materials to the library circulation desk unless otherwise instructed.

- General circulating collection books are checked out for approximately two weeks, with longer circulation periods for some.

- Students may hold items to ensure use at a specific time.

- College materials check out for 3 days; videos check out overnight; audio CDs check out for 7 days.

- The Hyde Library is a member of the Memphis Area Independent School Library Information Consortium (MAISLIC). Library holdings from MUS, St. Mary’s, and Lausanne are listed in SmartSearch and in the Hyde Library Discovery Catalog. Students and faculty may check out materials from any of these libraries with an MUS U Card. Check with the library about proper use of this service.
• Students may request interlibrary loans from other libraries in the OCLC international network if needed for class research.

COMPUTER USE
Computers and Internet access are provided in the library for research use. All school policies regarding computer use apply in the library (See also Computer Access Rules and Regulations, page 63).

DIGITAL RESOURCES
The library has a collection of over 600,000 items in digital format. Explore the school Library Resource Board, where you can find all library resources and instructions. You will find the board under the Resources tab when you are logged in to the school website.

• The Hyde Library Discovery Catalog displays everything in our collection and the shared library collections of MAISLIC, our local independent school consortium. Locations and checkout status are included with the record for each book or video, and links to e-books are provided. A student can log in to the catalog to see his checkouts and fines by typing in his U Card number and PIN. (The default PIN is changeme; a student may change his PIN and should contact library staff if he forgets the new one.)

• E-books and audiobooks from Axis 360, Sora/OverDrive, and other vendors may be downloaded to a student’s own device. See MUS Library Guides for instructions.

• Flipster from EBSCO provides virtual magazine issues that can be downloaded or read online.

• MUS Library Guides contain helpful guides to class projects, access to all databases including SmartSearch, and more. To access without logging in, go to musowls.libguides.com.

• SmartSearch (EBSCO Discovery Service) searches our catalog and databases at the same time.

• Passwords are not needed for most resources at school; off campus, the OpenAthens single sign-in service allows students simply to use their school username and email password to access our databases. Exceptions can be found on the Passwords list on the Student Resource Board.

• Study Aids and Online Learning Sites are also posted on the Student Resource Board, including Tech Tips, NoodleTools, the MLA Style Center, and test preparation sites.
LIBRARY INSTRUCTION
Library faculty teach library and research skills to the seventh grade as part of their curriculum, instruct Lower and Upper School classes in the use of print and digital resources, conduct information sessions for student groups, and give one-on-one assistance to students and faculty on a daily basis.

LOST MATERIALS
Students are responsible for any lost or damaged materials and will be charged the replacement cost plus a non-refundable processing fee of $5. If the material is out of print, the charge will be the cost of a comparable replacement or $35 (plus the processing fee) as determined by the library staff. If the lost material is found and returned before a replacement has been obtained, the student will be refunded the cost of the material.

OVERDUES AND PENALTIES
- General circulating materials are normally due on Wednesdays.
- A student who has five overdue items or a bill of $5 will be blocked from checkout privileges until items are returned and fines are paid. Students may log in to the catalog to see what they have checked out and whether they owe fines.
- All library materials must be returned and fines paid before a student may take semester exams.
SCHOOL POLICIES

ABSENCES

If a student is to get the most from his experience at MUS, he must attend class. Unexcused absences are major disciplinary offenses. A student may not participate in athletic practices or games or music or theater performances or rehearsals if he has been absent during the course of the day. The principal determines any exception to this rule.

Planned Absences. A student who knows in advance that he will be absent from a class is expected to notify the office and his teachers. He should complete the Requested Absence Form and turn it in to Cassie Hutto in the Upper School Office or Julia DeBardeleben in the Lower School Office two days prior to the date of the absence. Failure to complete the form can result in no academic credit issued for a student’s missed assignments. It is in the student’s best interest to complete the missed work in advance.

Unplanned Absences. When a student is absent due to illness or emergency, his parents should notify Cassie Hutto in the Upper School Office or Julia DeBardeleben in the Lower School Office by 8:30 a.m. explaining the reason for his absence.

The student should obtain his assignments from the school website or a classmate, prepare these assignments, and appear in class with all assignments on the day that he returns to school. The school will make reasonable accommodations in cases of illness.

MUS acknowledges that not all worthwhile educational opportunities reside exclusively within its halls. On rare, judiciously chosen occasions, a family may elect to schedule an activity that conflicts with official school days. However, as a matter of courtesy and respect, no teacher can reasonably be expected to reteach material missed during such elective absences. Any student planning to be absent for such occasions must submit a Requested Absence Form and, most important, arrange with reliable and willing classmates to take careful notes to share upon the student’s return and assist him with necessary catchup.

ALCOHOL, DRUGS, AND TOBACCO

We believe that teenagers should not use alcohol, tobacco, or other illicit drugs at all. Their use is, first and foremost, illegal. They interfere with emotional, physical, and psychological development, and they can lead to devastating situations. We believe that the primary responsibility for supervision of MUS students when they are not participating in school activities lies with their parents. The school certainly has a role to play, but our impact is far less critical than parental impact. The school’s role is to support parents in their responsibility and authority by offering information and programs that will inform and encourage parental efforts at combating the use of alcohol, tobacco, and illicit drugs by their sons. The school also
makes clear to students and their parents that possession or use on campus will not be tolerated and that severe consequences ensue if students violate this policy.

**Alcoholic Beverages** - Alcoholic beverages are not allowed on campus or at school functions off campus. Any student who uses alcoholic beverages at school functions, whether on or off campus, or who comes to school functions after having drunk alcoholic beverages will be subject to expulsion from the school.

**Drugs** - Non-prescribed or illegal drugs are not allowed on campus or at school functions off campus. Any student who possesses, who is under the influence of, or who sells or distributes non-prescribed or illegal drugs or drug paraphernalia on campus or at school functions off campus will be subject to expulsion. Any student who possesses prescribed drugs but sells or distributes them on campus or at school functions off campus will be subject to expulsion. The school maintains the right to test students based on reasonable suspicion. Confirmed positive test results may result in expulsion from the school.

**Tobacco** - The use or possession of tobacco, nicotine, or smoking simulation products in any form is strictly forbidden anywhere on the school campus or at school functions off campus. Since many vaping devices look like USB memory sticks, we will require all USB sticks to be the MUS brand sold in our bookstore, which are easily identifiable. All other memory sticks will be confiscated and destroyed.

**CAMPUS HOURS**

For Upper School students, campus is open at 7:30 a.m. and closed (except for supervised activities) at 4 p.m. on school days. After 4 p.m. unsupervised students will not be allowed anywhere on campus. Upper School students who are not picked up by 4 p.m. must attend the After School Academic Program (ASAP), held in the Lower School Dunavant Lecture Hall. Students must be picked up from the Lower School by 5:30 p.m.

For Lower School students, campus is open at 7:30 a.m. and closed (except for supervised activities) at 3:40 p.m. At that time unsupervised students must report to the After School Academic Program (ASAP) in the Lower School Dunavant Lecture Hall. They must be picked up from the Lower School no later than 5:30 p.m. (See *After School Academic Program*, page 52.)

For all students: The cost for ASAP is $15 per day per Lower School or Upper School student, billed monthly according to daily attendance. The penalty for pickup after 5:30 p.m. will be added to this fee. There is no advance registration. Students may bring food to ASAP. Water fountains and snack machines are available for student use, or adults may bring food before 3:50 p.m. During ASAP students may snack as they study, be released to the library with a signed pass from a teacher (until it closes at 4 p.m.), and use the computer lab for homework purposes with a signed pass from a teacher.
When school is dismissed early, the buildings are closed 45 minutes after dismissal.

Once a student arrives on campus, he is to remain on campus until the school day ends.

**CAMPUS VISITS**

Students are not to visit other school campuses without permission from that school’s administration.

**CELL PHONES AND ELECTRONIC DEVICES**

Cell phones may be brought to school, but they must be turned off during the academic day.

Parents who need to contact their sons should call the appropriate school office (See Messages, page 69).

Media players and electronic games are not permitted at school and must not be used during the school day unless they are needed as part of a class project or demonstration.

The use of any electronic device (other than calculators approved by a math or science teacher), including but not limited to smartphones, smart watches, and tablet computers, will be considered *prima facie* evidence of cheating and will result in an Honor Council conviction, if such use during an exam, quiz, or test is proven.

**CHECKING IN/OUT OF SCHOOL**

A student who is tardy or who needs to leave school during the regular school day must report to the office to sign in or out. A **student may not check out unless a parent has given prior permission in writing or by phone.**

**CLASS CUTS**

Students are expected to attend all classes (including physical education classes), supervised study sessions, and assemblies unless they have received prior clearance from the office to miss. **With each class cut, three points will be deducted from the quarter average** (See also Tardiness, page 72).

**CODE OF CONDUCT – INDEPENDENT SCHOOLS OF MEMPHIS**

The Memphis Association of Independent Schools, recognizing its responsibility to students and parents, believes all social and extracurricular activities sponsored by the school should be wholesome experiences for all participants.

Socially useful school activities can be continued only under supervision and strict adherence to regulations concerning student conduct. Misbehavior on any independent-school campus by students of any independent school (particularly misbehavior involving the use of alcohol and other drugs) will
be reported by the administrator of the school where the incident occurs to the administrator of the school in which other involved students are enrolled. The concerned school administrator will acknowledge his awareness of the misbehavior and follow through with appropriate discipline of those involved in the misbehavior including notification of the students cited.

The increasing use of alcohol by students is a matter of grave concern to everyone involved with student well-being. Only the combined efforts of school administrators, parents, and students can lead to the solution of this serious problem. In addition to expressing their desire to keep alcoholic beverages from their campus, it must be firmly stated that school administrators deplore and discourage the serving of alcoholic beverages to any student at any place, in any form, before or after school-related social and extracurricular functions.

The following schools will inform their communities of this policy of mutual assistance and ask for the full cooperation of all adults and students: Bodine School, Bornblum Solomon Schechter School, Briarcrest Christian School, Central Day School, Christ Methodist Day School, Christ the King Lutheran School, Christian Brothers High School, Evangelical Christian School, First Assembly Christian School, Collegiate School of Memphis, Grace-St. Luke’s Episcopal School, Harding Academy of Memphis, Hutchison School, Incarnation Catholic School, Lamplighter Montessori School, Lausanne Collegiate School, Madonna Learning Center, Margolin Hebrew Academy-Feinstone Yeshiva of the South, Memphis University School, New Hope Christian Academy, Presbyterian Day School, Rossville Christian Academy, Northpoint Christian School, St. Agnes Academy-St. Dominic School, St. Benedict at Auburndale, St. Francis of Assisi Catholic School, St. George’s Independent School, St. Mary’s Episcopal School, Tipton Rosemark Academy, Trinity Christian Academy, University School of Jackson, Westminster Academy, and Woodland Presbyterian School.

**COMPUTER ACCESS RULES AND REGULATIONS**

The school has invested substantially in computing and network resources to support its curricular, extracurricular, and administrative goals. Students are enthusiastically encouraged to use the school’s resources in a manner consistent with these goals. However, it is important for students and parents to understand that access to computing and network resources is a privilege, not a right. As a privilege, access to computing and network resources comes with a set of accompanying responsibilities and requirements.

**Computer Access**

- Students should respect and observe all national, state, and local laws with respect to computer usage. Students should be especially aware of copyright restrictions and use school systems in a manner that respects the rights of the copyright holders.
• Students should not attempt to gain access to the school’s computers or networks using another community member’s login information. This is true whether or not that other community member gives his consent.

• Students should respect the privacy of others. Students should not attempt to gain access to information that is not intended for them.

• Computers and the campus Wi-Fi should be used only for academic and school-sponsored extracurricular purposes.

• Students should never load outside software or download software onto the school’s computers.

• Students should at all times respect and follow instructions provided by the technology staff.

**Computer Labs**

• No food or drink should be in the computer lab area.

• Students should not congregate at computers unless for specific academic projects.

• Students should not disrupt others while they are working.

• Students should clean up after themselves when finished in the lab.

**Email Access**

• Students should not send emails that could be interpreted as a nuisance or a threat.

• Students must not create personal distribution lists.

• Students should not use the school-created distribution lists for personal, non-academic, or commercial use.

• Students should use only the school-created distribution lists and have approval for their use.

• Students should realize that their electronic communications can have a significant impact on their reputations and the school’s reputation, and they should always consider that impact when communicating with others.

**Internet Access**

• The school uses filtering software to try to prevent unintentional access to objectionable content, but students are also expected not to actively seek out such content.

• Students should not attempt to subvert the filtering software by any means, including the use of proxy.
• Students should not actively seek to use another community member’s login information to subvert the filtering software.

MUS Network Access
• The school maintains wireless access for students and visitors throughout the campus.

• Personal computers and mobile devices accessing the MUS network must be checked in with the technology staff and are subject to the same restrictions as school-provided equipment. The school reserves the right to install security software on personal computers and devices.

• Personal computers are required to maintain up-to-date anti-virus protection.

• Personal computers and mobile devices are to be used only for academic purposes while on campus.

Students who fail to uphold their responsibilities will have their access to computing and network resources suspended or revoked entirely, and certain offenses could also constitute Honor Code violations.

Printing
Faculty and students print and scan documents with shared, multi-function copiers located throughout campus. Each student is provided with a unique printing code and an OwlsPrint account on the OwlsPrint system with $100 credit (provided by the school.) Each time he prints or copies, his account is debited an appropriate cost based on the type of document printed. Students should print conservatively to preserve resources, obey all copyright laws, be considerate of others using the machines, and report problems with printing in a timely manner to the name of the person listed on each copier.

Website Resources
The public-facing portion of the school website is primarily admissions focused. Student, parent, and faculty resources are under the OwlHub login on the website home page.

All login credentials are unique and should never be shared.

CONDUCT AND DISCIPLINE
Memphis University School insists that its students live up to high standards of honor, industry, and obedience. All students are to understand that in order to maintain the high standards of gentlemanly behavior on the part of its students, the school reserves the right to suspend or expel a student guilty of misconduct – whether occurring on or off the school campus or
in the context of any published, posted, or broadcast content. Behavior that detracts from the reputation of the school, its personnel, or its students will be treated as misconduct.

The school hopes to create such a spirit of cooperation between the faculty and the students that discipline will be self-imposed rather than forced.

The school recognizes that we are working with boys who, as all of us do, make mistakes. It is very important that the school take these opportunities to educate the student about responsibility and accountability. The school is aggressive in its efforts to applaud those who excel, but it firmly believes that when students fail to reach the mark they must be held accountable. In that vein, the school will assign penalties that are appropriate. For penalties to be an effective tool, it is imperative that they be served as soon as possible and that the parents fully support the school in holding the student accountable.

**CONDUCT GRADES**

A Lower School boy with a “U” or “N” may be placed on Disciplinary Probation while also being assigned any number of practical assignments and penalties in an effort to encourage a scholarly attitude within himself and within the school community.

In Upper School, students with a “U” or two “N’s” in conduct are assigned to a Supervised Study Session.

**DISCIPLINE COMMITTEE**

The Discipline Committee hears special cases of misconduct or flagrant violations of school rules except violations of the Honor Code.

The Discipline Committee in the Upper School consists of the assistant principal (chairman), four faculty members, and a student (commissioner of student welfare). The Lower School Discipline Committee consists of the principal, assistant principal, and two faculty members.

**DRESS AND GROOMING**

Acceptability of dress depends heavily on neatness. Students are expected to arrive on campus dressed appropriately and should remain so dressed until they leave campus. Acceptable attire is required during the exam period as well. Online, students will be fully clothed (collared shirt, no hats/hoodies). School grooming rules still apply. Appropriate attire includes:

- Dress slacks or dress shorts worn with belt or suspenders.
- Collared shirts, full turtlenecks, or sweaters with appropriate shirt underneath.
- Shirrtails tucked in.
- Shoes must be in good repair. Athletic shoes may be worn. Socks must be worn.
• Students are required to wear a blazer, dress shirt, and tie on days that will be announced. The shirt and tie are worn throughout the day.

Examples of clothing not permissible are military and hunting wear, denim clothes, athletic wear, T-shirts, caps, mock-turtleneck shirts, and sandals. Students may not wear earrings.

Acceptability of grooming depends on neatness as well. Appropriate grooming includes:
• Clean-shaven face.

• Hair must be neatly and appropriately groomed so that it stays out of the eyes, above the mid-point of the ear, and above the collar in the back. Sideburns may not extend below the earlobe.

Examples of inappropriate grooming are hair of extreme style or color, mustaches, and ponytails.

Decisions concerning dress and grooming will be left to the discretion of the administration. **Students who refuse to conform to the dress and grooming regulations will face major disciplinary action.** Unless otherwise stated, all students participating in an extracurricular activity should conform to the dress and grooming code.

**DRIVING ON CAMPUS**

The campus speed limit is 15 miles per hour. Driving on campus is a privilege, not a right. Students who do not drive safely and courteously will lose their privilege to drive on campus.

Extreme caution should be exercised while driving on campus, particularly at stop signs, in the one-way drives at the Entrance Court and near Hull Lower School, and on the road to Hutchison.

**DRUGS** (See Alcohol, Drugs, and Tobacco, page 60)

**EMERGENCY CLOSING**

During adverse weather conditions, administrators monitor the situation and decide when the school will close or follow abbreviated hours. The decision is posted on the school's web news and social media. In the event of closures, Owls Alert messages are sent to MUS families, and local news outlets are notified. These decisions are posted as soon as they are made, so please do not call or message school officials or administrative offices.

Owls Alert messages are sent to all phone numbers and email addresses provided under your Profile/Contact Card on the school website. If you have updated phone numbers or email addresses, send them to infochanges@musowls.org or use the Profile Update page under Parents on our website.
EMERGENCY PROCEDURES

The school responds to severe weather with a practiced procedure of securing students as quickly and as safely as possible in the most secure environment that the facilities offer. We highly discourage early checkouts of students during severe weather events. In any real emergency, students are not to leave campus without permission from the administration. Buildings are safer than vehicles during these events, and the driving lanes on campus must be as free as possible for emergency vehicles or for the orderly dismissal from school once conditions improve according to the National Weather Service.

Specific directions are posted in each classroom outlining fire, tornado, and earthquake procedures. Students should react immediately to faculty instructions. Throughout the year, periodic emergency drills are held.

In the event of a tornado threat, the school bell or announcements on the school intercom will be used to alert all students. With this alert, students should move quietly to designated areas away from glass windows and should protect their heads.

Protection under desks should be sought immediately in the event of an earthquake. With the cessation of seismic activity, students should follow faculty instructions and assemble in the areas indicated in the school’s classroom emergency manuals.

EXCUSE FROM PHYSICAL EDUCATION

If a student is unable to participate because of illness, he should bring a note from his parent to the physical education teacher explaining the illness, and he will be excused. In the event of a prolonged illness, a student should bring a doctor’s note.

FRATERNITIES

The school forbids a student to be a member of a fraternity or a social club. If a new student is a member of a fraternity, he will have to give up his membership.

GAMBLING

Gambling is not permitted on campus under any circumstances.

GUM

Students are not allowed to chew gum at school.

HONOR VIOLATIONS

A student found guilty of an honor violation will be subject to dismissal from school. There may be instances when it may be judged by the Honor Council and administration that the degree of the violation merits giving the student a second chance. This judgment will vary with the student’s
age and tenure under the Honor Code. If the first violation is treated as an opportunity for guidance, the student will face an appropriate penalty determined by the principal. Penalties may include in-school suspension and/or probation. A second violation may well invoke the maximum penalty of dismissal from school.

LEAVING SCHOOL GROUNDS
Under no circumstances is a student to leave the campus without permission from the administration. A student leaving the campus unexcused will face major disciplinary action.

MAKE-UP WORK (See Absences, page 60)

MARRIAGE
Married students are not allowed to attend Memphis University School.

MEDICINE
Students who bring medication to school should notify the school and leave the medication in the office. Students must not bring any drugs not prescribed for them or not intended for their own medicinal use.

MESSAGES
Parents should exercise discretion in calling the school offices to leave messages for their sons. In a real emergency, the message will be delivered by an administrator or administrative assistant. Students are not allowed to use cell phones during the school academic day.
If it is necessary for students to make calls in cases of illness or emergency, they may use the school phones located in the Upper and Lower School offices.

PARKING AND PARKING LOTS
Students may bring cars on campus that are properly registered and display the appropriate identifications. Student cars must have a parking sticker on the left side of the rear bumper. In addition, members of the MUS community (students, parents, employees, and volunteers) will be issued a U decal for the lower left corner of the windshield (the driver’s side).
Student parking is assigned through the Upper School Principal. Students will be assigned to a specific space in a specific lot and must park in their assigned space. Failure to follow the parking regulations may result in a loss of driving privilege on campus. After school, students may move their cars to another lot but must still park in legal spaces.
During the school day, students are not allowed to visit the parking lots without permission.
PLAGIARISM

Plagiarism is academic fraud. A student plagiarizes whenever he presents any work as originally his own when it is in fact not original, but purchased, stolen, or copied. Evidence of plagiarism includes any words, ideas, opinions, or data (whether quoted or paraphrased) or any organizational structures or research efforts that are misrepresented as the student’s own when they are actually someone else’s work. To avoid plagiarism, always give proper credit to others and never take credit that is not due you. Identify your sources both in the text of your paper and in your bibliography or list of works cited. Remember that acknowledging all sources reveals you to be a more admirably thorough researcher than your failure to give credit possibly can. A plagiarism conviction carries serious consequences to the guilty student’s honor, moral standing, and academic grades. When in doubt, consult your teachers for additional guidelines related to specific academic disciplines (See Honor Violations, page 68).

RESPECT FOR PROPERTY

All damage to school property, even accidental, should be reported to the director of business operations. Students who damage school property should help with the cost of replacing or repairing the damage. The school will not tolerate vandalism of school property or the property of others.

SCHOOL TRIPS

From time to time, the school endorses trips supervised by MUS faculty members; however, the school will assume no responsibility or any liability connected with a trip unless it has been officially approved by the administration.

SENIOR PRIVILEGES

Various privileges are granted with the understanding that their abuse or any irresponsible conduct in their execution could result in the cancellation of the privilege(s) for the individual or the group. Senior privileges will fluctuate this year depending on the status of online/on campus learning.

- A senior is allowed to take three class cuts per semester in each class. He must have the approval of his teacher before taking a class cut. Whether a senior will be allowed to take a class cut on a given day will be left to the discretion of the teacher.
- A senior may be exempt from a second semester exam if he has an 85 average for the semester. The grade is determined by the average of the third- and fourth-quarter grades. A senior shall have completed all course requirements.
- If he meets requirements with all departments, a senior may go out to lunch one day per week during the first semester and two days during the second semester. He must have written parental
permission to be able to go out to lunch and must sign out each time he leaves campus. Seniors who leave campus for lunch MUST sign back in at school before they leave school for the day. Penalties for failing to sign in will be similar to those assigned for leaving campus without permission.

- After April 15, a senior who does not have a class the last period of the day, may leave school early. This only applies to the last period of the day. If a senior does not have class for the last two periods, he must stay on campus until the beginning of the last period.
- Seniors may move to the front of the lunch line at the beginning of the lunch period; however, seniors are not allowed to break line once they are in the service area.

SOCIAL MEDIA AND PUBLISHING POLICIES

Consider the following important points concerning use of school identity, protection of individual and school reputation, and adherence to the school’s copyright and publishing guidelines:

- **Conduct and Safety** - Know school policies. Online conduct should remain in keeping with the school’s ideals, philosophy, and mission. Published content that detracts from the reputation of the school, its personnel, or its students will be treated as misconduct (See Conduct and Discipline, page 65). Also, consider your privacy and safety, as well as that of others. **Understand that anything posted is no longer private, regardless of any promises or settings offered.**
- **Content and Copyright Use** – Copyright, trademark, and/or fair use laws apply to everything you publish or distribute. You must first have express, written permission before you use anything you did not create. **For example, although you may purchase an image from a photographer, your purchase does not necessarily include permission to post the image online or share it with anyone else.**
- **School Identity, Logos** – Any publication of the school’s identity (formal or informal, in name or in imagery) must be approved by the Communications Office prior to use. **This includes social media profiles and handles, online account names and URLs, and any other form of public representation.**

SUBSTANCE ABUSE

Though MUS counselors help students with academic and personal difficulties, our top priority is to prevent problem behaviors from emerging. Our educational efforts cover a variety of topics including a focus on drug and alcohol use prevention. Any intervention made with respect to drug and alcohol use is based on circumstances surrounding each particular case: the immediate danger posed to the student, the frequency and quantity of consumption, the age of the student, the potential effects of substance use on personal development, and confidentiality issues.
The Counseling Department attempts to prevent alcohol and drug use and other harmful behaviors through educational efforts and by promoting responsible decision-making to maximize the safety and healthy development of our students. Students and parents who have questions are encouraged to contact any member of the Counseling Department.

**SUSPENSION AND EXPULSION POLICY**

Certain offenses and violations of school rules are considered serious enough to merit in-house suspension or expulsion. Additionally, the school reserves the right to suspend or expel from school any student if, in the sole discretion of the administration, such suspension or expulsion is necessary to protect the best interests or welfare of the school, including the health and well-being of other students, faculty, or staff. In such cases, a letter or phone call to the parents will indicate the nature of the problem and the date of suspension or expulsion. A student may not participate in any school activity during the period of a suspension. An in-house suspension is employed in many cases, and the student will work on academic assignments and take assigned tests during the course of the suspension.

It is the student's obligation to check with his instructors prior to the suspension to get assignments and to arrange for makeup tests. All missed work will be made up. With the use of the suspension, the school is drawing attention to the seriousness of a situation in hope that the student's conduct will improve before dismissal from school becomes necessary. Suspension or expulsion must have the approval of the headmaster.

**TARDINESS**

The school insists that a student be punctual in reporting to school each morning. The homeroom period begins at 8 a.m. Any student not in homeroom at 8 a.m. is considered tardy and must check in with the office before going to class. Upper School students with an unexcused tardy must report to Early School at 7:30 a.m. the next school day. **Unexcused tardies, as determined by the school, after 8:30 a.m. will be treated as class cuts and three points will be deducted from the quarter grade of each class missed.**

Even if the tardy is excusable (medical appointments, accidents, weather conditions, or emergencies), students should realize the importance of promptness to school. A student arriving at school any time during the day after 8:30 a.m. must have a note or a parental phone call to explain the tardiness. Lower School students with an unexcused tardy may receive a writing reflection to encourage promptness.

**TOBACCO** *(See Alcohol, Drugs, and Tobacco, page 60)*
TUITION PAYMENTS

All tuition payments are due on or before the dates set forth in the enrollment contract. An account shall be considered past due if unpaid 30 days after statement date. A late charge of 1.5 percent per month will be applied to unpaid balances. It is also understood that a student’s grades will not be released until the current semester balance has been paid.

MUS uses FACTS Management Company to manage all tuition and other student billings (except Sodexo). FACTS offers families several payment options and payment methods that are consistent with the enrollment contract deadlines. Parents must register with FACTS and can then manage their account online. For more information, please contact the Business Office at (901) 260-1307.

TUTORING

Students needing academic assistance are strongly encouraged to see their own teachers for help. Students are not permitted to work with an outside tutor during regular school hours. They will not be excused from class attendance during the school day to work with a tutor.

U CARDS

Multipurpose U Cards are issued to all MUS students. They may be used to pay for food in the Dining Hall, to check out books in the library, and for admission to home athletic events.

Lost U Cards will be replaced at a cost of $10. Students should make arrangements to replace lost cards with library staff. Every effort will be made to issue the replacement card within one week of notification of its loss.

WEAPONS

Weapons of any type (firearms, knives, etc.) are strictly prohibited on the MUS campus. Any student who brings a weapon on campus will be subject to expulsion.
STUDENT LIFE AND ACTIVITIES

AMBASSADORS

Ambassadors are a select group of student leaders chosen in the spring of the sophomore year for a two-year service commitment to officially represent MUS to school guests, visitors, alumni, and friends. They are required to participate in admissions, development, and alumni programs throughout the year, in addition to serving as MUS hosts and tour guides. At the beginning of the school year, ambassadors must complete an orientation consisting of leadership workshops focusing on the skills they will need to be effective hosts. An interview, a student's grades, activities both at MUS and in the community, and a review by a committee of faculty and staff are considered in ambassador selection. A list of current ambassadors may be found in the Student Leaders section on page 104.

ATHLETICS

At Memphis University School, the athletic program serves as a means to support and realize the mission of the school. As an extension of the classroom, athletics allows students to compete, to achieve goals, and to become well-rounded young men of strong moral character, consistent with the school's Christian tradition. While winning is of great importance to the program, the student-athletes and coaches should realize that there are two victories – the moral and the physical – and the program must not sacrifice the moral victory to gain a physical one.

Coaches, teachers, and administrators are role models for student-athletes. Coaches should always be enthusiastic and prepared, and must set the example in exercising self-control and displaying leadership. Student-athletes have a responsibility to maintain high standards of personal integrity, leadership, and athletic accomplishment. A student-athlete should develop an inner desire to reach his fullest potential. The goal and motivation must be for each athlete to perform at his personal best to help the team achieve its goals.

In addition to players, teams need boys who are willing to serve as managers. Student managers are highly respected and an integral part of the athletics program. Student reporters also contribute to the teams by writing about games for Inside MUS (school magazine) and social media.
We offer the following 14 interscholastic sports:

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<thead>
<tr>
<th>SPORT</th>
<th>TEAM TYPES</th>
<th>SELECTION</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>Cross Country</td>
<td>Varsity/JV/LS</td>
<td>Open</td>
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<tr>
<td>Golf</td>
<td>Varsity/JV/LS</td>
<td>Coach Approval</td>
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<tr>
<td>Football</td>
<td>Varsity/JV/FR</td>
<td>Coach Approval</td>
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<tr>
<td>Football</td>
<td>LS</td>
<td>Open</td>
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<td><strong>Winter</strong></td>
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<tr>
<td>Basketball</td>
<td>Varsity/JV/FR/LS</td>
<td>Coach Approval</td>
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<tr>
<td>Bowling</td>
<td>Varsity</td>
<td>Coach Approval</td>
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<tr>
<td>Swimming</td>
<td>Varsity/LS</td>
<td>Open</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Varsity/JV/LS</td>
<td>Open</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>Baseball</td>
<td>Varsity/JV/LS</td>
<td>Coach Approval</td>
</tr>
<tr>
<td>Fencing</td>
<td>Varsity (All Grades)</td>
<td>Open</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Varsity/JV/LS</td>
<td>Coach Approval</td>
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<tr>
<td>Soccer</td>
<td>Varsity/JV/LS</td>
<td>Coach Approval</td>
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<tr>
<td>Tennis</td>
<td>Varsity/JV/LS</td>
<td>Coach Approval</td>
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<tr>
<td>Track</td>
<td>Varsity/JV/LS</td>
<td>Open</td>
</tr>
<tr>
<td>Trapshooting</td>
<td>Varsity/JV</td>
<td>Open</td>
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Key: JV - Junior Varsity, FR - Freshmen, LS - Lower School

The following are Tennessee Secondary School Athletic Association (TSSAA) sports on the Upper School level: baseball, basketball, bowling, cross country, football, golf, soccer, tennis, track, and wrestling.

**Coaches**

The varsity head coach for each sport oversees all levels of team business within his sport. Any questions regarding a particular sport should be directed to the head coach.

**Varsity Head Coaches**

- **Baseball**: John Jarnagin, john.jarnagin@musowls.org
- **Basketball**: David Willson, david.willson@musowls.org
- **Bowling**: Michael Escue, michael.escue@musowls.org
- **Cheerleading Advisors**
  - **Football**: Rebecca Keel, rebecca.keel@musowls.org
  - **Basketball**: Tracy Killen, tracy.killen@musowls.org
  - **Cross Country**: Jonas Holdeman, jonas.holdeman@musowls.org
  - **Fencing**: Sergey Petrosyan, sergey.petrosyan@musowls.org
  - **Football**: Bobby Alston, bobby.alston@musowls.org
Athletic Eligibility

The school follows the policy of the Tennessee Secondary School Athletic Association to determine whether a student is eligible to participate in interscholastic athletics. To be eligible at the varsity and junior-varsity level, a student must earn five credits the preceding school year. (Credits must be earned by the first day of the school year.) Students who are ineligible for the first semester may gain eligibility for the second semester by passing five credit courses first semester.

All questions dealing with athletic eligibility should be referred to the athletic director.

Athletes in Multiple Sports

To maintain a competitive athletic program, MUS must promote and support the multi-sport athlete. MUS encourages boys to play more than one sport, and all coaches will support a boy’s decision to do so. Specific guidelines for coaches have been developed to help make our boys more willing to be multi-sport athletes, and to dispel any perception that boys are discouraged from participating in more than one sport. Questions about this policy should be directed to the director of athletics.

Cheerleaders

The MUS Football and Basketball Cheerleading squads comprise girls from Hutchison School and St. Mary’s Episcopal School in Grades 10-12. The cheerleaders are selected by an experienced panel of qualified outside judges. The purpose of cheerleading is to promote school spirit by supporting the teams and to foster good sportsmanship among the students and others attending athletic events. A list of cheerleaders may be found in the Student Leaders section on page 104.

Financial Responsibilities for Sports

As a general policy the school will pay for game expenses, security, uniforms, and other items of equipment that remain the property of the school. Parents will be responsible for all clothing and equipment that will remain the student’s personal property.
Food and drinks, as well as regular season travel expenses, are generally the responsibility of the parents. Parents should expect to see a fee for these charges added to their school statement. All postseason travel expenses will be covered by the school, and the school will determine the method of transportation and the hotels used.

The school may use online vendors for some equipment and supplies. For those purchases, the parents will be directed to order and pay via the vendor’s online account system.

The coaches and administration work hard to ensure all extra fees are kept at a manageable level.

**Parent Spirit Fee Policy**

The purpose of the Parent Spirit Fee is to allow each varsity sport to organize and gather funds for promoting the team during the season. This fund is set up under the direction of the head coach of that team. The coach, in conjunction with parent representatives, sets a budget for the school season.

All expenditures must be approved by the head coach. The school will bill each family a set amount for this fund; however, this is an optional contribution. Any unused funds will be rolled into the athletic budget to offset expenses for that sport.

**Examples of Uses for the Spirit Fee:**

- To purchase food and supplies for tailgate-type activities
- To purchase food and supplies for preseason, postgame, or postseason parties
- To purchase spirit items to be used at games
- To provide postseason gifts to coaches

**Administration Guidelines:**

- All purchases must be preapproved both in content and amount.
- Parents should bring receipts to the athletic administrative assistant.
- The athletic administrative assistant will verify the head coach’s approval and submit to the Business Office for reimbursement.

**CLUBS AND HONORARY SOCIETIES**

Student activities at Memphis University School that are outside the athletic, dramatics, and academic programs are organized into clubs and groups that carry out projects of interest to their members.

Clubs that have been established in the past include Billiards, Future Business Leaders of America, Ultimate Frisbee, Philosophy, and Chess.
Meeting times will be established during the school year. The Student Council grants charters to any student groups that can demonstrate sufficient interest in the formation of a club, that can articulate a reasonably serious purpose for existence, and that can secure a faculty advisor who will participate in club activities. The commissioner of special activities monitors activities of the clubs with quarterly reports filed by the club and signed by the faculty advisor. The council reserves the right to revoke the charter of any club that does not comply with the guidelines set forth by the council.

The following honorary societies exist at MUS for the purpose of recognizing outstanding achievements by qualified students:

**Cum Laude Society**
Membership in the Cum Laude Society is the highest academic honor students in a secondary school can receive. Modeled on Phi Beta Kappa, the society encourages scholarship under the motto, “Excellence, Justice, Honor.” The Memphis University School Chapter was chartered on December 14, 1967.

**Language Societies**
Instructors in the classical and modern languages recognize students who have excelled in the study of French, Latin, and Spanish through three national language honorary societies: Société Honoraire de Français, Latin Honor Society, and Sociedad Honoraria Hispánica. The modern language societies reserve membership for those who have completed a minimum of five semesters of study. The Latin Honor Society bestows membership on students who qualify at each level of study. The faculty considers academic achievement as well as a student's enthusiasm for the subject and his classroom comportment in choosing honorees each year.

**History Honor Society**
Members of the History Department may nominate students at the sophomore level or above for induction into the History Honor Society. A student must have a solid academic performance in history courses with an 85 average or better. He must demonstrate intellectual curiosity in the field, an understanding of interrelationships of historical processes, a love of the discipline, and a pursuit of historical understanding beyond that required by the curriculum. Induction is based on majority vote of the members of the History Department faculty.

**Mu Alpha Theta**
The purpose of Mu Alpha Theta, an international honorary mathematics club, is to stimulate interest in mathematics by providing public recognition of superior mathematical scholarship and by promoting competitive activities. Membership is reserved for those who have maintained superior scholarship.
in mathematics over a minimum of five semesters and who have demonstrated an exceptional aptitude and enthusiasm for the pursuit of knowledge in the field of mathematics.

**National Honor Society**
Attaining membership in the National Honor Society is one of the highest honors a high school student can earn. Juniors and seniors who have at least a 3.50 cumulative weighted GPA are reviewed by a selection committee for strong evidence of scholarship, character, leadership, and service while at MUS. The committee uses student activity forms and leadership/service questionnaires prepared by the candidates, as well as faculty recommendations and evaluations.

**Order of the Owl** (See page 53)

**Quill and Scroll**
Membership in Quill and Scroll, an international honorary society for high school journalists, is bestowed upon those students who satisfy the high academic requirements of the national organization and receive the recommendation of a faculty advisor for superior work in some phase of journalism or school publications.

**Societas Caritatis**
The Civic Service Organization conceived Societas Caritatis, meaning “Society of Charity,” to recognize students who have demonstrated outstanding charitable leadership and/or service to the local community. The CSO sets the requirements for membership, and each year the Civic Service Organization Executive Committee selects the inductees.

**Springfield Scholars** (See page 53)

**COMMUNITY SERVICE**
Memphis University School recognizes that moral, emotional, and spiritual development is cultivated through service to the community. The school encourages its students to give their time and effort to help make the community a better place for all. Through the Civic Service Organization, the school offers many and various opportunities for students to get involved in volunteer civic-service work. It is our hope that the students of Memphis University School will develop lifelong commitments to serving their fellow man.

Celebrating the legacy of Kemmons Wilson, Memphis philanthropist and founder of Holiday Inn, the Wilson Society was established in 2005 to give second-semester seniors an opportunity to demonstrate the tenets of the

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MUS Community Creed – Truth and Honor, Scholarship, Service, Respect, Humility, Involvement, and Accountability.

Given the similarity of their missions, the Civic Service Organization and the Wilson Society merged in the spring of 2012. The Wilson Society includes all representatives of the Civic Service Organization plus appointed members.

**HONOR SYSTEM AND COUNCIL**

Honor and integrity characterize a school worthy of respect. From its earliest days, Memphis University School has developed these virtues through the Honor System. An integral part of the life of the students, the Honor System aids the school in its mission of developing a boy’s character and enriching his spiritual life.

At the beginning of each year, this Oath of Honor is recited by all:

> We, the students and faculty at
> Memphis University School, hereby pledge
> our full support to the Honor System.
> I pledge to be honest myself,
> and in order that the spirit and integrity
> of the Honor System may endure,
> I pledge that I will make known
> to the Honor Council any case of dishonesty
> which I may observe at MUS.

The Honor System establishes mutual trust between students and faculty, assures that no one take unfair advantage of his fellows, affirms that a man tell the truth or suffer the consequences if he doesn't, and guarantees respect for another man's good name and the good name of the school. The Honor Code expresses the ideal of a gentleman’s agreement, a bond of trust and faith in one another.

At Memphis University School, the Honor Council, composed of two boys elected from each class and a president elected by the student body, is charged with the responsibility of seeing that the Honor Code be upheld and that any violation be dealt with fairly and justly. The Honor System is directed by the students because of their desire to be worthy of the respect of their fellow men.

Primarily, the Honor Council investigates charges against a student for lying, cheating, or stealing. Every person in the school is responsible for reporting to the council any violations of the code so that the council may consider the case and determine what should be done in the best interests of the Honor System and the person involved. The council can only recommend to the school administration that an action be taken, and the administration, which can also investigate any violation, has the final decision regarding the council's recommendations. At Memphis University School, we believe that working within the Honor System provides the best training in developing and maintaining a student's sense of integrity.
MUSIC PROGRAMS
Curricular Offerings
- **Lower School** - MUS Orchestra, Chamber Ensemble, Music Appreciation for Grade 8
- **Upper School** - MUS Orchestra, Chamber Ensemble, Music Appreciation, Music Theory I, Music Theory II, AP Music Theory, Recording Arts: Performance (Studio Band), Recording Arts: Performance (Jazz Band), Recording Arts: Production and Engineering, Beg To Differ (a cappella singing group)

Extracurricular Offerings
- Drumline for Grades 7-12 and Pep Band for Grades 7-12 (with director’s approval)

PUBLICATIONS
Student publications have always been an important extracurricular activity at MUS. In recent years, all publications have set high standards and have involved many students in their creative efforts. MUS offers students the chance to contribute to three major publications: *The MUSe*, a literary magazine; *The Owl*, the yearbook; and *The Owl's Hoot*, the Upper School newspaper.

SENIOR COMMONS
The Senior Commons at Memphis University School is a place where seniors can go to relax and to converse with fellow seniors. The commons is a place for seniors to enjoy *if everyone cooperates in keeping it clean and in good condition*. Each individual must respect the property of the commons in order for all to benefit from its privileges. The senior class president is in charge of supervising the use of the Senior Commons.

STUDENT COUNCIL
Since the re-establishment of Memphis University School, the Student Council has played an important part in the coordination and control of student affairs. The stated purpose of the Student Council is to serve as liaison between the student body and the faculty. The Student Council makes recommendations to the school administration and faculty about changes in the school program that will work to the best interests of all concerned. And from time to time, the Student Council is consulted on matters that directly affect the student body. Wherever possible, the authority for regulating student affairs is given to the Student Council.

The Student Council president is elected by the student body, with a council composed of elected representatives from each class. The council has constitutional charge over such matters as student activities and school elections. In becoming a member of the school, a student automatically
becomes a participant in the student government. It is expected that as a good citizen, a student will take an active part in the life of the school.

Each student is encouraged to discuss with any member of the Student Council the rules that are not clear to him and to make suggestions for the improvement of the school. Any student who is thought to be violating the principles of good school citizenship or good school spirit may be called before the council for whatever action it deems wise to take. The headmaster has the final decision on all actions that the council wishes to recommend. The headmaster may also remove a student from a position of leadership for violating the principles of good citizenship. The operation of the Student Government, whereby the students govern themselves, is of great value in fostering a spirit of self-reliance, self-respect, and pride. These are qualities considered to be of paramount importance in the educational experience provided at Memphis University School.

The Lower School Student Council is composed of an elected president and representatives. The president presides at Monday, Tuesday, and Thursday assembly, and the council has charge of Lower School activities including fundraising and building esprit de corps.

STUDENT LEADERSHIP

Memphis University School has a long and distinguished history of student leadership. All the boys at the school have leadership potential, which they will exercise at varying stages of their lives.

The school does not allow one student to hold more than one major position simultaneously without special permission of the administration. This policy is in effect so that many will have a chance to lead, so that students do not overextend themselves, and so that all responsibilities are discharged well. The policy applies to the following positions:

- Editor of the Literary Magazine
- Editor of the Yearbook
- Editors of the Newspaper
- President of the Civic Service Organization
- President of the Government Club
- President of the Honor Council
- President and Vice President of the Student Council
- Secretary-Treasurer of the Student Council
- Commissioners of the Student Council

To ensure that capable and qualified students are in the highest leadership positions, to avoid the possibility of unnecessarily overloading a student with official responsibility, and to give the largest possible number of students the advantages that come from holding positions of leadership, the following eligibility requirements must be met:
For Student Council officer positions (President, Vice President, and Secretary-Treasurer) or to be appointed as a Civic Service Organization President:

- A weighted 3.25 GPA
- Upstanding citizenship
- Absence of an Honor Code violation within the school year
- Absence of a disciplinary school suspension within the school year
- Satisfactory completion of the Leadership Seminar as assessed by the advisor

For a Civic Service Organization executive or Student Council commissioner position (Social Events, Student Athletics, Student Welfare, Special Activities) or to be appointed as the Student Council Chaplain or Parliamentarian, the following criteria must be met:

- A weighted 2.85 GPA
- Upstanding citizenship
- Absence of an Honor Code violation within the school year
- Absence of a disciplinary school suspension within the school year
- Satisfactory completion of the Leadership Seminar as assessed by the advisor

(See also Student Leaders, page 103.)

**SUMMER PROGRAM**

We offer a variety of summer academic, athletic, and leadership opportunities for boys entering Grades 3-12, including English, math, and reading courses; baseball, basketball, football, lacrosse, soccer, and wrestling camps; Camp U full-day and half-day camps; drumline; and more. Visit www.musowls.org for details.

**THEATER ARTS**

The Theater Arts Program offers every student the opportunity to get involved in a creative learning experience and provides an excellent outlet for leadership, self-expression, and development. Each student has the opportunity to participate in all areas of theater including the following: acting, directing, stage craft, lighting, sound, public relations, publicity, and theater house management. Two plays are regularly produced each year, and a student-directed production may be added to the season when qualified candidates are identified and approved by the director of theater.
CONSTITUTION OF
THE HONOR COUNCIL

The Honor System was instituted at the old Memphis University School early in its history. When Memphis University School was re-established in 1954, the Honor System was one of the traditions that was incorporated in the new Memphis University School. The purpose of the Honor System is to foster a high spirit of honor and integrity in the student body.

ARTICLE I: Name and Purpose
Section I. The name of this body shall be the Honor Council of Memphis University School.
Section II. The purpose of this Council shall be to foster a spirit of honor at Memphis University School; and to investigate and to act upon cases of cheating, stealing, or lying (in official matters) on the part of students in connection with academic work or campus life.

ARTICLE II: Officers and Their Powers
Section I. The officers of this Council shall be a president, a vice president, and a secretary.
Section II. The president shall be elected from the junior class by secret ballot of the student body in the spring from nominations made by the Honor Council, faculty, and student body.
Section III. The vice president (a senior) and secretary shall be elected by the Council from among its membership at its first meeting after being elected and shall serve until the close of the academic session.
Section IV. (a) The president shall preside over meetings, call special meetings, appoint committees, serve as a member of committees, and be responsible for the execution of the decisions of the Council. The president shall decide all questions of procedure and interpretation arising under this Constitution, except that he may be overruled by a two-thirds vote of the Council members present. (b) The vice president shall act in the capacity of president in the absence of that officer. (c) The secretary shall keep records and minutes of all meetings and procedures of the Council and see that these records are stored in a safe place. The secretary shall act in the capacity of president in the absence of the president and vice president and shall retain his right to vote.

ARTICLE III: Membership
Section I. The members of the Honor Council shall be elected in the spring. The Council will be installed the following fall. The Council will assume its responsibility at the beginning of the senior exams the spring of their election and will serve until the beginning of the senior exams the following spring.
Section II. Vacancies in the Council shall be filled immediately by the process of election and nomination.

Section III. The Honor Council Oath shall be administered to the incoming officers by the Headmaster at the installation exercises during Transition Day.

ARTICLE IV: Meetings

Section I. The president shall be required to call a meeting if requested to do so by two members of the Council or by the Headmaster or faculty advisor.

Section II. Six members, exclusive of the president, shall constitute a quorum.

ARTICLE V: General Duties and Powers

Section I. It shall be the duty of every member of the Honor Council to vote on every matter brought before the Honor Council at meetings.

Section II. The Council shall take whatever steps it deems necessary to ensure the understanding and support of the Honor System by members of the student body.

Section III. The Council may, by two-thirds vote of its membership, adopt whatever Bylaws it deems necessary to ensure the effective prosecution of its duties under this Constitution.

ARTICLE VI: Investigations

Section I. Any student or faculty member observing dishonest practices on the part of any student at Memphis University School shall report his observations to the president of the Council, who shall, after investigation, call a meeting of the Council to consider the reported violation.

Section II. Should the Council decide that the evidence is sufficient to warrant an investigation, the president shall set the time of the meeting.

Section III. The vice president shall make sure the accused fully understands the nature of the investigation and the fact that it will be conducted under an oath of secrecy. The accused may summon witnesses on his behalf.

Section IV. The Council shall call witnesses, consider material evidence, and question the accused until it shall have exhausted every possible method of ascertaining the facts in the situation, acting with complete impartiality, and considering the accused to be innocent until conclusively proved otherwise. If, after due process of investigation, a three-fourths majority of the voting Honor Council vote for conviction, the accused shall be judged guilty. Otherwise, he shall be presumed to be innocent and the case shall be dismissed.

Section V. Six members of the Honor Council, exclusive of the president, shall constitute a quorum.

Section VI. The members of the Council, the accused, and the witnesses and anyone else present at the meeting shall be bound by oath not to reveal the proceedings of an investigation. Should the accused or witness be found guilty of violation of his oath of secrecy, he shall be brought up again for lying to the Council.
ARTICLE VII: Penalties
Section I. In case of expulsion, the president of the Council, with concurrence of the Faculty and Headmaster, may announce to the student body the charge and the penalty but not the name of the student convicted. A full resume of any case, with names omitted, may be publicly posted if the convicted requests it.

ARTICLE VIII: Appeals
Section I. The defendant, the accuser, or two or more members of the Council may appeal a decision in writing to the Principal of the Upper or Lower School. The complaint must be submitted within one full school day after the defendant has been notified of the Council's action.
Section II. In the event of an appeal, the president, vice president, and faculty advisor of the Honor Council shall meet with a faculty committee determined by the Principal to review the case. The purpose of the appeals committee is not to re-try the case, but rather to ensure that the Council has followed all procedures delineated in the Constitution of the Honor Council and has duly considered any new evidence that might have transpired after the verdict of guilty was rendered. The faculty committee shall either sustain the decision of the Council or recommend that the Council reconsider its action. A second decision of the Council shall be final.

ARTICLE IX: Amendment
Section I. This constitution may be amended by a majority vote of the student body, provided that the proposed amendment has been previously approved by the Faculty Committee and administration and that it has been publicly announced at least seven days preceding the taking of a vote.

BYLAWS

ARTICLE I: Parliamentary Procedure
Section I. All questions of parliamentary procedure not covered in this Constitution or by these Bylaws shall be determined by a two-thirds vote of the Honor Council with the concurrence of the faculty advisor.

ARTICLE II: Allegiance
Section I. Each student turning in tests or other work designated by a professor, as under the Honor System, shall write out and sign the following pledge on his paper: “On my honor, I have neither given nor received aid on this work.”
Section II. Every incoming officer and member shall take the following oath: “I, (name), in accepting this position of honor and responsibility bestowed upon me by my classmates, do solemnly swear to do my utmost to further the spirit of honor and trustworthiness on the Memphis University School campus.”
Section III. Every witness and accused called in the course of an investigation shall take the following oath: “I do solemnly swear (or affirm) to tell the truth, the whole truth, and nothing but the truth.”

ARTICLE III: Instruction
Section I. To ensure the cooperation of the Faculty in the support of the Honor Council and the Honor System, the Council shall, at the first of each year, discuss the system with the Faculty. The Honor System should not be used for disciplinary purposes by the Faculty, the Student Council, or the administration.

ARTICLE IV: Membership
Section I. The Honor Council shall consist of nine members. These shall include the president, the vice president, and one representative, all from the senior class, two representatives from the junior class, two representatives from the sophomore class, and two representatives from the ninth grade.

ARTICLE V: Elections
Section I. The nominations and election for the Honor Council president shall be held during the spring before the election of the Student Council president. Section II. The election of the Honor Council representatives shall follow the election of the Student Council president. Section III. The Honor Council may submit four nominees for the Honor Council president. The Faculty may submit one additional nominee. These will be determined before election. The nominations from the floor will be made during morning assembly before the election. If the number of floor nominations exceeds one, a run-off election will be held the next session after assembly. Section IV. The Faculty shall hold the right to delete any candidate who is deficient in citizenship or scholarship. Section V. No student who has been convicted of an Honor Council Offense shall be eligible for election to the Honor Council.

ARTICLE VI: Relationships to Other Bodies
Section I. The Honor Council and Student Council are two separate bodies. The Honor Council shall have authority in cases involving lying, cheating, or stealing, regardless of the relationship to a violation of a Student Council regulation. Section II. The date of the Honor Council elections shall be determined by the administration. Section III. Allegations of violations of the Honor Code occurring after the last day of regular classes (e.g., on examinations or research papers not graded before the last day of classes) may be heard by a committee of faculty and administrators should re-assembly of the Honor Council be problematic. Allegations of violations of the Honor Code occurring in summer school will be heard by a committee of faculty and administrators.
ARTICLE VII: Expedited Decision
Section I. Prior to a hearing on an accusation of a first violation of the Honor Code, the accused may be summoned before a committee consisting of the president of the Honor Council, the vice president or the secretary or both, and the advisor to the Council. When confronted with the evidence, the accused may choose to admit his guilt, an admission thus avoiding a trial. This admission will constitute a conviction and will precipitate the penalties and procedures of a first conviction before the full Council. The accused retains the right to maintain his innocence and to demand a trial before the full Council. This article is valid and pertinent only if the accused has no prior convictions.

ARTICLE VIII: Lower School
Section I. Membership. The members of the Honor Council elected from the eighth grade shall be elected by the class they are to represent in the spring, on a date to be determined by the administration. They shall be installed the following fall. They will serve until the close of the academic year following their election. The members elected from the seventh grade shall be elected by the class they are to represent during the first four weeks of the school year, on a date to be determined by the administration. They shall be installed at a convenient time one week after their election and serve to the close of the academic year.

Section II. Representatives and general powers. The Lower School Honor Council Representatives shall include: two members elected from the eighth grade and two members elected from the seventh grade. One of the two eighth-grade representatives shall be chosen by the president of the Honor Council to serve as vice president of the Lower School. The duties of the vice president of the Lower School shall include the following: (a) to act as a liaison between the Lower School and the Upper School in the area of the Honor Council cases; (b) to inform other Lower School Honor Council members of meetings; (c) to remain in contact with the president of the Honor Council at least once a week.

Section III. Violations. Violations of the Honor Code occurring in the Lower School shall be reported to the vice president of the Lower School Honor Council or to a faculty member who shall in turn inform the president of the Honor Council. The president of the Honor Council shall, in every case, call a meeting to consider reported violations.

Section IV. Meetings. Meetings called to consider Lower School violations shall include at least three of the four Lower School members and at least two of the three seniors on the Council. The president of the Honor Council shall preside over these meetings, and another Upper School member shall be responsible for keeping records. The maximum number of representatives attending a meeting dealing with a Lower School Honor Code violation will be thirteen; the minimum will be five. A faculty advisor from the Lower
School will attend all meetings. If the Honor Council president is not able to attend the meeting, the Honor Council vice president shall act in his capacity. **Section V. Voting.** Four members of the Honor Council, exclusive of the president, shall constitute a quorum. A three-fourths majority of the voting members is needed to judge the accused guilty. **Section VI. Relationship to other bodies.** The Lower School Honor Council is not a separate body. It is part of and responsible to the Honor Council. However, Lower School representatives shall be present only at cases that involve a student in the Lower School.

**HONOR SYSTEM CATECHISM**

1. **What three specific offenses violate the spirit and purpose of the Honor System?**  
   **Answer:** Lying, cheating, and stealing.

2. **By what method can these offenses best be prevented?**  
   **Answer:** A system under which the students themselves assume the responsibility for fair play. This is known as the Honor System.

3. **If an offense occurs, is it the primary responsibility of the Honor Council to detect and report it?**  
   **Answer:** No.

4. **Whose responsibility is it?**  
   **Answer:** It is the primary responsibility of every individual in the student body and faculty.

5. **How can the student body best prevent lying, cheating, and stealing in the school?**  
   **Answer:** First, by having each student “play the game” as a sportsman should. Second, by making known to the Honor Council any offense or suspicious circumstance.

6. **What is the difference between “tattling” and reporting an Honor System offense?**  
   **Answer:** “Tattling” is telling on a boy for some minor offense. It is done in bad spirit and is intended to harm the boy reported. Reporting an Honor System offense is a duty and responsibility of all. It is necessary to uphold the honor and maintain the spirit of the students and the school.
7. **How serious is failure to report an Honor System offense?**

**Answer:** Failure to report an offense should be regarded as an offense in itself, as it violates the spirit of the Honor Code.

8. **Is there any possible benefit to the boy reported?**

**Answer:** Yes. (a) It will give him a chance to clear himself, if he is innocent. (b) It may save the boy from future dishonorable acts by correcting him, if he is guilty.

9. **If everyone knows that Honor System offenses will be reported to the Council, what effect will this assurance have on the students?**

**Answer:** (a) It will make every boy feel that the Honor System is working and will increase respect for it. (b) It will prevent boys from committing offenses.

10. **Which boys make up the Honor Council, and how are they chosen?**

**Answer:** The Honor Council is composed of representatives of each class, chosen by each class, and elected by secret ballot.

11. **What are the duties of the Council?**

**Answer:** (a) To investigate every case reported; (b) to clear a boy if he is innocent and to recommend a course of action if he is guilty.

12. **Is the use of electronic communication devices of any kind, including cellular telephones and Internet access devices, permissible in class during quizzes, tests, or any project to be graded?**

**Answer:** No. Such unauthorized use is considered *prima facie* evidence of cheating and will be so considered by the Council.

13. **Is a boy necessarily expelled from school if he is found guilty of an Honor System offense?**

**Answer:** A boy found guilty of an honor violation shall be subject to dismissal from school. Each case, however, is judged on its own merits.

14. **What are the conditions resulting in expulsion?**

**Answer:** The second honor violation or the seriousness of the offense are such conditions.

15. **If a boy is heard to complain that cheating is going on in the school, what action should be taken?**

**Answer:** He should be brought at once before the Council: (a) to give evidence in support of his statement; (b) to give reason for the statement or, if he has no reason, to apologize.
16. If a boy is expelled for an honor offense, is this fact made public?
Answer: For the sake of the boy’s future, and out of consideration for his parents, that is not done.

17. What is the wording of the pledge put on test and examination papers?
Answer: On my honor, I have neither given nor received aid on this test.

18. Is a test or examination paper considered pledged if the above pledge is not specifically given?
Answer: Yes. All tests and exams are under the Honor System and a boy’s signature to such paper signifies that he has neither given nor received help.

19. Why is the pledge written out on each test?
Answer: To call attention repeatedly to the Honor Code and to reinforce the idea every time a test or exam is taken.

CONSTITUTION OF THE STUDENT COUNCIL

ARTICLE I: Name
The name of this organization shall be the Student Council of Memphis University School.

ARTICLE II: Purpose
The purpose of this organization shall be to

• develop attitudes of and practice in good citizenship;
• promote harmonious relations throughout the school;
• improve school spirit;
• assist in the management of the school;
• provide a forum for student expression;
• safeguard the traditions and customs of the school;
• provide for the orderly direction of student activities; and
• promote the general welfare of the school.

ARTICLE III: Power and Authority
All the power and authority of the Student Council are delegated to it by the school administration. The Headmaster, through the faculty advisor, may veto any act or revoke any power of the Student Council.
ARTICLE IV: Organization and Membership
Section I. The Student Council shall be composed of one representative per homeroom, three officers, and four commissioners.
Section II. The rising ninth, tenth, eleventh, and twelfth grades shall elect a number of representatives corresponding to the number of homerooms in each grade.
Section III. The grade representatives, the three officers, and the four commissioners are members of the Student Council. Each member of the Student Council has one vote. The chaplain and parliamentarian have no vote unless they are duly elected members of the Student Council.

ARTICLE V: Membership on the Student Council
Section I. Only a student of Memphis University School is eligible for election to the Student Council.
Section II. Only a student who will be a senior during his term of office is eligible for election to president or vice president or appointment to parliamentarian or chaplain.
Section III. Only a student who will be a junior or a senior during his term of office shall be eligible for election to the office of secretary-treasurer or commissioner.
Section IV. Vacancies in any Student Council office shall be filled within three weeks as the Student Council directs in duly constituted elections.
Section V. Any member of the Student Council may be removed from his position for failure to attend meetings, failure to represent his group fairly and properly, failure to carry out his duties, suspension or expulsion from school, or for any action which is detrimental to the school or the Student Council.
Section VI. A member of the Student Council who obtains two unexcused absences in a semester from Student Council meetings or events will be put on probation. If that person then receives a third unexcused absence, his case will go before the entire Student Council, which will determine if actions toward the removal of that person from the Student Council should be taken.

ARTICLE VI: Meetings
Section I. The Student Council shall meet at least once a month while school is in session and at any other necessary times, and the executive committee shall meet at least two times per month.
Section II. Any officer, with the consent of the faculty advisor, may call a Student Council meeting.
Section III. Within the month preceding each school year, a Student Council Workshop will be held with the president and faculty advisor acting as coordinators.
ARTICLE VII: The Faculty Advisor
Section I. The Headmaster shall appoint a member of the faculty to serve as faculty advisor to the Student Council.
Section II. The term of office of the advisor is left to the discretion of the Headmaster.

ARTICLE VIII: Officers, Commissioners, Parliamentarian, and Chaplain
Section I. Officers of the Student Council shall be a president, vice president, and secretary-treasurer.
Section II. Nomination and election of officers and commissioners.
   a. All officers and commissioners are to be elected by the students in Grades 9-12.
   b. The Election Committee shall supervise the election of all members of the Student Council.
   c. On Thursday of the first full week of April, each homeroom, except those of the seventh and eighth grades, shall elect two delegates to each of two conventions, Red and Blue.
   d. Each convention shall be organized by rules set down by the Election Committee and shall operate under these rules. Each convention shall elect its chairman, secretary, and marshal, who shall be members of the senior class.
   e. Each convention shall nominate a candidate for each position of officer and commissioner. The Red Convention shall have first choice of the president, secretary-treasurer, and commissioner of special activities; the Blue Convention shall have first choice of the vice president and the other three commissioners. Nominations are to proceed in this order: president, vice president, commissioner of student athletics, commissioner of student welfare, commissioner of special activities, commissioner of social events, and secretary-treasurer.
   f. A majority vote of the convention shall be required for nomination.
   g. Each convention shall have a member of the faculty and two members of the Election Committee present.
   h. Conventions shall meet the Wednesday morning after their elections and nominate the officers and commissioners for the Student Council.
   i. Campaigning for offices shall begin after nominations and proceed through the election on Thursday.
   j. If a student not nominated by a convention wishes to run for an office, he may do so as a write-in candidate and will be allowed equal speech time with other candidates. The name of the independent candidate will be placed on the ballot. To qualify as a write-in candidate, a student must present to the Election Committee a petition signed by
at least three-eighths of the members of the qualified student voters by 2:15 p.m. Thursday. Voters may sign only one petition for each office.

k. A majority of the votes cast shall be required for election. The Election Committee shall administer absentee ballots to those students who will have excused absences on election day. Absentee ballots may be administered only between the day after the nominating conventions and the day before official balloting.

l. On Thursday of the week after nominations, elections shall be held. The Election Committee is to conduct the elections, count the votes in the presence of the faculty advisor, announce the results, and declare the winner. In the event of a tie, the Election Committee is to decide the election itself, voting by secret ballot in the presence of its faculty advisor. A candidate must have 51 percent of those voting in order to win. Except for voting to break a tie, members of the Election Committee are not to vote in elections or publicly back a candidate. No student under suspension and no seventh or eighth grader may vote.

m. Any attempt to interfere with the proper operation of the elections shall be a Student Council violation. If interference is considered by the Council to be a violation of the Honor Code, the case will be turned over to the Honor Council.

n. Decisions of the Election Committee are final.

Section III. The parliamentarian and chaplain shall be appointed by the president of the Student Council. They do not have to be members of the Student Council.

Section IV. All members of the Student Council are to be inaugurated the Monday of the second week in May by the outgoing seniors on the Council. The inauguration shall take place before the entire student body. All those inaugurated shall take an oath administered by the retiring president.

ARTICLE IX: Election of Honor Council and Student Council Representatives

Section I. The nominations and election for the Honor Council president shall be held on a date determined by the administration.

Section II. The election of the Honor Council representatives shall take place after the election of Student Council officers and commissioners and before the election of Student Council grade representatives. The Student Council Election Committee will conduct the election of Honor Council representatives.

Section III. Election of all Student Council representatives is to take place within one week after the election of Student Council officers and commissioners. Each grade will elect representatives by vote corresponding to the number of homerooms in existence. Each representative should then be appointed to a commission by the Executive Committee.
ARTICLE X: Duties of Members of the Student Council, the Parliamentarian, and the Chaplain

Section I. Duties of grade representatives shall be to
a. attend all Student Council meetings;
b. participate in Council activities;
c. attend meetings of committees of which they are members; and
d. bring to the Council suggestions and complaints from their homerooms.

Section II. Duties of the president shall be to
a. preside over business meetings of the Student Council;
b. participate in Council activities;
c. use correct parliamentary procedure;
d. appoint committees; and
 e. act as chairman of the Executive Committee.

Section III. Duties of the vice president shall be to
a. attend all Council meetings;
b. perform the duties of the president in the president’s absence;
c. act as liaison between the Student Council and the faculty;
d. serve as chairman of the Constitution Committee;
e. serve as chairman of the Election Committee;
f. assist all officers and commissioners; and
 g. promote school spirit through such events as chapel announcements and homecoming pep rallies.

Section IV. Duties of the secretary-treasurer shall be to
a. attend all Council meetings;
b. take minutes of all meetings of the Student Council;
c. keep a written record of all proceedings of the Council;
d. furnish information to the president, advisor, and Executive Committee concerning action which should be taken by the Council or which has been referred to a committee;
e. write correspondence for the Student Council;
f. maintain records of receipts and expenditures of the Student Council;
g. make a financial report at every regular Student Council meeting;
h. receive and disburse funds, provided that no funds shall be paid out of the Student Council treasury without written consent of the advisor and in accordance with Council appropriations; and
 i. advise students and administration about acts of the Council.

Section V. Duties of the parliamentarian shall be to
a. see that the Student Council abides by parliamentary procedure, its constitution, and its Bylaws;
b. attend all Student Council meetings; and
 c. assist Council members in learning parliamentary procedure.
Section VI. Duties of the chaplain shall be to
   a. provide a prayer at Student Council functions when the Council deems it necessary; and
   b. to assist the commissioner responsible for chapel programs.

ARTICLE XI: Commissions and Committees
Section I. There shall be four commissions: student welfare, special activities, student athletics, and social events. A commissioner is to head each.
Section II. The Student Council shall define the duties of each commission.
a. Duties of the commissioner of social events shall be to
   1. assist and support all activities of the Council;
   2. plan all dances (i.e. Spring formal, Homecoming and Victory dances, and any other dances the Council decides to hold);
   3. schedule the set up and clean up of these dances;
   4. provide social interaction among other schools;
   5. hold commission meetings at least once a month and report proceedings to the president; and
   6. report any absences from these meetings in writing to the secretary-treasurer.
b. Duties of the commissioner of student athletics shall be to
   1. assist and support all activities of the Student Council;
   2. organize school-wide athletic contests including Field Day, Fall Fest, and similar events;
   3. manage intramural sports tournaments;
   4. sell tickets at home athletic contests;
   5. meet regularly with the captains of sports teams;
   6. hold commission meetings at least once a month and report proceedings to the president; and
   7. report any absences from these meetings in writing to the secretary-treasurer.
c. Duties of the commissioner of student welfare shall be to
   1. assist and support all activities of the Council;
   2. serve on the Disciplinary Committee;
   3. organize New Student Orientation;
   4. plan Eighth-Grade Orientation;
   5. carry out Student Exchange Day or any other inter-school activities;
   6. plan Dutch treat dinners or other informal faculty-student get-togethers;
   7. manage the lost and found;
   8. hold commission meetings at least once a month and report proceedings to the president; and
   9. report any absences from these meetings in writing to the secretary-treasurer.
d. Duties of the **commissioner of special activities** shall be to
   1. assist and support all activities of the Council;
   2. charter special-interest clubs and verify the legitimacy of those clubs during the year with mandatory quarter reports;
   3. conduct summer fundraisers;
   4. plan activities during organizational period on Fridays;
   5. work with the faculty on the Randall Ash Perkins Memorial Award;
   6. hold commission meetings at least once a month and report proceedings to the president; and
   7. report any absences from these meetings in writing to the secretary-treasurer.

**Section III.** The standing committees shall be election, constitution, and executive.

**Section IV.** The Election Committee shall be composed of the faculty advisor to the Student Council, the vice president of the Student Council, the vice president of the Honor Council, the parliamentarian of the Student Council, and four other seniors appointed by the president of the Student Council, but not the president himself. The Election Committee shall have full charge of all student and Honor Council elections, subject to any regulations the Student Council may make.

**Section V.** The Constitution Committee shall be composed of the parliamentarian, the vice president, and three other juniors or seniors appointed by the president of the Student Council, in addition to the faculty advisor of the Student Council. The Constitution Committee shall recommend any needed changes in the constitution.

**Section VI.** The Executive Committee is composed of the officers, commissioners, and faculty advisor and is to help plan Student Council meetings and administer Council acts.

**ARTICLE XII: Legislation**

**Section I.** A quorum of the Council, which is required to do business, is a simple majority (fourteen) of the members.

**Section II.** All legislation must have the approval of a majority of those present and voting, and of the faculty advisor.

**Section III.** The Council has the authority, either in itself or through its commissions or committees, to do the following:
   a. establish and maintain a “points system” for student positions;
   b. enforce a code of discipline consistent with proper student conduct
      1. No student shall consume, be under the influence of, or possess an alcoholic beverage on campus or at a school function.
      2. Possession of and use of tobacco products is forbidden on the school campus during the school day. Students violating this rule will be subject to punishment from the Student Council Discipline Committee or the Headmaster, suspension, or expulsion. Any verdict of guilty must be by a two-thirds vote.
3. Members of the Student Council may not vote in disciplinary matters in which they are involved.
c. conduct Student and Honor Council elections;
d. charter student organizations;
e. raise revenue and determine expenditures;
f. conduct chapel and student assemblies;
g. establish and maintain school traditions;
h. operate the lost-and-found;
i. select hall monitors, if necessary;
j. maintain a clean campus;
k. appoint students to assist at athletic events;
l. send delegates to and participate in regional Student Council conventions;
m. establish its own Bylaws and rules of procedure by a two-thirds vote;
n. appoint commission members;
o. approve all presidential appointments by majority vote; and
p. promote the general welfare of the school by all means necessary and proper.

ARTICLE XIII: Adoption and Amendment

Section I. Adoption of the constitution shall be by approval of the administration, approval by two-thirds of the Student Council, and a majority vote of the student body.

Section II. Amendments may be proposed in one of two ways: by a member of the Student Council or by a member of the student body in a petition on which appear the valid signatures of at least 30 percent of the student body of Memphis University School.

Section III. All proposed amendments, whether initiated from the student body or from the Student Council, must be submitted in writing to the Student Council Constitution Committee.

Section IV. Approval of the amendment shall be by a two-thirds vote of the Student Council and by a two-thirds vote of the student body within three weeks after the amendment has been submitted to the Constitution Committee.

Section V. If a proposed amendment by petition fails to pass the Student Council by the necessary margin, the amendment must then be presented to the student body where approval of three-fourths of the qualified voters shall be necessary for adoption.

Section VI. Amendments shall go into effect when approved by the student body.
CONSTITUTION OF THE CIVIC SERVICE ORGANIZATION

The Civic Service Organization at Memphis University School has always been an integral and important component of Memphis University School, as its function is central to the mission of the school. For decades, the Civic Service Organization has existed and been recognized at Memphis University School, but its mission, purpose, and framework were determined and handed down by customs and traditions until the 2009-10 Civic Service Executive Committee wrote the Constitution. The Memphis University School chapter of the Kemmons Wilson Society has existed since the spring of 2004 as an organization dedicated to the development of strong servant leaders aware of the needs of the community. Following the 2011-12 school year the two organizations merged.

ARTICLE I: Name
The name of this organization shall be the Memphis University School Civic Service Organization.

ARTICLE II: Mission Statement
The Memphis University School Civic Service Organization strives to make a positive impact in our community and to inspire among the students a spirit of altruism.

ARTICLE III: Goals and Purposes
The goals and purposes of the Civic Service Organization shall be:
- encourage and promote service among the students of Memphis University School: inform students of the needs of our community and provide opportunities to meet those needs; and
- develop strong leaders capable of effectively addressing the challenges facing our community.

ARTICLE IV: Organization
Section I. The Organization shall be composed of an Executive Committee, including the president, vice presidents, and a selected number of executives.
Section II. The Organization also shall be composed of at least one representative from each homeroom.
Section III. Any member of the Civic Service Organization may be removed from his position for failure to attend meetings, failure to carry out his duties, suspension or expulsion from school, or for any action which is detrimental to the Civic Service Organization or the school.
ARTICLE V: Presidency

Section I. The Civic Service president shall be selected through an interview process by a committee consisting of the current president, the faculty advisor, and selected faculty members. All current juniors are eligible to apply.

Section II. The newly-chosen president shall then have the power to organize the Executive Committee and the Civic Service representatives with assistance from the previous year’s president and the faculty advisor.

Section III. The newly-chosen president shall also have the power to appoint rising senior executives to serve as vice president(s) on the Executive Committee. The number of vice presidents shall not exceed three.

Section IV. It is the duty of the president to ensure the success of the Civic Service Organization mission statement and to lead the Civic Service Organization in a manner that allows the organization to pursue its goals and purposes. The president also shall serve as the primary spokesperson of the Civic Service Organization and be responsible for leading the Executive Committee in organizing new and existing projects.

ARTICLE VI: Executive Committee

Section I. The Civic Service Executive Committee shall be composed of the president, junior executives, and senior executives. The executives shall be chosen by the president through an application based on demonstrated leadership in community service and approved by the advisor. The size of the Executive Committee shall not exceed 12 members.

Section II. Civic Service executives are expected to lead the organization in a manner that serves as an example to the Civic Service representatives and the students at large. Their behavior is expected to be one consistent with the mission of the Civic Service Organization, its goals, and its purposes.

Section III. Civic Service executives shall assist the president in organizing projects. Executives shall be assigned projects to over the course of the year, and for larger projects, a group of executives may form a committee to lead the project under the supervision of the president.

Section IV. Executives should make every effort to participate in every Civic Service activity.

Section V. Executives shall maintain communication with the Civic Service representatives and encourage others to give back to their community.

ARTICLE VII: Representatives

Section I. With support from the Upper School and Lower School advisors, Civic Service representatives shall be chosen by the president and the Executive Committee through an application process which shall review previous participation in Memphis University School Civic Service events and the candidate’s evident desire to serve.

Section II. There will be one Civic Service representative for each homeroom. Newly chosen representatives may be moved to different homerooms for that purpose.
Section III. The duty of a Civic Service representative shall be to promote Civic Service activities during homeroom, answer questions concerning the Civic Service Organization and projects, and participate in as many Civic Service activities as possible. Civic Service representatives also are expected to abide by the mission statement of the Civic Service Organization and help advance the goals and purposes of the Civic Service Organization.

Section IV. A representative may lead a Civic Service project if he comes to the Executive Committee with a clear plan for a project.

Section V. A representative is not assured of maintaining any position in subsequent years. All representatives must reapply for the following school year if a position is desired. In order to remain competitive all representatives must remain extremely active with the organization. Representatives should participate in all projects unless previously cleared with the president or advisor.

ARTICLE VIII: Meetings

Section I. The Executive Committee shall meet at least once every full week, unless otherwise specified by the president.

Section II. The Executive Committee will meet with Civic Service representatives at least once a month while school is in session.

Section III. The Wilson Society will meet as prescribed.

ARTICLE IX: Faculty Advisor

Section I. The Headmaster shall appoint a member of the faculty to serve as the faculty advisor to the Civic Service Organization. In addition, the Headmaster shall appoint at least one assistant advisor for the Wilson Society.

Section II. Terms of office of the advisors are left to the discretion of the Headmaster.

ARTICLE X: Societas Caritatis

Section I. The Societas Caritatis shall recognize those juniors and seniors who have distinguished themselves in serving others through the Civic Service Organization's programs and have demonstrated outstanding charitable leadership. Inductees shall be chosen by the senior executives of the Civic Service Executive Committee and will be inducted at an annual awards ceremony. At this ceremony, inducted members will be presented with a lapel pin and a certificate of membership. Students are eligible for membership after having completed the following requirements:

- A total of 44 hours of service during high school completed by the end of the third quarter of the junior year, at least half of which must have been performed through CSO events, or

- A total of 50 hours of service during high school completed by the end of the third quarter of the senior year, at least half of which must have been performed through CSO events.
Section II. Service hours completed outside of school-sponsored activities will be considered, but a maximum of 10 outside hours per year will be credited toward the aforementioned totals.

Section III. The Civic Service Organization Executive Committee reserves the right to consider membership on an individual basis for students who do not meet these qualifications.

ARTICLE XI: The Kemmons Wilson Society

Section I. The Wilson Society strives to develop leadership and service among the students of Memphis University School.

Section II. The Wilson Society includes all representatives of the Civic Service Organization. Any additional members may be appointed at the discretion of the faculty advisor.

Section III. Members will complete a student-run leadership development program throughout the year to include speakers, workshops, a mentoring program in the Lower School, and researching the needs of our community. Members complete a community engagement seminar, identify local needs to be addressed, develop relationships with local nonprofit organizations, and deliver large-scale service projects. A culminating presentation provides an opportunity to report the results of the year’s community engagement activities.

Section IV. Any member may lose membership through improper conduct or failure to actively participate in Society functions as determined by the faculty advisor.

Section V. Society members not serving as Civic Service executives or representatives shall develop a report on a well-researched, long-term initiative as directed by the president.

ARTICLE XII: Adoption and Amendment

Section I. Adoption of this Constitution shall be by approval of the administration, the Civic Service faculty advisor, and two-thirds of the Civic Service Organization Executive Committee.

Section II. Amendments may be proposed in one of three ways: by a member of the Civic Service Organization Executive Committee, by a member of the student body in a petition on which shall appear valid signatures of at least 30 percent of the student body of Memphis University School, or by the administration of the school.

Section III. All proposed amendments must be submitted in writing to the Civic Service president and to the faculty advisor.

Section IV. Approval of the amendment shall be by a two-thirds vote of the Executive Committee and by a two-thirds vote of the grade representatives within three weeks after the amendment has been submitted.
2020-21 STUDENT LEADERS

STUDENT COUNCIL

UPPER SCHOOL
President ........................................................................................................ Harm Thomas
Vice President .......................................................................................... Christian Howard
Secretary-Treasurer .............................................................................. Everett Miller
Chaplain ............................................................................................... Elijah Graham, Henry Nickey
Parliamentarian ..................................................................................... Banks Benitone
Director of Creativity ............................................................................ Thomas Lusk, Miller Pisahl
Commissioners ........................................................................................ Ben Burkhart, Special Activities;
                                                                                     Jack Jabbour, Student Athletics; Judson Fair, Student Welfare;
                                                                                     Tamaz Young, Social Events
Grade 12 Representatives ........................................................................ Elected in the Fall
Grade 11 Representatives ........................................................................ Elected in the Fall
Grade 10 Representatives ........................................................................ Elected in the Fall
Grade 9 Representatives ........................................................................ Elected in the Fall

LOWER SCHOOL
President ................................................................................................. Elected in the Fall
Vice President ........................................................................................ Elected in the Fall
Grade 8 Representatives .......................................................................... Elected in the Fall
Grade 7 Representatives .......................................................................... Elected in the Fall

HONOR COUNCIL
President .................................................................................................... Drew Burnett
Grade 12 Representatives .......................................................................... Elected in the Fall
Grade 11 Representatives .......................................................................... Elected in the Fall
Grade 10 Representatives .......................................................................... Elected in the Fall
Grade 9 Representatives .......................................................................... Elected in the Fall
Grade 8 Representatives .......................................................................... Elected in the Fall
Grade 7 Representatives .......................................................................... Elected in the Fall

CIVIC SERVICE ORGANIZATION

UPPER SCHOOL
President .................................................................................................... Matthew Jones, Colin McCown
Vice Presidents ........................................................................................ Warren Johnston, Holden Pate
Senior Executives .................................................................................... Hart Gowen, Max Shackelford
Junior Executives .................................................................................... Turner Bishop, Witt Smith, Forest Rudd
OTHER LEADERS

Senior Class President ........................................................................................................ Nash Stewart
Government Club Presidents .............................................................................................. Harmon Colvett, Fawwaz Omer
Latin Club Co-Consuls ...................................................................................................... *Elected in the Fall*
The MUSe Editor(s) .............................................................................................................. Stephen Cates
The Owl Editor(s) .................................................................................................................. Ryan Peng
The Owl's Hoot Editor-in-Chief ............................................................................................ Hart Gowen

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McKnight Johnston, Warren Johnston, Matthew Jones, Paul Jones, Akbar Latif,
Colin McCown, McLean Meeks, Gavin Murrey, Henry Nickey, Fawwaz Omer,
Holden Pate, Ryan Peng, Matthew Phillips, Jacob Rickels, Daniel Russell,
Max Shackelford, Edwin Shy, Wes Vanderslice, Tamaz Young

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Alex Li, Samuel Lim, Matthew Mellone, Jacob Musicante, Clayton Nearn,
Vincent Ores, Forest Rudd, Nelson Saenz, Fred Schaeffer, Evan Schrier, Talal Siddiq,
Witt Smith, Coy Stiles, Garner Uhlhorn, Coleman Whitehead

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Eleanor Bridgforth, sophomore, Hutchison; Linley Downs, junior, Hutchison;
Genevieve Geno, junior, Hutchison; Ellie Bridges Greenfield, senior, St. Mary’s;
Eliza Hussey, sophomore, Hutchison; Callie Hutton, sophomore, Hutchison;
Katherine Luter, sophmore, Hutchison; Meghan Madaus, sophomore, St. Mary’s;
Mallory McQuillen, junior, Hutchison; Izabella Moore, junior, Hutchison;
Laney Robertson, junior, Hutchison; Anna Rose Thomas, senior, Hutchison;
Cece Turley, junior, Hutchison; Ansley Turner, senior, St. Mary’s; Lane Wackerfuss,
senior, St. Mary’s; Eve West, senior, Hutchison; McCadden Wilbourn, sophomore,
Hutchison

FOOTBALL CHEERLEADERS
Emerson Applegate, junior, Hutchison; Sheridan Austin, junior, St. Mary’s;
Brooke Bohlke, senior, Hutchison; Claiborne Collier, sophomore, Hutchison;
Lily Cox, junior, Hutchison; Ava Dickson, junior, Hutchison; Sydney Graeter, senior,
St. Mary’s; Miller Johnson, senior, Hutchison; Brigid Mills, junior, Hutchison;
Sarah Jane Richey, junior, Hutchison; Gabby Robbins, senior, Hutchison;
Margaret Roux, sophomore, Hutchison; Madeleine Siler, senior, Hutchison;
Marjorie Ann Templeton, senior, Hutchison; Betty Jane Thomas, senior, Hutchison;
Lily Williams, junior, Hutchison; Emmy Yambrek, junior, Hutchison
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