Tennessee HIGH SCHOOL PRESS Association

Season's Greetings

Logos II

Harpeth Hall School
Nashville, Tennessee

Volume VI, Number 2
December, 1985

The Word of Harpeth Hall

Positive Plus Negative Equals a Better Environment

by Elizabeth Martinez

Setting: Jane Doe sits in an ordinary classroom. Since no one is in the room, and she's terribly bored, she pops a piece of gum into her mouth.

Jane: Ummmm, this is good. Who cares if I'm chewing gum at school? I'm not the type who would stick wads of gum all over the desk tops.

(Meanwhile, a professor comes along)

Professor: Hello Jane, how are you?

Jane: Oh, hello Professor.

Professor: Do you smell anything sweet in here? It seems as if someone has been chewing gum.

Jane: No, Professor, I'm the only one here. I haven't seen any around here (as she sticks the wad of gum underneath her desk).

This student not only violated the honor code, she also committed an act which is apparently becoming more prevalent in schools throughout the nation - vandalism.

A reported $200 million alone is spent annually on damage done to such institutions. And although the crime is perhaps more blatant in public school systems (one student from a public school states that vandalism "is beyond reform" in her school), there is also a distinct problem, as well as a chance for reform in our own private schools.

Mr. James Wise, a human factors psychologist at the University of Washington, states that vandalism is more often opportunistic than premeditated, "the damage is caused more through curiosity, playfulness, or boredom rather than acquisitive, vengeful, or malicious motives." Indeed, the graffiti, sadly visible on almost every classroom desk, reveals more interest toward "love affairs" than "world affairs." Yet the act is just as serious. As one student exclaimed, "The question isn't really what, but why some have chosen to vandalize and how we can stop it." In response, Mr. Wise replied that "sociologically, vandalism may be a problem of values; but operationally, it is a problem of behavior." His proposed solution is therefore not so much to preach to such violators as to "redirect these perverse inclinations toward destruction." Mr. Wise proposed that buildings and their interior designs be planned with such intentions in mind.

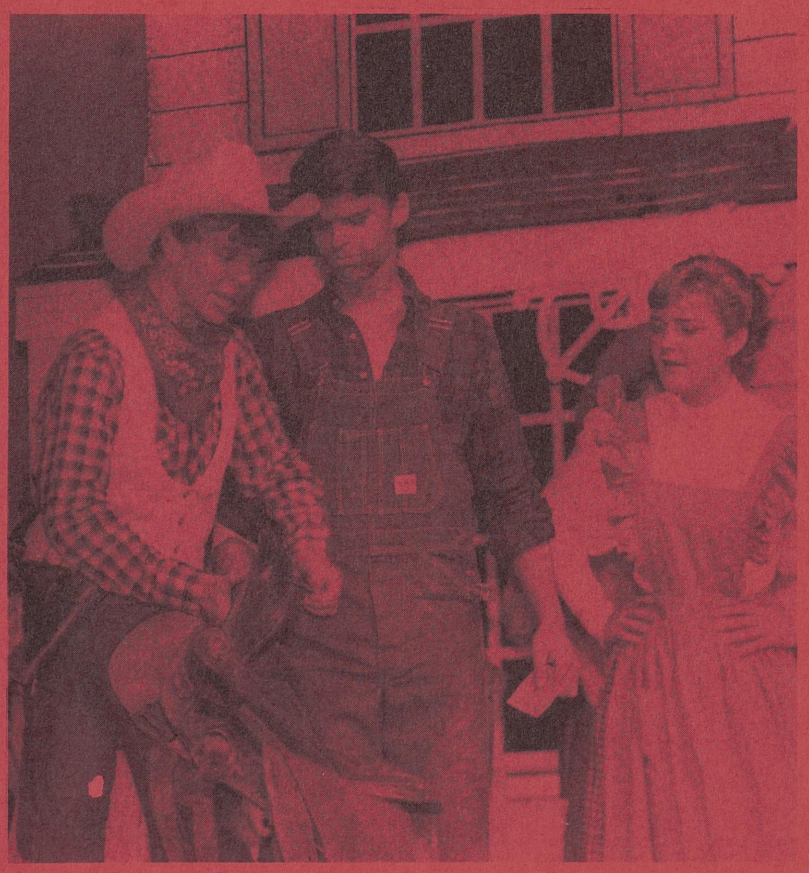
Among his many suggestions were to encourage "the use of any kind of carpeting uneasy to be unraveled" or to discourage, "the use of bricks on the building's exterior facade, as they are easily damaged by thrown rocks." Quite obviously such suggestions, although indeed thoughtful, are not quite feasible in such new buildings as Frist Hall; one student instead suggested that monitors be placed in honor study hall areas "to at least stop a little of the growing problem and punish those who cause it." Another student stated that an anti-vandalism organization be initiated to promote public awareness of the issue.

Yet however positive such intentions may be, many, including educational psychologists G. Ray Mayer and Tom Butterworth, believe that such an approach would only invoke more acts of destruction. Both Mayer and Butterworth intimate that the sole reason some students are inclined to vandalize is that they feel that school "is sometimes an unpleasant place to be: a combination of a hard curriculum and sometimes intimidating peers and faculty members make students who fall academically behind bored, frustrated, and more destructively inclined than others."

In light of such a theory, these psychologists' proposal greatly reflects that of several students: "to take the positive approach." Both Mayer and Butterworth conducted a three year study of 18 schools throughout the nation in which such a technique was enforced. As a result, the cost of school vandalism decreased by an average of 75%. Indeed one of a number of students stated, "we must rekindle the element of school pride, the spirit which Harpeth Hall deserves to be given. That has to be done in a positive manner because too many of our rules are being enforced in a manner that sometimes causes a negative reaction."

Indeed without any kind of detriment, positive or negative, toward the problem of vandalism, there may be someone whose thoughts reflect those of an artist in the *New Yorker* who, instead of appreciating the formation of images on a canvas, instead sighs, "It gives me such a sense of peace to look at these walls (repainted walls of a New York subway) with nothing on them."





Auctioneer Aunt Eller and villain Jud Fry watch as Curly McClain sells his prized saddle.

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Curly entertains Laury by singing about his "Shiny Little Surrey with Fringe on Top."

College Acceptance/Rejection Not Day of Reckoning

by Cecilia Wong

College. Mere mention of the word elicits reactions of all sorts —excitement, aggression, fear, regret, among others. As a senior, not a day passes without thoughts of college. And few passed as a freshman, sophomore, or junior without thoughts of college. After all, is college not the thing — the hopefully shining culmination of our pedestrian life — toward which we work?

From here, college appears to be a giant wad of Jell-O. On the one hand, it genuinely looks like fun —both socially and intellectually. Yet the necessary process of applying often brings about unnecessary ugliness: competition over scores, GPA's, selective schools in question, and the like. And, of course, there is the ever-haunting fear of rejection from dream school number one, number two, and on down the list. Then the realization that high school days, "acceptable" juvenileness, are over invites regret over things not done, time wasted.

The present precedes the future, and it should be lived as such. To quote a good friend, foresight becomes an impracticality when the present is made to suffer for it. Looking ahead, coursing a plan of action and setting priorities are healthy; living for and in the future is not. Neither the present nor the future should preclude the other. Cliched as it may sound, living contentedly each day could provide the happy remedy for both a fulfilling present and a secure future. A fulfilling present most often precedes a secure future.

In real terms, little importance rests beyond today's pressing matters of scores, GPA's, and the like. These do not determine you. Knowing you have given of yourself in ways, however great or small, perhaps unrepresentable on a piece of paper, matters. You determine this. And perhaps, if we would all let ourselves be more juvenile, we might be less delinquent. Allowing time to be young is only sensible; a time will come when having to act old will be a boring obligation. You would not swallow your food before chewing it; if you are going to eat at all, take the opportunity to enjoy each morsel: CARPE CIBUM; CARPE DIEM!

Come mid-April, when most college notifications are sent, I will most assuredly be the worst of the basket cases hoping for a mailbox full of fat envelopes. I have only to remember, though, that college acceptance/rejection does not constitute my day of reckoning. In a word — no — college is not the culmination of life, pedestrian or otherwise. Rather, it should be like any other stage of life: learning, loving, living. And to that prospect, I have but one thing to say: yum!

Students Fortunate to Have Privileges

by Kathie Jones

Bear Lair, Winterim, Free Study Hall, Duds Days, and Senior House are just a few of the privileges we enjoy at Harpeth Hall. What would we do without them? It may seem hard to imagine what it was like when things were different, but there are plenty of alumnae around town who still remember Harpeth Hall before many of these privileges were instituted.

Peggy Kirkpatrick graduated in Harpeth Hall's first senior class in 1952. "We really did not have many privileges because the facilities were so limited at first," she remembers. In order to get our school accredited in one year the emphasis was completely on the academic side of Harpeth Hall life.

There was, however, a senior house. According to Mrs. Kirkpatrick this tradition came from the old Ward Belmont Club House, a place where all the girls could go, usually to play bridge. At Harpeth Hall the senior house was exclusively for the use of the seniors and the only place on campus they were allowed to smoke. Other traditions that have survived from that time are the baccalaureate honors and the George Washington Celebration.

Something that has changed is the importance of the four clubs. In Mrs. Kirkpatrick's day they were prominent features in student life. The only other clubs were academic societies, which Mrs. Kirkpatrick remembers as meeting infrequently. The event of the year was the Junior-Senior Shakespearian play. It was held outside on the back steps of Souby Hall.

She also remembers that boys were not allowed on campus. It is obvious that today we enjoy many more privileges, and Mrs. Kirkpatrick thinks that is a good thing. She remarks that "girls who work as hard as you do deserve a reward."

Anne Brothers, who graduated in 1959, remembers a slightly different Harpeth Hall. Her senior priviliges included a smokeless Senior House, and being able to leave school early Friday afternoon. She recalls many rules, such as not being able to speak to a boy on campus, and no hair clips. "We had no say at all in the way the school was run," she remembers.

Their petitions to smoke in the senior house and their pleas for uniforms were repeatedly turned down. She recalls the four clubs as making it much easier for students to become acquainted with each other, the language clubs had by that time become very important.

The Junior-Senior play was still a highlight in 1959 but no longer a Shakespearean. Mrs. Brothers remembers her class spending hours rehearsing, designing sets, and even writing the script for their play.

The Glee Club concerts, Junior-Senior Day, and the Graduation Dance were other big events of the year. Unlike today the Student Council was very weak, as was the now defunct President's Council. Mrs. Brothers feels that today's students have more fun, but she hopes all of the activities do not distract from school work.

Ellen Binneyworth graduated in 1973. She remembers not being allowed to go to the parking lot or talk to boys during the school day. The students were also not supposed to eat candy on campus. Her class enjoyed the same privileges as Mrs. Brothers' with one addition. Uniforms were introduced that year for everyone except the seniors. Their senior house had only a refrigerator and a radio, and at the end of the year all the seniors traditionally decorated it with graffitti. At that time the juniors had the privilege of a Junior Room. Mrs. Bennyworth recalls that the four clubs had, by that time, become only significant for PE. Most of the clubs we have today were then on campus, including Cum Laude Society. Mrs. Bennyworth describes the Cum Laude members as being initiated in a tension-filled tapping ceremony during assembly.

One of the most exciting events of the year was still the Junior-Senior Play. In 1973 the plays were always spoofs on Harpeth Hall life and required a great deal of work. The sophomores also had their own play, which Mrs. Bennyworth remembers as being the Wizard of Oz. Mrs. Bennyworth also recalls the Tea Dance, although they had no Prom. "The best privilege we had was the stiff academic program," Mrs. Bennyworth explained. "You'll never do anything quite as hard. Also going to an all girls high school gives you the opportunity to form strong friendships."

Norda Aguila graduated in 1980, when the present seniors were in the sixth grade. Few things have changed since then. There was no Bear Lair, and free study hall was only for the students with the highest grade point averages. They did have Senior Dress-up Day and a television in the Senior House. Sun bathing and the Senior parking lot were highly prized privileges. As today, the Student Council was extremely active. One of the activities they sponsored was Falcam Jax Day. Once every four years the Student Council would surprise the whole school by ending classes at lunch and taking everyone for a picnic in the park.

In 1980 the first major Upper school production, The Sound of Music, took place in the brand new auditorium. The Dance Clubs were also just getting started. From these beginnings come the wonderful Drama and Dance programs we have today. No student body has ever had the marvelous opportunities we enjoy today. Ms. Aguila encourages students to enjoy these opportunities but cautions us not to relax on academic standards. Most would agree that Harpeth Hall students do take advantage of our opportunities without abusing our privileges. It is this attitude of the students that has remained constant throughout the years.



Letters to

In my opinion, this so-called vandalism is often grossly underrated. In a school as diverse as ours, there are bound to be different aesthetic tastes and preferred genres for their expression. There are conventional methods such as literary magazines, but why submit a poem to *Hallmarks* when a much larger audience could be reached by inscribing your message on the bathroom wall for generations of captive audiences?

Many times I have marvelled at the witticisms of an unappreciated anonymous poet and longed to discover her identity to discuss the exact meaning of her symbolism.

In such a structured atmosphere as Harpeth Hall, a great deal of creative energies build up and seek some form of release. What we are presently witnessing is the emergence of a new artistic age at Harpeth Hall, struggling for recognition. However, many forms of art which eventually achieved greatness were originally greeted with reluctance and controversy. Cristo, the famous wrapper of modern times, is still only accepted with great difficulty.

"... why submit a poem to Hallmarks when a larger audience could be reached by inscribing your message on a bathroom wall...?"

Of course, I do not condone waste or needless destruction. Leaving trash and Coke cans in the Bear Lair or anywhere else is uncalled for, and I, unlike Kafka, am completely unsympathetic to cockroaches. But taking those empty cans and affixing them to walls — that is a statement, although I am still struggling with the interpretation. Even so, Harpeth Hall is still lagging behind the times — carving initials into desks and writing on walls is hackneyed. The rage in the art world today is "performance art" in which like humans form the medium for expression. Now, if we superglued some underclassmen to the walls of the Bear Lair, that would be a truly innovative expression of our sentiments — we could entitle it "Suspended Sophomores."

Unfortunately, Harpeth Hall is fairly firmly embedded in traditional attitudes and it appears to be a long while before this "new age" of art will be appreciated to its fullest. Misunderstood creative artists may find it more expedient to express themselves at another institution where they will be accepted and not inhibited by conservative policies.

by Carolyn Fischer

I just want to talk briefly about the problem about which our administration and faculty have recently made us aware: school pride. A school does not succeed because of its size, location, or facilities; if this were so, Harpeth Hall would be unquestionably perfect. It is, however, the faculty and students that give the school character and distinction.

Harpeth Hall is made up of a group of bright, capable, and willing faculty and student body. It is time, though, that each student realizes what terrific opportunities she has and take advantage of them. No matter what amount of stress work creates in a student at Harpeth Hall, it cannot compare to the pressure of life after Harpeth Hall. This is the easy part, the enjoyable years.

But the attitude is somewhat wrong right now. The more privileges and freedom we get, the more we abuse what we already have. This is not how to "take advantage" of a school like Harpeth Hall. The capacity to learn here is tremendous. The faculty is willing and eager for us to have fun and learn at the same time, but the students have to cooperate by learning as much as they possibly can and respecting the rules.

All I am trying to point out is that it would be wise for every student here to step back and think about why she is here: to learn and to grow. If we cared enough about Harpeth Hall, its people, and its purpose, we would doubtless have the most important kind of school spirit there is: not just superficial statements, but a real feeling of pride.

by Annis Marney

"Every culture has its whirlpools of callousness, of cruelty" — From **Entertaining Satan** by John Putam Demos.

As I walk through the Halls of Harpeth for the last year, I am constantly reminded of the difficulties in the tasks I have faced and the challenges that the rising students will face.

With the increase in knowledge we also gain responsibility and other challenging situations that stem from direct education and learning. In academics there is no doubt Harpeth Hall in challenging and difficult. Yet, the academics alone are relatively easy compared to the outline society places us into. I am not simply speaking of the community of Harpeth Hall, but of the entire spectrum of life in our society and within ourselves. Because we are so obsessed with what we want people to think about us, we forget there is a part of ourselves not even we have been able to find yet; therefore, we are weak to such social definition and outlining.

Throughout the centuries, man remains vulnerable for what John Demos describes as social preda-

the Editor

tors." We become what people see us as. The picture drawn, however, is incomplete and in most cases incorrect.

In today's society, people fail to look within someone or something to find the true person or true meaning in the object. On the other hand, society will at times evaluate and interpret — the divide and conquer technique — to the point where nothing is left of that particular person except the facts and definitions of the body and mind; likewise, the object has been broken down for the information of how it was made and how to use it accordingly. Man is weak to social definition and outlining of society.

Throughout our lives, we can easily become wrapped up in what we want people to think and say about ourselves. We are conformists who are placing the blame on others to cover up our own incompetencies, and we are prejudiced about what we define as unacceptable behavior. We become victim and victimizer to the theory that all our actions or outwardly appearances reveal the inner feeling and true personality. There is some truth in saying what we do on the outside represents a portion of our inner self, but to develop a person as complete in our minds we must look at the person internally as well as externally. To see in others we must first find ourselves, and then build on that knowledge with confidence.

In learning to live in a society containing people obsessed with externals or material possessions, all of mankind must first learn and retain the capability to live within the whirlpools of life and society without being pulled into the winding, merciless arms of the world. There lies within ourself a continuous and growing tug-of-war which causes us to remain vulnerable to an excessive amount of pain. From our own hands, we bring all the pain and misfortune of our life and of others' lives. We, the victim and victimizer, struggle to be more than a pawn caught in a piece of time — caught in our life. With these hands we search to find the center of the whirlpool where we are able to live in peace or where we will be tangled in the complexities of outer life or society — a continuing battle within and amongst ourselves.

Throughout our lives we will constantly be trying to escape the "whirlpools of callousness" that exist not only in our culture but in "every culture." Harpeth Hall has taught us to evaluate to the point in which you can see the meaning and the reason, and perhaps the feeling, behind the subject being addressed.

We are taught neither to destroy an idea by analyzing or evaluating too far nor to simply memorize an idea; therefore, we have been able to grasp a complete understanding with insight leading from that knowledge into another concept. Evaluation of one subject enables you to continue into the meaning of another with a retainable capability that was not there once before. Evaluation is the building process of a foundation of knowledge. By attending Harpeth Hall each one of us has been given a solid foundation for the building of further knowledge and understanding, not only in school, but also in every day life enabling us to deal with social pressures and social definitions.

The intellectual foundation alone is not capable of retaining the feelings within ourselves, but we can apply the knowledge we have gained to another area outside of school. With this realization, we are able to build another platford which is higher and stronger, giving us the ability to gain the spiritual essence of our lives, and giving us the means to discover the true person in a person. With these foundations, we will have the capacity to draw and understand the picture not as we see but as we feel.

And with this progression of knowledge we become aware of our limited perception of people, and we are able to avoid drawing or discovering a person only by following the simplistic outline that society has placed on that person. However, as long as we remain afraid of what our lives mean, what we are, and what we will become, and if we remain afraid to see within ourselves, content with an undefined soul, we will continue to be reluctant to search within ourselves and reluctant to find anyone else's self; therefore, we will be vulnerable to the "social predators" and vulnerable to an excessive amount of pain as time passes.

by Katherine A. Collins

School is a place for learning. However, Harpeth Hall is much more than just a school. It is a place for gaining experience, a place for having fun, and a place for making friends.

Many people have devoted much of their lives to making Harpeth Hall what it is. It would be impossible, therefore, for anyone to pay back our school and teachers for what they have given us. But as students, we should work our hardest to show respect for Harpeth Hall, and as representatives of our school we should try to set good examples for the entire community. Vandalism is simply a way of showing our lack of appreciation for all our parents and teachers offer us by giving us Harpeth Hall.

by Annie B. Williams

Mrs. Tipper Gore addressed a serious social problem in an intelligent and agreeable way when she spoke to the assembled student body and staff on October 15. I am grateful to the Mothers' Club for making Mrs. Gore available to us and for opening discussion of the music industry's voluntarily instituting a labeling system to warn album purchasers of potentially offensive content.

I must, however, protest the circumstances under which Mrs. Gore spoke. With no real advance notice, faculty could not effectively make use of Mrs. Gore's presentation; the English faculty, for example, could have assigned library research on her topic and used her visit as the occasion for persuasive and argumentative themes. Likewise, the presence of middle school students in the auditorium reduced the force of Mrs. Gore's arguments, preventing her from speaking explicitly about the material she finds objectionable.

How is she to persuade that such material is in fact objectionable when she is not free to describe or quote it? Also, the presence of television news cameras in the auditorium effectively inhibited serious debate with Mrs. Gore, both faculty and students fearing to damage Harpeth Hall's reputation by challenging her arguments and conclusions in too emphatic a manner publicly.

And Mrs. Gore's lecture presented serious matter for debate. Putting aside the value of Mrs. Gore's conclusions, I must disagree with the language she used in presenting her arguments.

First, Mrs. Gore used the adjectives "offensive" and "obscene" interchangeably. Whereas a community may decide on local standards for obscenity, any two people may be offended by any given matter; "offensive" is too relative a word to use as a standard of judgement. Second, Mrs. Gore consistently reduced the purchase of record albums to a simple commercial transaction, on a par with purchasing a new washing machine or automobile. While as a consumer Mrs. Gore has the right to know before she makes a purchase what she is bringing home, as a serious listener to music she does not.

Music is not purely a commercial item, but a proposal of discovery, an aesthetic adventure. It is music's very power to move and to influence receptive minds which makes it far more than a consumer product. Were the "consumption" of music equal to the consumption of any other item on the market, music would not have the power over young minds to which Mrs. Gore objects.

By refusing to discuss the purchase of a record album in other than commercial terms, Mrs. Gore effectively stacks the deck of her argument and limits discussion of what is possibly the most significant issue that her proposal raises — namely, music's power to allow us to explore alternative values and realities in a controlled and disciplined way.

by Dr. R.J. Frontain

Generalizations Questionable

by Kathie Jones

"All the Juniors are like that," and "The Seniors are always doing those things" are statements heard too often at Harpeth Hall, especially this year. We are all guilty of generalizing occasionally, and classes seem to lend themselves to such labels.

For some reason it does not seem to be stereotyping to include all 90 class members in one blanket statement. It is important to remember that labeling a class is just as unfair as forming a stereotype of any other large group. Sweeping generalizations are always dangerous and often misleading.

According to Mrs. Betsy Turnbull, assistant to the headmaster, class reputations are typical at most high schools. She feels "It's tragic that classes get reputations." Inevitably it is only a small minority whose actions result in the label. The rest of the girls in the class may be in complete opposition to the reputation which sticks to them.

Mrs. Turnbull's opinion is shared by many others. When any student is confronted with the fact that she has just made a generalization she immediately relents — "Well of course I didn't mean all the Freshmen, a lot of them are my friends!" No one really believes that all the girls in one class are the same, and yet again and again we all group them together (There, I just included everyone at Harpeth Hall in one sweeping generalization). Obviously we all (some of us) should concentrate on thinking more carefully about exactly what we are saying. Then we might not have such a reputation for classifying classes.

Even the freshmen (some of the freshmen) are affected by class reputations. Eleanore Jones, the freshman class president, admits that her class might have the unfair reputation of being a "nerd class." She is excited about the potential of their class, "we're all so different and we come from so many different schools, I think we're really a great class!" They do, however, reluctantly admit that their class might be "a little cliquey." Mrs. Moran, who has seen many freshman classes graduate, understands exactly what our freshmen are going through.

She finds that freshmen typically spend the year getting to know each other. Sophomores usually have the toughest time, according to Mrs. Moran, because they know each other already, but they are not yet unified in many respects.

Junior classes have the prom to work on, which Mrs. Moran believes is their saving grace. "Classes need a project to unify them. Prom helps a class grow up because together they must make decisions." The upshot of this is that most freshmen classes start out a little uncertain and excited and then gradually mature into unified, responsible seniors.

Mrs. Turnbull points out that the detention statistics support this thesis. Few upper classmen get detentions for anything but tardiness and out-of-uniform, while underclassmen have most of the behavior offenses. One generalization that it might be wise to keep is the idea that classes are always growing and changing, and class reputations serve only to inhibit that growth.

Oklahoma ... O.K.!

by Cathy Kanaday

What could be more fun than following the course of true love - if not your own, then someone else's? Not much judging from the large and enthusiastic audiences who turned out on the weekend of November 22-24 to see the H.H. Playmakers' outstanding production of the musical Oklahoma!

Often the leads in musicals are able to either sing, act or dance very well, but rarely does a combination of all three qualities occur. However, this magical event occurred in this show, which without a doubt had one of the strongest casts ever.

From the moment a lone cowboy (Michael Starr as Curly) mosied down the aisle singing, the audience remained captivated by the steady spell of energy cast by all the show members. The roles aptly showcased the talents of all the leads, especially Vicki (Laurey) McMurray's beautiful singing voice, Jill (Ado Annie) Blevin's comic flair, and, lest we forget, Michael Starr's dancing.

As everyone who has ever been in a play realizes, it is not just the leads who set the atmosphere of the show. This year, the supporting ensembles were superior. Instead of looking like their sole purpose was to occupy on stage between major plot developments, all the chorus members - from the territory folks, to Laurey's girl friends, to the six female soloists to, yes, for ONCE, the boys chorus - looked aware of and involved in all their scenes. The enthusiasm they gave their roles increased and was vital to the show's professionalism.

Those backstage provided efficient scene changes, excellent lighting and authentic looking props (down to guns, chaps and carpetbags).

Costumes were properly periodic (but, and my opinion may be jaundiced, the excessive amounts of yellow in the girlfriends' chorus looked rather corny - I couldn't resist).

However, contrary to a previously view, the girlfriends did NOT look like dancing breathmints. Of special note is the choreography which was entirely student created this year. Michael Starr is to be congratulated upon getting the cowboys, as well as the rest of the cast, to dance in a respectable and even laudable manner. Dallas Hagewood created and danced the primary role in the Dream Ballet.

Congratulations to everyone involved. Thank you for providing everyone with such a first-rate show. As one of the songs laments, "Don't you wish it'd go on forever and would never stop?" I know I do.

Students Experience Summer Enrichment:

Phillips Academy

by Tamar Charney

Nine hundred people between the ages of fourteen and eighteen sat in a large auditorium listening to the dean's welcoming remarks, thinking the only thing everyone had in common was our friends at home thought we were insane for *wanting* to go to "summer school." "School" however, would be the last term that any of us would use to describe Phillips Academy at Andover, MA. Wonderful, challenging, exciting, fabulous maybe, but Andover was not "school."

Yes, we did attend classes. Most people attended class for about three hours a day. I, however, was in art classes for six hours a day. The summer session offers courses ranging from chemistry to comparative fiction to photography to radio broadcasting. Aside from a major and minor course we were required to attend an afternoon activity. Afternoon activities were sports oriented and included volleyball, lacross, and new games. Aside from these requirements and class assignments we were free to roam the picturesque New England town of Andover. On Wednesdays, Saturdays and Sundays when we had fewer classes, we could bus to Boston or any of the other neighboring towns. Phillips Academy provided organized trips to New England colleges, an amusement park, and the beach.

However, everyone I have spoken with who has ever attended Phillips Academy claims it is the people — students and faculty — that make the Andover experience incredible. The student body comes from all over the world. The students are creative, highly motivated, intelligent, and very friendly. I found that dorm conversations ranged from politics to school yearbooks to who the cutest guy in someone's class is. In six weeks I established what are bound to be long-lasting friendships with an assortment of people. Five months since we first sat in that auditorium listening to welcoming remarks there are probably 900 people thinking Andover was the best experience in their lives.

Davidson College

by Ellen Sergent

Last summer proved to be a unique experience for me. I participated in the Davidson July Experience Program for one month at Davidson College. When I told my friends about my summer plans, they looked at me with astonishment and a bit of horror. I was continuously bombarded with questions such as, "Why in the world do you want to spend a month studying with a bunch of people you don't even know?"

As the date grew closer to my departure, I began to wonder myself why I had decided to enroll in this summer enrichment program. The idea of spending one whole month of our precious summer studying did not exactly thrill me, but the thought of meeting new friends did.

A typical day at Davidson included two different classes with the Davidson professors. The courses ranged from writing skills to astronomy to economics. Outside of the academics, we were able to water ski or swim at Davidson's Lake Campus (sailing and canoeing were also offered) or participate in a variety of other sports. The nights were filled with dances, movies, or pizza and ice cream parties. The weekends were totally free; you could go to the Lake Campus, sleep late, or go on the planned trips to Charlotte. There was always something that was fun to do.

One of the best aspects of this experience was the opportunity to meet new people. There were 50 guys and 40 girls, and we all stayed in one dorm. The friends I met have become some of my closest peers. I am always getting letters or phone calls, and we have planned many reunions.

I know the idea of studying during the summer does not really sound like fun — especially now, as we are about to face exams — but the work is really not that difficult, and besides, it is a great way to have fun. Summer enrichment programs are a fine way to become acquainted with college life, meet new friends, and have a lot of fun in the process.

Washington and Lee University

by Devereux Cummins

Study in the Summer? Never!! That's what I thought before learning I had been accepted at the Washington and Lee University Summer Scholars Program.

Actually, as the day of my departure approached and the number of days of late sleeping and late nights dwindled, I wondered what I had gotten myself into!

Yet, these qualms soon disappeared when I registered. One hundred and sixteen rising seniors came together for one month of extensive learning, challenge, and incredible fun!

Each student was required to take a minimum of two courses, and a third Pre-Med course was offered to the students seriously interested in the medical profession. I took Journalism and Philosophy because I have always been fascinated by both fields. Journalism was great! I became a disc jockey for the university's (and city's) radio station, WLUR, and played tunes from U2 to the Beatles.

Philosophy invoved a study of the rights of the individual and the by reading such works as "1984" and "The First Circle." Classes were only one hour each, so the rest of the day was open for all kinds of activities such as rapelling, spalunking, orienteering as well as racquetball, swimming and other endless sports. We were also free to go into "town" to shop or eat or whatever.

At night, a speaker would come for an evening program and talk to us about all sorts of topics such as "how to Choose a Major," "How to Watch T.V." and "Fraternities and Sororities and Drugs." Then we would raid Dominoes and stay up all night.

One of the best parts of the program is meeting so many different people. I made lasting friendships with people from all over the country.

W&L was the best experience of my life, and if you have the opportunity to attend a summer program, seize it! I promise you will love it!

Middle Schoolers Participate in Activities

by Brooke Graham and Michele Tongratanasiri

Interesting and creative ideas! That is what the Middle School clubs and classes aimed for as they made long-range plans for service projects and social activities this fall. While the clubs were filling their heads with Christmas thoughts, the eighth-grade class had all eyes set on Chicago for a class trip planned for next spring. The seventh grade contributed time and attention to many, many helpful activities.

Selling candy bars has been the eighth graders' main focus, to partially fund the Chicago trip. Mandy Emerson, chairperson of the candy sale, reported a job well donw, and plans to sightsee, visit museums, shop, and see a play are already taking shape.

What have the seventh graders been up to? The answer to that is so many projects it's difficult to keep track. They have collected Campbell's Soup labels for the Vanderbilt Children's Hospital. By doing so, they have helped accumulate points toward a computer for the Child Life Center in the hospital.

They have also collected fast food restaurant coupons to be used by families of hospitalized children to help defray their eating expenses. For Halloween, they made tray favors to be distributed through the Green Hills Mobile Meals Program.



Summer participants share a valuable challenge.

Vanderbilt University

by Marian Stoney

This summer, seven Nashvillians and 33 other high school seniors from Tennessee participated, or rather attacked whole-heartedly, Vanderbilt University's **Summer Challenge '85**.

Arwen Staros, Robby Bueno, Robert Harris, Rachel Roberts, Tom Parks, and Todd Stewart were the Nashville representatives. We enjoyed getting to know a lot of fascinating people while we attended classes in philosophy, art history, Southern literature and computers, as well as extracurricular classes is crafts, arts, and dance. Arwen silkscreened, while Robby Bueno and I chose the exercise and conditioning class. Robby (an athletic football player) was surprised to find himself in a dance-/yoga/meditation class, and as the class had mostly guys and only a few girls, we had a pretty hilarious time!

Evenings were often spent at the Sarratt Cinema. We saw a variety of movies including "Wise Blood," "Dr. Strangelove," and "Being There." Afterwards we met in the Good Woman (a bar during the school year) in the basement of Carmichael Towers where we discussed the film. We lived on the ninth and tenth floors.

We had several outings and excursions. We visited Opryland, went to a Sounds game, and went to Riverfront Park on the 4th of July. We had a faculty/student softball game (the students were victorious) and a picnic in Edwin Warner Park with our parents.

We had plenty of free time which was mostly spent socializing, playing Ultimate Frisbee, and having shaving cream fights. Often we ordered pizzas and talked until 2:00 a.m.

We spent a lot of time in the computer lab writing our 3 papers. The most challenging was a paper on God and the meaning and purpose of life. We had long discussions among ourselves, and the opinions were very varied. The papers were critically corrected and handed back to us to be rewritten. We found it to be a trying and questioning ordeal, but emerged more confident of our beliefs.

Summer Challenge '85 was a rewarding experience. Many colleges offer summer programs, usually students are given the responsibility of organizing their own time and activities. These programs are an excellent preview of college life.

Chanukah: A Fond Memory

by Bob Parsons

As a little boy the Christmas season mesmerized me. Being Jewish, I was entranced by the pageantry of an event I didn't quite understand. My parents were, in a way, also baffled, and their confusion added to my own.

One year, for example, stockings would hang from the mantle and presents would be distributed on December 25. The next year presents would be parceled out day after day as we celebrated Chanukah in the traditional way. I was lost, but I did know I liked the big bang theory of gift giving much better than its more moderate counterpart.

When I was about ten my parents took me to visit a Catholic friend's house on Christmas Eve. Now I knew there were Christmas trees — in an intellectual way — but I had never seen a real one, on Christmas Eve, in someone's house. I stood transfixed and watched the tree, saying nothing. There were long tubes filled with a liquid that bubbled rhythmically, there were horses made out of gingerbread, and there were colors and lights, and lights and colors. That was my best Christmas, my best Chanukah.

A Christmas to Remember

by Marion Couch

Growing up in mid-western Iowa, I had always related the joys of Christmas with cold weather, ice and snow and the typical fir and spruce Christmas trees.

As I became a teenager, I decided that it would be wonderful to get married in this special season with snow glistening on the ground, icicles hanging from the roof, poinsettias and holly in the church and mistletoe hanging in the doorway.

This dream was to become a reality but only in a temporal sense. I was indeed married on December 25th, not in wintery Iowa, but in Greeneville, Mississippi, with the balmiest of weather and an abundance of gardenias and japonicas in bloom.

And the magic of Christmas was there!

All the Way to State

by Kristin Breuss

For years the Honeybear soccer and volleyball teams have dreamed of going to state ... This year their dreams came true. For the soccer team, which has always had the talent but perhaps has lacked the strong sense of unity of this year's team, getting to state was a first.

For the Honeybear volleyball team, once described as the team "every coach wishes he had," this achievement was the first since their coach, Ms. Georgianne Moran, played at Harpeth Hall.

What made the difference this year? Both coaches cite team unity as the driving force behind their team's success. Mr. Turnbull ascribes the closeness to the team's attitude: "No one was the 'star'; each member was just as important as any other. And although there were only eleven players on the field, twenty-five of us were playing."

The same is true for the volleyball team, who also lacked one star player. Said Kristin Breuss, Senior setter, "There was such a bond between us that any tension felt by one member was soon felt by all. If one member of the team was down, we knew that we'd either have to get her right back up or the whole team would be down. It was all or nothing for us ... but usually all."

However, such intangible traits as team unity and the "killer instinct" were coupled with the sometimes too tangible qualities of long hours and hard work.

Volleyball camp at the University of Tennessee, which included 8 hours of volleyball a day, set a prophetic precedent for the season that followed for the team. The endurance building two mile runs of the soccer team did the same. However, the sweat paid off in joyous tears when each team qualified for their respective state tournaments.

Yes, one might say each team had a "storybook season," but with the friendships developed on each of these teams, it looks like the story may never end.



Sitting on the corner, watching the guys pass by....

Moran Teaches Frosh to Spike

by Carolyn Fischer

Although often in the shadow of the varsity team, the freshman volleyball team also enjoyed a notably successful season this year.

After a shaky beginning, adjusting to several different backgrounds (what Coach Pat Moran terms as "jelling"), and weathering a late start, the girls were able to master the fundamentals and work together as a team.

In fact, Coach Moran remarked that their strongest point became their hard serves and consistent serve receptions. By no means less remarkable were their enthusiasm and desire to improve — the girls put in a great deal of extra time, volunteering early mornings and weekends to polish their skills. Over the course of the season, the freshmen achieved their objective of establishing a firm base upon which to build and acquired the experience necessary for varsity athletics.

The team went into the final tournament with a respectable 7-10 record, but it was during this championship that they displayed their true Honeybear spirit. Defeating several of the teams to which they had lost during the regular season, their efforts culminated in winning fourth place in the city. Coach Moran commented that she was "extremely happy with the way it ended."

In fact, Moran's only complaint was with the TSSAA regarding a rule that line judges must come from the team itself. She objects first of all because the player "knows right then she won't get to play," and secondly, because undue pressure is placed upon the girl. She offers instead the alternative that the home team provide two adult judges for each match.

Runners Regarded in Retrospect

by Sarah Hardison

Members of the 1985 cross country team are reflecting on the past season and recognizing the valuable experience they gained. Each year the team grows in its blossoming friendships as well as in talents.

The Honeybears finished third behind Hillsboro and Ryan in the NIL meet. Allison Cummings was selected as a member of the all NIL team. The season came to a close with the team receiving third in the Regional meet as well. Allison qualified to go to the state meet as one of the top three individuals to advance to that level. She ran an excellent race in the state meet with a time of 19:11 and received a 15th place trophy.

While commenting upon the team's accomplishments, Coach Russ said, "Plagued by injuries this year, the Honeybears were unable to reach the goals we had set during the summer. We are not discouraged because we hope to have an excellent season next year!" Coach Russ, as always, provided the team with her steady influence and advice throughout the season. She will always be seen by the girls as their coach as well as their good friend.

This was the first year Mr. Jones helped with the team; now the girls are wondering how they ever managed without his tremendous assistance. He was supportive and encouraging through all those hard workouts when he ran with the team! Mr. Jones described the season as "Fun in the sun, in the shade, and on the trails!"

Although the team did not achieve its highest goals, the runners have increased their knowledge of the sport and look to next year with enthusiasm. There will be five seniors on the team next year who hope to provide it with their leadership and dedication. There is a high level of commitment involved in the sport, and the teammates anticipate an early training program during the summer. All of the runners should be in excellent condition and happy spirits next fall!



Mrs. Russ smiles with her successful team.

Riflery Team Begins With a Bang

by Lee Mays

The Harpeth Hall riflery team has started yet another season with a blast of enthusiasm. Coached by Emmons Woolwine, the team consists of eight previous members and eight newcomers.

The eight previous members who will lend their expertise are Marce Jones, Susan Stuart, Tricia Durst, Leah Altemeier, Kristine Stone, Leigh Flores, Susie Stevens, and Amy Hendrick.

The eight newcomers are Nancy Wood, Katie McDougall, Becky Bond, Jolie Schacklett, Leanne Little, Suzanne Culp, Sarah Hardison, and Margo Fort.

Last year the riflery team competed against such rival teams as David Lipscomb, Montgomery Bell Academy, Battle Ground Academy, Hillsboro and Hillwood. The team was right on target ending the year ranked sixth in the state. Captain of the team, Susie Stevens, enthuses, "I think we will do even better this year because the experience on the team helps a lot."

The girls practice every Tuesday at Vanderbilt (5-7 in the afternoon) with matches taking place on Saturday afternoons. The riflery team is divided into two teams of four or five girls with several alternates. In a typical match the girls shoot against all the other teams for a period of an hour. After all the teams have competed against each other the scores are compiled and the team with the highest score wins!

The girls are competing from the beginning of December to the beginning of February, so come on Honeybears and support your Harpeth Hall riflery team!

Hats Off to School Spirit

by Annis Marney

Firemen wear fire hats, chefs wear chef hats, nurses wear nursing caps. What better way to express oneself than a hat? The Student Council asked themselves this question and decided to sponsor Hat Day! On November 9, students wore many different types of hats — Easter bonnets, baseball caps, hats from around the world, funny hats, and many others. A prize was given to Carrington Nelson for her strange grasshopper hat.

The Student Council has great plans for the rest of the year. Christmas carols will fill the air in mid-December. On the arrival of spring, students will enjoy Spirit Week, Armed Forced Day, exchanging valentines with MBA, and of course, Hawaiian Holiday. Be careful, the Student Council has many other surprises under their sleeves!

In an effort to get to know some of the seniors, their sister class, the sophomores, decided to devote several days of activities with them.

There have been activities between sister classes in the past, and the sophomores decided to renew the relations between these classes.

On Tuesday, Nov. 19, the sophomores defeated the seniors in a game of battleball in Bullard Gym. This was a good way to have fun while blowing off some steam in the middle of a hectic week.

The next day, Nov. 20, each sophomore made a lunch for a senior. The classes ate lunch in the Bear Lair, and had lemonade while visiting and getting to know each other.

These activities seemed to be very successful in making everyone a little more friendly and comfortable with people they hadn't known before.

Honeycubs Farewell

by Carrie Oliver and Mary Price Russell

Rain, mud, wind, and cold afternoons ... Even these practice obstacles did not slow down the Honeycubs' stride toward victory. The Middle School athletes have successfully completed their fall season of sports.

Ending the cross country season, Mrs. Marie Burr, the coach, honored seven runners by inviting them to the Oak Ridge Invitational Cross Country Meet at the Melton Hill Dam. It was a grueling uphill course for approximately three-fourths of the overall two-miles run. In spite of this hardship, all the runners had a great time and placed second in the meet. Marychar Creson, Mary Price Russell, and Dede Simons finished in the top 15, receiving individual trophies. Our runners competed against older girls because all teams competing, with the exception of Harpeth Hall, came with ninth graders on their teams.

The new and talented coach, Derek Hart, has led the HVAC soccer team through two ties against Northside and Ensworth and four losses, although well-played games. Going into the tournament, the Honeycubs were seeded in fourth place. The team lost a game to Northside 4-1 in the semifinals but in the finals made a great comeback and beat Ensworth 5-1. This game put the Honeycubs in third place in the HVAC and also ended another good season for the Cubs. Ashley Hodde and Alison Brooks made the All-Tournament Team. During the last week of play, the team lost two excellent players, Murray Polk and Susie Creagh, due to injuries.

All club members will assemble in the cafeteria, as the holidays near, and stuff stockings with candy, fruit, and toys for the Salvation Army.

Hear Those Play Bells Ringing?

by Amy Asbury

"Hurry, hurry, hurry, till we're done. Hurry, hurry, hurry, till we're done." These lyrics from "Babes in Toyland" clearly describe the frenzy of excitement among the sixth graders. Even before Thanksgiving approached, they were preparing for their annual trip to Heads Up Child Development Center. This excursion will take place on Thursday, December 19.

To enter Frist Hall was to become a part of the turmoil of activity during the weeks of preparation. Visiting Miss Moran's room you could see Nikol Tschaepe, Sarah Davis, Amy Hamilton, Daphne Titus, and Leslie Durham busily cutting, sewing, and stuffing pillows. Many a soft, fuzzy football or Christmas print heart flew across the room. These pillows will be given to the boys and girls at Heads Up.

Out in the hall, scripts were being distributed and girls were hurriedly practicing their lines. The Greyhounds will perform "The Bear Who Slept Through Christmas," and the Greenie Meanies are preparing "Where's Santa?" Emily Davis will masquerade as the popular Harpeth Hall Honeycub, and Maria Thrailkill will pose as Santa, who will hand out the pillows from "his" large sack.

When asked if they enjoyed working on this Christmas project, they all agreed with zest. Kara Emerson replied, "I think it will be fun because I've done service projects before, and I like being with the children."



Whodunnit?

by Sandy Halachm

The butler did it with the candlestick in the conservatory. Could this be the solution to the greatest murder in the Dark Ages?

On November 15, the junior class and a group of Playmakers travelled to the Tennessee Performing Arts Center to view the Tennessee Repertory Theatre's presentation of Shakespeare's far-famed tragedy MacBeth.

The students were first briefed by a group of distinguished teachers about various aspects of the Elizabethan production. Dr. Raymond Frontaine spoke about the historical background of the play. Mr. Heath Jones discussed the use of witchcraft in the play; and Mr. Gordon Turnbull described the staging of the play.

The group then set out for TPAC to see the play. After an excellent production the students had a chance to meet the actors. The students then returned to Harpeth Hall for an outstanding lecture by Professor Ann Cook of Vanderbilt University.

All agreed that the day had proved to be a pleasant and educational one. By the way, Macbeth did it in Duncan's chamber with a dagger.

Have a Beary Berry Christmas!

by Carol Cavin

On Sunday afternoon, December 8 the Harpeth Hall upper and middle school choruses filled the Marnie-Sheridan Art Gallery with the music of the holiday season. Students, faculty, parents and members of the community gathered in the gallery at 3 p.m. to hear this special program directed by Mrs. Ray Berry.

The program began with both choruses singing several numbers celebrating Hanukkah, followed by each group's selection of Christmas songs. One of the highlights of the afternoon was the upper school chorus's performance of **A Ceremony of Carols**, a unique collection of songs whose lyrics were written by a 14th century author, but whose music was written by Benjamin Britten, a 20th century artist. The accompaniment of a professional harpist from the community added a classic touch to this collection of pieces.

In addition to this contemporary cantata, the chorus performed several other Hanukkah and Christmas pieces, many of which contained special solos and ensembles. One of these ensembles contained the senior members of the chorus who performed two numbers as a group. "I was really glad all the seniors got to sing together as a group because a lot of us have been in chorus for several years and to sing together was very special," said senior Betsey Bryan.

"There is so much talent in the chorus this year as a whole," she continued, "and although we had to work hard, the performance went really well. I know it added a lot to my holidays!"

Results From The North Poll

by Dallas Hagewood

A poll was given to over 200 upper school students in the middle of November to find out some different ways of celebrating the holiday season. The results were as follows:

1. Do you peek at your presents?
45% yes 55% no
2. At what age did you find out about "Santa?"
17%-6 20%-7 20%-8 25%-9
3. Have your parents ever mailed you letters from Santa Claus or dressed up on Christmas Eve?
25% yes 75% no
4. Do you leave cookies out for Santa?
70% yes 30% no
5. Are you celebrating at home or away this year?
74% home 26% away
6. How late do you sleep on December 25th?
25%-7 33%-8 20%-9 10%-10
7. Do you give your pets presents?
76% yes 24% no
8. Would you open the smallest or largest present first?
64% smallest 36% largest
9. When do you eat your holiday meal?
16% b'fast 41% lunch 43% dinner
10. Do your parents ever put "From Santa Claus" on your gifts?
71% yes 29% no
11. Does Santa stuff your stocking?
81% yes 19% no
12. When do you start thinking about the holidays?
19% Oct. 55% Nov. 14% Dec.
13. Have you ever had a white Christmas?
70% yes 30% no
14. Would you rather be in Hawaii or Colorado for the holidays?
24% Hawaii 76% Colorado

Some of the favorite Christmases were attributed to various presents such as a Barbie Vette, Star Wars "junk," a pink tutu, and a real little sister. One girl received a brand new tricycle and tried to run away on it, but her parents caught her in the elevator.

Another student remembers her favorite Christmas as the time her sister asked for earth shoes and got doll shoes filled with dirt! (Yet there was a check underneath). One girl was so excited about a cookie monster doll she wet her bed — and admitted it.

A few students were shocked to find out there really was no Santa Claus. When asked, "When did you find out about Santa" some replied "What about him?" Do you know something I don't know?!?

There were also a few scrooges who replied "catch me later" or "No!" when asked to recall their favorite Christmas. There was one person, however, who really showed the Christmas spirit. She replied, "All Christmases are wonderful — but the present part gets less exciting while having the family home is more and more special."



Art: A Different Perspective

by Lauren Doolittle

You may have noticed lately that the walls of our gallery have been brightened by numerous colorful painting and collages. What you may not know is that all these art works were done by a local Nashville artist, Joe Montgomery.

Mr. Montgomery is an established artist in Nashville who majored in painting and drawing at both the University of Tennessee and the University of Georgia. He has received many awards for his art work including the Ford Grant in painting at Georgia in 1978 and Best of Show in oil painting at the Parthenon in 1984.

Mr. Montgomery's talent produces a wide spectrum of art work, ranging from photographs and monoprints to oil and collages, with much left in between. Some of his larger works are abstract oil paintings in which he effectively uses thick paint and brush strokes to provide an interesting texture. His show also includes a series of collages which he does with torn paper and paint. By layering the different shapes and colors, he achieves a three dimensional effect. He also has a number of mixed media pictures.

Mr. Montgomery's works are often published in the **Nashville Tennessean** but can always be seen at Metropolitan Federal on Fourth Avenue in Nashville, or in private collections around the Nashville area. But, since you might not get to see his art work in any other place, take time to go to the gallery and take a look at this exciting art show, for there is something for everyone in the artwork of Joe Montgomery.

Key Club Opens Doors

by Allison Simmons

No, don't worry, the Key Club does not make keys, but is rather the service organization made up of roughly 125 Harpeth Hall Upper Schoolers. This club was originally formed to aid the community; its international motto is "caring — our way of life." It is now the largest such organization with over 100,000 students involved.

At Harpeth Hall, the Key Club began early, as always, with the Annual Book Sale where members help girls sell used books and use some of the money to send leftovers to places such as the West Indies.

Next, they were busy organizing and preparing for the faculty dinner get together to better acquaint the new teachers. They are also involved in aiding the community more directly with such projects as the Diabetes Walkathon, Swing for Sight, the Parade of Homes, and the Second Harvest Food Bank. They spent the day before Halloween at a children's day care center, Donar Belmont, where many were touched simply by the children's wonderful attitude and laughter.

In addition, the Key Club is often called upon to help with jobs around school such as taking up absentees and manning the concession stand at athletic events. Presently, the Key Club is working on our most important project of the year — it deals with the Quaker Oats organization. We hope we can help this group in saving the children.

I would like to take this opportunity to personally thank each officer and member of the Key Club because without everyone's participation, this group would not be able to function. Also, as every officer knows, Mrs. Louise Wills, our advisor, has truly dedicated herself and deserves more thanks than I could ever give her. So, if you think you might be interested in serving our community, join this organization, the Key Club.

LOGOS II

Volume VI Number 2

Logos II is published six times per year for Harpeth Hall School, 3801 Hobbs Road, Nashville, Tennessee 37215, 615-297-9543.

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