HARPETH HALL SCHOOL

WINTERIM Course Catalog

2000-2006



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The Harpeth Hall School




winterim

January 3-21, 2000

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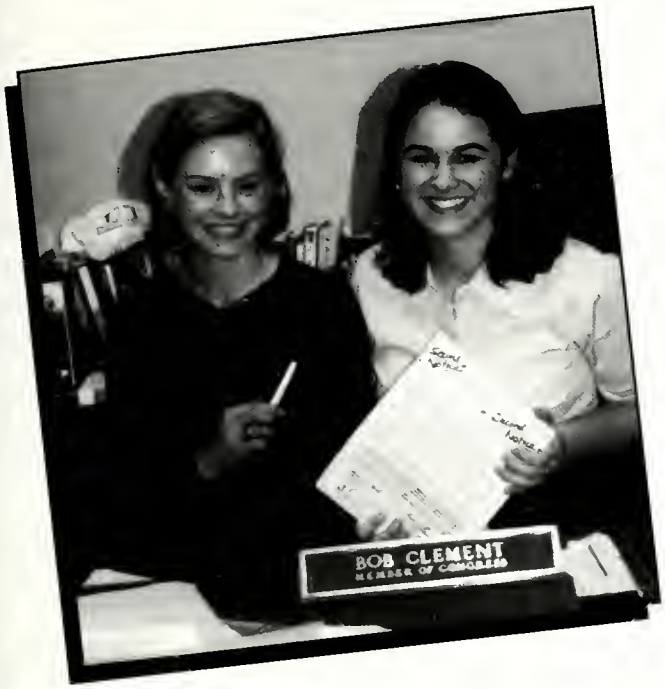
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Mission Statement



Harpeth Hall, an independent college preparatory school for young women, offers a traditional curriculum designed to challenge each student to her highest intellectual and creative abilities. The school's program strives to develop in each young woman the skills, self-esteem, and confidence for having a successful college experience and for meeting the challenges of the future. Harpeth Hall is committed to a single-gender environment wherein each student can be equipped, nourished, and motivated to meet her greatest potential for learning as well as for living.

The History of Winterim

Harpeth Hall is full of tradition, and one tradition that many alumnae speak about with great enthusiasm is **Winterim**, an academic credit program required for graduation. For 27 years, students at Harpeth Hall have spent the first few weeks of the second semester learning outside the traditional classroom and gaining valuable insight on careers. Freshmen and sophomores remain on campus and choose from numerous elective-type courses not offered during the school year. Current faculty members create and teach these courses (oftentimes with other faculty members), allowing them to share with the students their own interests that may be far removed from their regular subject areas. Courses are one hour and 45 minutes and fall within various disciplines. Students are expected to participate in class discussions, as well as complete required reading and assignments. While Winterim offers a different approach to learning, Winterim is not an in-school vacation. Courses are challenging and students are expected to work hard. Students' work in these classes is assessed on the same grading scale as a regular course.

Juniors and seniors have numerous options during Winterim, most of which take place off-campus. Some girls participate in work/study internships in or out of town, allowing them to experience firsthand careers of interest. Some students are encouraged by what they see during this time and are able to solidify their post-college plans, while other students are able to decide against careers they were considering at one point. Whichever the case, the experience proves invaluable. Others students choose to participate in academic travel programs, enabling them to immerse themselves in different environments and cultures. And still others spend these weeks pursuing independently a subject they are passionate about, such as art, dance, music, creative writing, or photography, under the close supervision of a faculty member.

All students receive grades during Winterim, regardless of their grade level or activity. Colleges and universities are becoming increasingly interested in students' academic experiences outside the classroom. For this reason, students and parents should plan carefully and look ahead when discussing Winterim.

The Philosophy and Experience

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learning is not limited to the classroom and laboratory or to traditional offerings in our academic day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a non-traditional schedule, and opportunities to learn beyond the campus, Nashville. Juniors and seniors will design their programs work/study or academic travel from among well-establish offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expect to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors and expect to complete your arrangements in October.



Ann Teaff
Head of School

September 1999

Standards

During Winterim 2000 the school will continue to expect the same conduct both on- and off-campus which is expected of Harpeth Hall girls during the school year. Please review the Upper School Handbook.

Dress

During Winterim, students are expected to follow the guidelines for uniforms as outlined in the Upper School Handbook, with the following additions:

1) Students are allowed to wear blue jeans or wool or corduroy pants (without holes).
2) Students are allowed to wear hiking boots.

Attendance

Students participating in the on-campus programs will attend all classes, assemblies, and morning meetings. The policy for absences during Winterim is the same as it is during the school year, as defined in the Upper School Handbook. An absence the day before or the day after a holiday counts as a double absence. The two categories of absences and the procedures that accompany each are as follows:

1) Excused Absences

A) **Sickness or injury to the student/Family emergency involving illness, injury, or death.** Parents should call the school before 8:30 the day of the absence.

B) **Special family celebrations (weddings, graduations, bat mitzvahs)/religious holidays.** Parents must submit a note in advance for these absences, and students must complete an absence form.

2) Unexcused Absences

An unexcused absence occurs when a student misses all or part of the day without the knowledge of both parents and the school. This results in an automatic suspension.

There is an absence form in the Upper School office that must be completed before the day of an absence. This form must be signed by Mrs. Mulgrew and then taken by the student to her teachers for their signatures, and then given to Mrs. Horton before the student leaves for the absence. This form takes at least 24 hours to process.

3) Absences and Extracurricular Participation

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Students participating in off-campus programs will be present for the duration of their daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. **Parents should notify the school and the student's community sponsor by 9:15 a.m. if the student will be absent.** Schools may close for snow days when businesses do not. If a student's community sponsor is open for work, the student is expected to be present. **Inclement weather does not provide an excused absence.**

Freshman/Sophomore Program

Requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio, which will be given to her at the end of her senior year.

Freshmen and sophomores will concentrate in four areas over a two-year period: arts, health/daily living, humanities, and math/science. Each year a student will take three concentrations, though some courses fall within two concentrations. Over a two-year period, a student will fulfill six concentrations in four different areas, repeating a concentration in two areas. In addition, the option to do a service concentration one of the two years is available, which will require two time blocks. Therefore, a student who chooses the service concentration will fulfill five concentrations over two years.

Daily Schedule

8:00 - 8:40 a.m.	Assembly Mon/Wed/Fri Morning Meeting Tues/Th
8:45 - 10:30 a.m.	Block I
10:30 - 10:45 a.m.	Break
10:45 a.m. - 12:30 p.m.	Block II
12:30 - 1:05 p.m.	Lunch
1:10 - 2:55 p.m.	Block III
2:55 - 3:00 p.m.	Clean-up

Grading System

The grading system for the on-campus program is the sar as the grading scale for courses taken during the school year. Each student will be required to submit work from her program to be included in her Winterim portfolio. Students who fail a Winterim course will be required to work with the Director of Winterim and the classroom teacher(s) to develop a plan to make up successfully the requirements of the class.

Grading System

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	65-69
B	83-86	F	64 and below
B-	80-82	NC	No credit given for those who are unable to complete the requiremen due to illness.

Concentration in the Arts

Acting and Performance Workshop

Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play" — there will be lines to be learned, character work to be done, production positions to be filled, and journal entries to be written — but it's all fun! The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim!

Limit: 14
Cost: $25.00

Animation Art

The goal of this course is to encourage and develop imagination, creativity, and teamwork. "Animation Art" is a hands-on experience using different drawing techniques to create movement of characters and special effects, with the production of storyboards, flipbooks, and various techniques through the computer-generated Dabbler flipbook series. A four-day trip to the Disney Institute in Orlando, Florida, is planned. Production and animation courses will allow further experimentation with animation, under the tutelage of professional animators. Theme parks are included.

Limit: 15
Cost: To be determined in the fall (During Winterim '99, the fee was $535.00 for airfare, accommodations, classes, and theme park admission).

Creative Journaling and Bookmaking

This class will focus on developing a daily writing habit, learning to think of the page as an art space, and making creative journals and other types of books. Students will be expected to keep a journal in which they will collect their own writing, quotes, snatches of phrasing from their entire environment, responses to brief readings assigned by the teacher, and quick daily page arrangement exercises. The readings will take a look at poets (such as e. e. cummings and Marianne Moore) whose work accommodates the idea of the printed page as art space as well as the incorporation of slang and advertising language into a work of "high" art. Some writing assignments will be approached from a variety of image response techniques: making a collage in response to a poem or quote, writing on different paper shapes, or in different concrete forms. Students will be expected to share some of their found writings with the class. The journal will be submitted to the teacher on a weekly basis to insure that it is up-to-date and work is being done. The class will also receive instruction in desktop publishing, the in's and out's of scanning and placing art; editing, proofing, and placing copy. Some basic elements of graphic design will be covered. A field trip to Phillips Printing Company will give students a chance to see the complete printing spectrum. As a final project students will craft a handmade book and will study samples and books on how this can be done. The class will visit a local art store to receive instructional ideas and to have a look at the materials available for their use on this final project.

Limit: 15
Cost: $20.00

Arts continued

Dance Technique (Modern/Jazz)

This class uses continuing combinations in modern and jazz dance technique. Each class is a double block meeting everyday. It is very helpful to have had the "Introduction to Dance" class or some equivalent training. This is a great class to gain experience quickly and is also a lot of fun!

Limit: 15
Cost: $15.00

From Stage to Silver Screen

Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as *Steel Magnolias* and *Prelude to a Kiss* and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be included if scheduling permits. Come join this amazing journey from stage to screen!

Limit: 20
Cost: $20.00

Improv at 110%

Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortabl clothing, a wild imagination, and a great sense of humor!

Limit: 20
Cost: $10.00



Light and Color

Light up your imagination and dazzle your friends by designing and assembling a stained glass window. You will use age-old techniques, dating back to the Gothi period, as well as turn-of-the-century innovations! You will learn to work from a "cartoon," make templates, cut and shape glass pieces, and foil and solder your window together. Materials will be provided for a first smaller project. Students will need to arrange transportation after school to purchase additional materials for a second larger project. Get ready to sharpen your wits...and don't forget to bring a Band-Aid!

Limit: 10
Cost: $25.00

The Mad Hatter's Tea Party — The Narrative and Ceramic Vessel Making

This is a course on clay slab and coil work that will empha size imaginative storytelling through the creation of a clay tea set — teapot, creamer, sugar, and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read *Alice in Wonderland* and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative surfaces, and a unique product! Talent is unnecessary but laughter and enthusiasm are a must!

Limit: 10
Cost: $50.00

Arts continued

ongwriting For Guitar

lave you ever wanted to play guitar? Write your own ngs? This course has two complementary aims: to help eginning guitar players learn to play, and to teach novice ngwriters the craft of songwriting. We will look closely the lyrics of well-written songs, write our own, and xplore the fundamentals of guitar playing. You do not ave to be able to sing to be in the class, nor do you need have had experience playing guitar. However, each udent should own her own guitar and should be prepared pay a small fee ($25.00) to meet the cost of materials for group project. This project — the design and recording a CD of original songs — will cap the course.

imit: 10
ost: $25.00



he String Machine

alling all instrumentalists! This is an opportunity for all nstrumentalists (primarily string players — piano, too) to lay ensemble pieces and solos of different styles, to be erformed at an assembly for the student body. You don't ave to be in chamber players to get involved. You do have have previous knowledge and possession of any stringed, ind, brass or percussion instrument.

imit: 12
ost: $15.00

Techie 2000

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim productions and run tech for the Winterim show. This is a great opportunity to stage-manage — run the light board, tun the soundboard, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim!

Limit: 20
Cost: $25.00

Whatever/As If...A Study of Knowledge, Truth, and Education Through Films

Films such as *Clueless, Ferris Bueller's Day Off, Dead Poet's Society,* and *Stand and Deliver* all share a common setting — school. A careful study of these films and others reveals much about our society and what it considers a good school, a good teacher, a good student, or a good education. These films in their own ways cause the viewer to make decisions about the nature of learning, the meaning of truth, and the value of an education. In *Dead Poet's Society*, a gifted teacher helps students understand and experience the importance of literature and confront major philosophical issues. *Ferris Bueller*, on the other hand, seems to tell us that the important things to be learned in life are not in school but out of school. In *Clueless*, school is important, not as a center for learning but rather as a command post for social situations. In this course students will be looking at, discussing, and forming opinions of their own about schools and related philosophical issues. Each student will make a presentation in class illustrating these issues.

Limit: 20
Cost: $10.00

Arts continued

The World According to Mythology: Mythology and the Arts in Nashville and D.C.

Mythology and the arts are a powerful combination. Students in this course will explore Nashville and seek out performance arts, public art, museum collections, and stories from many different cultures. They will work to understand how mythology influences the arts and how the arts use mythology. The World According to Mythology will use mythology as a lens through which to view sculpture, film, painting, dance, and music; whenever possible, students will themselves experience the art form, whether it be sculpture, performance, or writing.

Enrollment in this course does not require travel to Washington, D.C; however, a Washington experience is an option. Over Martin Luther King weekend, students wishing to travel to Washington will apply what they have learned ro the arts found in our nation's capital.

Limit: 16
Cost: Free. However, the Washington trip will cost approximately $600.00, depending on the number of students who choose to participate. This fee includes round trip airfare, hotel accommodations, and several special events. This does not include meals, transportation in Washington, or spending money.

World Cinema

It has been said that most American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films, made in Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to drama, suspense, and fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you will actually care about. Students should come prepared not only to see some great films, but also to think, discuss, and write.

Limit: 15 students
Cost: $5.00

Concentration in Health/Daily Living

Bat the Birdie

Badminton is not just a backyard sport! Challenge yourself and others to the rigors of indoor badminton. You'll have fun playing while improving your strokes and strategy. We will hold a singles and doubles tournament at the end of the class and place a garland around the shuttlecock champions! Are you game?

Limit: 12
Cost: None

Differences and Disabilities: What Are They and How Do You Live With Them?

This course will identify the various learning differences and physical disabilities people experience daily. We will look at ways people cope and the steps that can be taken to make life more manageable. There will be guest speakers, movies, simulations, and field trips included. Students will be required to do some reading and various assignments.

Limit: 14
Cost: None

Knitting

Knitting is relaxing, productive, and most of all, fun! Take this course and learn how to cast on, knit, purl, cast off, and finish your knitted creations. We will talk about the different kinds of fabric and clothing that can be made with these techniques and learn all the other factors that go into making a finished product. During a field trip to a local yarn store, we will discuss how to select yarn and needles and then buy our supplies. By knitting during class time and for half and hour each night, students will complete a hat and start on another project. This course is only for those with no prior knitting experience, please!

Limit: 8
Cost: $40.00

The Lifetime Skills Class: CPR and Money Management

This is a two-part course that teaches two important aspects of daily life: Money Management and CPR. Imagine you have just graduated from college and you have landed your first job. How do you find a place to live? How do you get a credit card or car insurance? How do you set up your bank accounts and your budget? This class will teach you about living expenses, writing checks and (successfully) keeping a checking account, saving, and investing. You will learn to use Quicken, the country's most popular home financial software. You will encounter taxes, learn about social security and withholding, and you will even learn to complete income tax forms. The second part of this course will provide students with instruction and practice in first aid and CPR. Hear real-life stories from one of Metro's firefighters, and learn how quick reaction time and proper training can make the difference in saving lives. Students who complete the necessary requirements will be certified in both first aid and CPR upon completion of the course.

Limit: 40
Cost: $50.00



Health/Daily Living continued

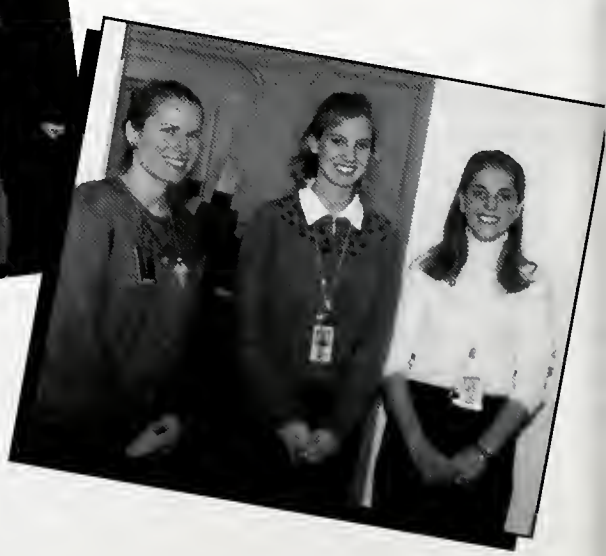
A Stitch in Time

Are you tired of stapling the hem of your uniform skirt? Do you search for safety pins to replace the button on your kilt? You can learn basic wardrobe maintenance skills in this course. You will begin by constructing and stocking your own personal sewing kit. From there you will shop for materials and construct at least two garments. As part of a service project, you also will construct a garment for a premature baby at Vanderbilt Hospital.



Limit: 10
Cost: $30.00





Concentration in the Humanities

Did You Know...(A Harpeth Hall Sampler)

Imagine a course that deals with time travel on Monday, reggae music on Tuesday, genetic technology on Wednesday, modern poetry on Thursday, life in a medieval village on Friday — and that's just one week! If this sounds appealing, and if you're a curious person who finds the world an endless source of mystery and fascination, this is the course for you. Each day faculty and guests will present a single subject, similar to those described. Students will be expected to participate heavily in class discussions, and more visible ways, such as coming dressed as flappers on Roaring Twenties Day (the better to sense the euphoria of the period). Teachers from all departments will be involved, as this course truly embodies the spirit of a broad, classical education. A daily journal and final essay will be required from all students who sign on to this odyssey of learning.

Limit: 20
Cost: $5.00

The Fifties Through Film

Some see the decade of the 1950s as a period of consensus — a breathing spell between World War II and Vietnam — in which everyone agreed on the basic principles and values guiding the nation. Others look at the undercurrents of rebellion — the beat poets, the birth of rock and roll, the start of the sexual revolution — and see the groundwork being laid for the explosive 1960s. Explore these issues, along with the history and culture of the decade through the popular films that document the era. These will include movies made during the 1950s, such as *Rebel Without a Cause, High Noon, On the Waterfront,* and *Ben Hur,* as well as those made later, such as *Guilty by Suspicion, The Long Walk Home,* and *Grease.* Along the way, learn to watch films more critically and to think about the "messages" that popular movies try to convey.

Limit: 15
Cost: None

Hitchcock 101

Before *Blair Witch Project,* before *Scream,* before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation? See the original Master of Suspense. This course introduces students to one of 20th Century cinema's greatest directors. We will watch several Hitchcock classics and analyze the nature of the great director's genius. Students will be graded on class participation, completion of homework and reading assignments, quizzes, and a final project, which will include directing a video scene in the style of Alfred Hitchcock. So come join us...if you dare!

Limit: 16
Cost: $20.00

Intimate Portraits: Photo Essays of Nashville's Women of Wisdom

Photography, interviews, and life outside the classroom make Wisdom of Women an exciting and dynamic course for the adventuresome. Students will create photo essays based on visits with some of Nashville's most remarkable women. Artists, scientists, political activists, and performers all over the age of 70 have agreed to make themselves available for discussions. The photos and interviews will be brought together into a book which students will publish. This course offers a remarkable chance to meet and work with exceptional women from the community, to venture into new and different parts of the city, and to use creative and artistic talents in a most unusual way. Students interested in this course should contact Mrs. Primm immediately since this is a rare and special opportunity.

Limit: 8
Cost: $25.00

Humanities continued

Math and Culture

Mathematics has played an important part in the historical development of our culture — from establishing the foundations of logical reasoning to supporting scientific and technological advances that continue to change our world. Cultural attitudes about math also affect us. Is mathematics just another school subject to be learned — or is there reason for the extra worry and money spent on tutors in math? Can we learn about ourselves as we learn about the subject? Students will be expected to complete required readings, assignments and projects, as well as participate in classroom discussions and activities.

Limit: 12
Cost: $30.00

Mirror, Mirror on The Wall: Fashion and Beauty Through the Ages

Why do people wear what they wear? Perhaps clothing was originally invented to protect the human body, but from mankind's earliest beginnings clothing has also been a powerful medium of communication that carries a flood of information about who a person is, who a person is not, and who a person would like to be. Louis XIV claimed that "fashion is the mirror of history." This course will look at the language of clothes and examine how fashion over the centuries has reflected political upheavals, social changes, and shifts in moral and religious attitudes. Handouts will serve as the "test" and each student will be expected to complete a short-term project.

Limit: 20
Cost: $10.00

Newspaper

Have you ever wanted to see your name in print? Write a review? Conduct an interview? Join the newspaper class and learn the basics of journalism and layout. Together, we will put together the Winterim issue of *Logos II*.

Limit: 16
Cost: None

Religions of the World

Whatever their own personal beliefs may be, Americans are at least vaguely familiar with the Christian and Jewish religious traditions. Most of us, however, are woefully ignorant of the other faiths which exist in our world. This course will examine the basic teachings of Hinduism, Buddhism, and Islam and will also take a brief look at Taoism, Confucianism, Shinto, and the Sikh religion. The format will be primarily lecture/discussion with occasional films and at least one field trip. Students will be responsible for daily reading assignments.

Limit: 20
Cost: $15.00

Humanities continued

Star Gazing

Have you ever looked up at a deep black sky sparkling with stars and gazed with wonder? Stars have inspired myths and rituals — and later music and art — across the centuries. In this course, we will explore the science behind the stars and their constellations, with time in the planetarium to see what we study. Next we'll consider the historical role of the constellations, focusing on classical mythology. We will even create some "starstruck" art all our own. As a final project, each student will complete a project on all aspects of one particular constellation. Finally, we will venture out one starry January night (all bundled up with hot chocolate to keep us warm) to study the heavens — with all their myth and magic.

Limit: 16
Cost: $15.00

The Sixties

This course will focus on certain aspects of American culture during the turbulent decade of the 1960s. Among the topics will be the Vietnam conflict, the assassinations of John F. Kennedy and Martin Luther King, Jr., the growth of liberation movements (African-American, Hispanic, Native American, and female), campus unrest, the emergence of a youth counter-culture, and new developments in art, literature, and music. Films, tapes, and other resources will supplement the lecture-discussion format, and a final presentation will be required of each student.

Limit: 16
Cost: $15.00

Three Faces of Eve: Women in Film

Explore the multi-faceted personae of the feminine spirit through contemporary films such as *Howard's End, Enchanted April, Thelma and Louise, The Turning Point,* or *On Golden Pond.* Students will be expected to respond to films in journals and class discussions, complete one outside reading, and present a project at the end of Winterim.

Limit: 22
Cost: $10.00

Twenty Days Around Hungary

This course is designed for the true language connoisseur. Hungarian is a unique language that is related to the Finnish language and is a member of the tiny Finno-Ugrian language group. If you enjoy learning different languages and learning about other countries, then this course is definitely for you! While learning basic Hungarian, you will also have the opportunity to watch Hungarian movies (in English), learn to cook the world-famous Hungarian goulash, and get to know the culture of this tiny but fascinating country. Daily homework assignment will consist of basic vocabulary study. There will also bea final research project on a topic of your choice about Hungary.

Limit: 10
Cost: $5.00

Whatever/As If...A Study of Knowledge, Truth, and Education Through Films

Films such as *Clueless, Ferris Bueller's Day Off, Dead Poet's Society,* and *Stand and Deliver* all share a common setting — school. A careful study of these films and others reveals much about our society and what it considers a good school, a good teacher, a good student, or a good education. These films in their own ways cause the viewer to make decisions about the nature of learning, the meaning of truth, and the value of an education. In *Dead Poet's Society,* a gifted teacher helps students understand and experience the importance of literature and confront major philosophical issues. *Ferris Bueller,* on the other hand, seems to tell us that the important things to be learned in life are not in school but out of school. In *Clueless,* school is important, not as a center for learning but rather as a command post for social situations. In this course students will be looking at, discussing, and forming opinions of their own about schools and related philosophical issues. Each student will make a presentation in class illustrating these issues.

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Cost: Free. However, the Washington trip will cost approximately $600.00, depending on the number of students who choose to participate. This fee includes round trip airfare, hotel accommodations, and several special events. This does not include meals, transportation in Washington, or spending money.

World Cinema

It has been said that most American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films, made in Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to drama, suspense, and fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you will actually care about. Students should come prepared not only to see some great films, but also to think, discuss, and write.

Limit: 15 students
Cost: $5.00

Concentration in Math/Science

Bridges

What makes a good bridge? If you guessed "one that doesn't fall down," you are eligible for this course. Students will look at the art of spanning space from Pre-Roman times to the present. Each student will build three different bridges (simple arch, truss, and suspension) and test them for structural integrity. We will discuss some of the physics involved in structural engineering and try to understand the disaster of the Tacoma Narrows Bridge.

Limit: 12
Cost: $15.00

Math and Culture

Mathematics has played an important part in the historical development of our culture — from establishing the foundations of logical reasoning to supporting scientific and technological advances that continue to change our world. Cultural attitudes about math also affect us. Is mathematics just another school subject to be learned — or is there reason for the extra worry and money spent on tutors in math? Can we learn about ourselves as we learn about the subject? Students will be expected to complete required readings, assignments and projects, as well as participate in classroom discussions and activities.

Limit: 12
Cost: $30.00

Math Madness

If you like math contests, you will love this course! The class is designed for students who have above average ability/interest in working with fun and challenging math problems. If you like the thrill of being able to solve challenging problems, then sign up for this course. You will have limited daily homework assignments, as most problem solving will take place in class. We will use the Internet to participate in a variety of math contests and to solve challenging problems posted on the Net. An ongoing, two-week contest between our class and students from other schools will be part of the course. Grading will be based mostly on daily class parricipation and effort rather than on actual scores on contest questions due to the difficult nature of the problems. A final survey will cover selected problems from the course.

Limit: 12
Cost: None

Programming in Visual Basic

Have you ever wondered how things really work on computers? If you are interested in learning how to write a program on your own, then sign up for this course. We will use a new and exciting programming language, Visual Basic, which will allow us to actually write meaningful programs after just a few days. The class will work together as a programming team to develop a program, while individual students will have an opportunity to try their own techniques. All work will be done in class; therefore, homework will consist of reviewing your class notes. Grading will be based on daily class participation and on your final program. The class will take a field trip ro see some real programmers at work.

Limit: 10
Cost: None

Math/Science continued

Shelby Woo and You

Daily crime scene labs and investigations turn you into hands-on detectives. This forensic chemistry course will give you the opportunity to meet the burden of proof to solve crimes ranging from check forgery to murder!

Limit: 16
Cost: $20.00



Star Gazing

Have you ever looked up at a deep black sky sparkling with stars and gazed with wonder? Stars have inspired myths and rituals — and later music and art — across the centuries. In this course, we will explore the science behind the stars and their constellations, with time in the planetarium to see what we study. Next we'll consider the historical role of the constellations, focusing on classical mythology. We will even create some "starstruck" art all our own. As a final project, each student will complete a project on all aspects of one particular constellation. Finally, we will venture out one starry January night (all bundled up with hot chocolate to keep us warm) to study the heavens — with all their myth and magic.

Limit: 16
Cost: $15.00

"Inside each of us are powers so strong, treasures so rich, possibilities so endless, that to command them all to action would change the history of the world."

H. Jackson Brown, Jr.

Historically, independent schools have supplied their communities with outstanding volunteer leadership in the arts, politics, social service, and education. Ward-Belmont and Harpeth Hall women have also earned the reputation of leading the Nashville community by giving of their time and talents through volunteer service.

In this concentration, freshmen and sophomores will discover new and old treasures within themselves, learn about the unique needs of the Nashville community, and learn how to lead meaningful service projects.

Volunteer teams will go to nonprofit agencies to teach children, encourage the elderly, nurse the sick, improve the environment...Students will also keep a daily journal and learn from class discussions on movies, short stories, learning games, and special speakers.



Since this is a double concentration (two blocks), students participating in Service Leadership will take one additional course. Freshmen electing this concentration will be required to enroll in five courses, rather than six, by the end of sophomore year. Students will meet with Miss Bailey, Mr. Springman, and Dr. Cooper in the fall to match service interests and community needs.

Limit: 48
Cost: $25.00



Junior/Senior Program

Requirements

Every student is required to earn one-half credit each Winterim she is enrolled at Harpeth Hall. Juniors and seniors may earn this credit by successfully completing an academic travel program, a work/study program, or an independent study program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grades, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio, which will be given to her at the end of her senior year. Each student is required to spend a minimum of six hours daily involved in her work or project. Time provided for lunch breaks is not included in this minimum six-hour requirement. (See pages 20-35 for a detailed explanation of the expectations and guidelines for these programs.)

Grading System

The grading system for the off-campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	No credit given to those who are unable to complete the requirements due to illness.

Registration

Juniors and seniors must complete the appropriate Winterim application in the back of this catalog and submit it to Mrs. Primm. Students should check with Mrs. Primm or the appropriate faculty supervisor before completing their applications.

Winterim Options

Work/Study Internship Placement

The information requested on the Work/Study Application Form on page 37 of this catalog must be provided in full and the application signed by the student, the parents, and the faculty work/study supervisor. Students then submit one copy to the Winterim office and one copy to the faculty work/study supervisor no later than Friday, October 29, 1999. It is imperative that the information about the community sponsor is complete and correct and that the students and parents understand the responsibilities they are accepting when they sign the form.

Independent Study

Students wishing to pursue and independent study program during Winterim should work with Mrs. Primm or a faculty advisor to develop a proposal that will meet the requirements outlined on the Independent Study Application Form on page 39 of this catalog. The proposal should be submitted along with the completed application to Mrs. Primm no later than Friday, October 29, 1999. All work/study and independent study applications must be signed by each of the following:

1) The faculty member supervising the work/study or independent study program;
2) The student;
3) The student's parent(s).

Academic Travel Programs

To reserve a place on an academic travel program, and to have the advantage of the lowest airfares available, a deposit in the amount stated in the trip description must be given personally to Mrs. Primm on or before October 8, 1999. This deposit represents the first of three payments for the desired travel program and is fully refundable only if the program is canceled. The student should complete the Application/Agreement Release Form (pages 41-42) and submit it to Mrs. Primm with the initial deposit. Availability of space on any travel program is determined on a first-come, first-served basis. The student and her parent(s) must sign all travel agreements.

Travel Behavior Expectations

All on-campus behavior guidelines (as explained on page 17 of the Upper School Handbook) will apply on Winterim trips. Of particular interest are those guidelines pertaining to alcohol and tobacco products.

Application Deadlines

Academic Travel Programs	Friday, October 8, 1999
Work/Study Internship	Friday, October 29, 1999
Independent Study	Friday, October 29, 1999

Internship Program

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the work/study program. In this program, juniors and seniors have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The work/study program is an internship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year work/study participants must prove their seriousness and their responsibility to their sponsors and to the community at large. Words are not enough, however. Students must show initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes most effectively.

While many work experiences offer real hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective work/study sponsors is essential. During a required interview prior to January, students and sponsors must become familiar with each other's understanding of the program and expectations about the proposed placement. It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional situation. **Careful attention to goals and objectives in advance will enhance the chances for a successful work/study internship experience in January.**

Many careers have been explored during Winterim. However, options open to students for Winterim 2000 are not confined to those placements available in the past. The possibility of any placement actually originates in the student herself. **Parents are strongly encouraged to assist the student in choosing an area of interest.** Students then need to check with the appropriate faculty supervisor for guidance in placement.

Every effort will be made to help the student assess her interests and capabilities, establish reasonable expectations, and arrange a meaningful work/study placement. If a student has difficulty identifying a work/study area, Mrs. Primm will be happy to assist.

In preparation for application and participation in the work/study program and consideration of a specific placement, both the student and her parent(s) must carefully review the following:

1. Participation in this program requires work and regular daily attendance. Students are expected to be present a minimum of **six hours daily.**

2. Placements are voluntary and **students must not receive pay** for work during Winterim.

3. Placements should have educational benefits, and non-educational experiences need to be avoided.

4. Students **are not** to seek work/study placements with family members. Only under very unusual circumstances will these work/study programs be approved. Any request for such approval must be directed to Mrs. Primm.

5. Placements will not be approved with any community sponsor where the student has been previously employed or has worked as a volunteer. **Failure to adhere to this guideline will result in an automatic F.**

6. The amount of responsibility and activity involved in a work/study placement should be assessed and understood in advance by student, parent(s), and community sponsor.

7. The hours of attendance requirements of the community sponsor may exceed the minimum set by the school.

8. Transportation arrangements demanded by the location of the placement are the responsibility of the student and her parent(s).

Students are responsible for understanding and accepting the above requirements as they consider their choices in the work/study program.

The process of developing a work/study placement can be long and complex. It involves the student, the parent(s) and the community and it may take months to finalize. In general, the process involves four stages: clarification, preparation, implementation, and evaluation. The following outline is included here in order to familiarize students and parents with this process prior to their commitment to a work/study program.

Stage I: Clarification

1. A student must begin early to assess her interests, goals, and expectations. After consulting with her parent(s), Mrs. Primm, and the appropriate faculty supervisor, a decision must be made as to the type and location of placement desired.

2. Once the student has arranged her work/study position she must complete the work/study application on page 37of this catalog. The parent(s) and faculty supervisor responsible for the particular work/study area must sign the application. One copy of the application is to be returned to the Winterim office and the other is to be given to the faculty supervisor. This application includes information concerning general work/study responsibilities, snow day policies, and absentee procedures. **The student and parent signatures denote an acceptance of these conditions.**

Stage II: Preparation

1. After a student's application for the work/study program is submitted, she will prepare a personal resume, including a statement of goals and expectations. At this time, the supervisor will help finalize her placement, prepare the resume, due November 12, 1999, and prepare for the interview (outlined in number 3 in this section).

2. Late in the fall a letter from the school will be mailed to the community sponsor which will include details of the arrangement, appropriate contact names, addresses, phone numbers, and a copy of the student's resume. Students will receive a copy of this letter.

3. Each student must have a personal interview with her work/study sponsor before December 10, 1999. Forms to be completed by the student following the interview will be available from the faculty work/study supervisor and must be completed and returned to that supervisor upon completion of the interview. This form will summarize the student's accepted responsibilities and outline as specifically as possible the expected activities.

4. If requested by the community or faculty sponsor, students may need to do some reading, research, observation, or vocabulary work prior to January.

5. Workshop sessions will be arranged prior to January if requested by the community sponsor.

Stage III: Implementation

1. A student should expect at least one visit from her faculty supervisor during her three-week work/study.

2. The policy of school closings for snow days does not apply to work/study placements. If the place of employment is open for work, the student is expected to be present. Faculty supervisors must approve any absence excused by a community sponsor. Only if the place of employment is closed because of weather is the day's absence automatically excused.

3. All absentees should be reported daily to the community sponsor, the school office, or the supervising teacher.

Stage IV: Evaluation

1. The evaluation procedure begins immediately following the close of Winterim. The purpose of the evaluation is to promote good community relations and to insure continuing programs.

2. Each student will be required to keep a daily journal and to write an evaluation of her Winterim experience. Journals will be kept in a notebook provided by the school and distributed to the student in December with a copy of the confirmation letter. The evaluation form with guidelines will be enclosed in this notebook. Both journal and evaluation forms must be submitted to the faculty work/study supervisor on Monday, January 24, 2000.

Deadlines for Work/Study Program

Tuesday, October 12, 1999:	Area Commitment
Friday, October 29, 1999:	Application
Friday, November 12, 1999:	Resume
Friday, December 10, 1999:	Interview
Monday, January 24, 2000:	Journal/Evaluation

General Requirements for All Work/Study Students

Eligibility
Junior and senior students

Attendance
Any student off-campus participating in a work/study program will be present for the duration of her daily schedule. Two unexcused absences for any portion or the student's entire daily schedule will result in a failing grade. If the student's place of employment is closed due to whether, the day will not be counted as an absence. **If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.**

Absences approved by community sponsors must first be received and approved by the faculty supervisor. Failure to follow this procedure will result in an unexcused absence.

Any student who is absent without both her parent's knowledge and the school's knowledge and permission will be suspended and placed on probation.

Transportation
A work/study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should not undertake a work/study placement.

Guidelines
It is the student's responsibility to understand, accept, and communicate to the community sponsor information concerning the guidelines of the work/study program. These details include minimum hours, dress, attendance, rules, and no-pay policies.

In addition, the confirmation letter written by the school to the community sponsor will also state the guidelines of the work/study program including minimum hours, dress, attendance, rules, and no-pay policies. The student will receive a copy of this letter.

It is the student's responsibility to adhere to all of the guidelines outlined by Harpeth Hall for the work/study program, particularly dates for area commitment, resume, and interview. Failure to do so will result in an on-campus classroom placement.

for Work/Study

Science and Medicine

(Mrs. Lori Graves/Mrs. Legare Vest)

This work/study program is designed for any student with a strong science background and a career goal in a science-related field. The variety of experiences available includes basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

All science placements must be cleared through the faculty supervisors. Students are encouraged to explore possible opportunities for placement and then ask the faculty supervisors to make the initial contact with a community sponsor. The faculty supervisors will make every effort to obtain an agreement with this sponsor.



Special Education/Psychological Services

(Mrs. Dana Long-Innes/Ms. Erika Radtke)

This work/study program is designed for students interested in various aspects of psychology and special education. Possible programs include working with individuals who are emotionally disturbed, or mentally, physically, or learning disabled. Other possible placements include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area. All placements of this type must be cleared through the supervisors.

Theory and Practice of Teaching: Student Teaching

(Ms. Karen Roark)

This work/study program is designed for students who desire to explore the teaching profession as a possible career. Ms. Roark will meet with students interested in a student teaching placement in order to help each student identify her role and responsibilities in the school where she will be working. During January the student will work in a local school under the direct supervision of the cooperating school and the indirect supervision of Ms. Roark.

Students completing the work/study application for student teaching should indicate her preference, if any, of school, grade, and subject area of interest. Every effort will be made to locate the student in the school she desires. However, students need to be aware that such specific arrangements are not always possible. Ms. Roark will finalize all student teaching assignments.

Law and Government (TBA)

This work/study program offers students interested in a career in this field the opportunity to observe first-hand and to gain valuable experience as an assistant in a variety of placements. The supervisor will help each student focus on her interests and identify a suitable position. These placements include assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing in various law enforcement agencies. Students should check with the supervisor before making initial contact with a community sponsor.

Business, Financial Service, Merchandising

(Mrs. Jess Hill)

This work/study program is designed for students interested in gaining work experience in the world of business. Possible placements include positions in banks, retail stores, data processing centers, investment firms, and insurance companies. Students are encouraged to develop their own contacts in this area, and the supervisor will assist as needed in securing a placement.

Media, Advertising, and Public Relations

(Mr. Bob Baker)

This work/study program is designed for students interested in a career in media and/or communications. Possible placements in this area include working with local radio or television stations, newspapers, magazines, public relations or marketing firms, or advertising agencies. In order to avoid duplications, any student desiring a placement in this program should contact the faculty supervisor before making any contact with a possible community sponsor.



Internships in Washington, D.C.

(Ms. Ginny Garrison)

This work/study program in our nation's capital is a three-week study in real life. Students live in a suite hotel for the duration of the trip and are responsible for money management, grocery shopping, budgeting, transportation to their work placements, cooking, and getting along with each other. In addition to being an exciting work/study opportunity, the Washington program allows time for students to take advantage of the many cultural and historical offerings in the city. Some students work on Capitol Hill, in the Smithsonian, in museums, or art galleries. This program is designed for mature, responsible students; therefore, any student interested in working in Washington should make an appointment with Mrs. Primm in early October to discuss the type of placement sought. Students must make a commitment to this program by October 29, 1999.



Independent Study Programs and Other Programs

Independent Study Program

Participation in an independent study project is designed for juniors and seniors who want to pursue a three-week intense study in an area they are passionate about and is reserved for studenrs who meet the requirements of the program. In recent years, students have pursued areas such as music, photography, art, poetry, and creative writing. Students interested in independent study are required to submit a proposal outlining their study plans, as well as the Independent Study Application located on page 39 of this catalog, on or before Friday, October 29, 1999. In addition to completing the required paperwork, students must acquire the approval of a faculty member willing to supervise the independent study. Independent study projects may be pursued on- or off-campus. Faculty supervisors require frequent reports or discussions with the student, as well as a final written presentation or performance.

Other Programs

There are other opportunities available through organizations such as Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School (NOLS). Information is available in the Winterim office, and interested students should make an appointment with Mrs. Primm in October.

Academic Travel Programs

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills which were first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their abilities in new ways, and traveling or working with a group cannot be measured. The travel programs offered each year offer a variety of learning opportunities.

All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged to better prepare the student for the sites and experiences of her trip. Failure to attend these meetings without written permission from the program sponsors and approval from Mrs. Primm could result in rhe student's being asked to withdraw from the program. Any refund payment will be made at the school's discretion.

Each student will keep a daily journal during her travel. This journal will be kept in a notebook provided by the school and distributed to the student with a guideline for the written report that summarizes her experience. The journal and the written report must be submitted to the trip chaperone(s) on Monday, January 24, 2000 and may become a part of the student's portfolio.

Even with careful pre-planning and continual re-checking, the exact cost of an academic travel program is difficult to establish six months ahead of time. Because of the fluctuations of the dollar on the foreign exchange and the very real possibility of changes in airfares, fuel costs, and foreign taxes, all costs for travel are approximate. As a result, there could be some fluctuation in the costs quoted in the catalog at this time. Parents will be notified of any change in cost before the November date for final payment.

Harpeth Hall travel offerings are learning programs and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, in an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality and quantity of the program.

Full payment for travel programs will be due Friday, November 19, 1999. After that date, no individual refunds can be made except in the case of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Payment Schedule For Travel Programs

Travel program prices vary according to destination and number of days. Therefore, please review the price information for individual trips you are considering. The payment plan for each trip, however, consists of a non-refundable deposit due October 8, a second payment due October 29, and the full final payment of the balance due November 19.

Checks should be made payable to Harpeth Hall School and given to Mrs. Primm, not the Business Office.

Notice Regarding International Travel

The Winterim Academic Travel Program is designed to be an educational and enjoyable experience for all involved. Therefore, if it is determined that travel to the selected countries during January will be unsafe, trip sponsors will decide upon an alternate, but comparable, itinerary. Students and parents involved will be notified immediately of any change(s) in plans.

Notice Regarding Greece/Egypt 2001

Interest in this exciting overseas trip has grown enormously over the years. Beginning with the trip in 2001, however, numbers will be limited to 20 participants who have taken or are taking AP Art History. The Greece/Egypt trip is a rigorous, intellectually demanding academic experience that is most deeply appreciated by students with a keen interest in art and architecture. Those students without a strong foundation in ancient history and culture are at a distinct disadvantage. Should there be space available, non-art history students will be considered for inclusion. These students will be placed on a waiting list, and their deposit checks held. This list will be reviewed after the trip deposit deadline.

España - la Experiencia

(Ms. Betty Yarzagaray and Mr. Paul Tuzeneu)

Come experience Spain during Winterim 2000! Our trip leaves Monday, January 3 and returns Thursday, January 21, 2000. After two weeks of a homestay in Alcala de Henares, a charming suburb of Madrid, we will take a side trip to Barcelona.

During our time in Alcala, we will live with Spanish families and immerse ourselves in the Spanish language and culture. We will meet daily at our local affiliate, Escuela Internacional, to take cultural classes such as Flamenco dance, cooking, and Spanish cinema. We will save the rest of our time for afternoon or all-day adventures to outlying areas of interest. Half-day excursions will include trips to El Prado, Casa de Cervantes, and the Parque Retiro. All-day excursions will include trips to the beautiful towns of Toledo and Segovia. We will also have free time to spend with our host families and friends and may use the easily accessible modes of transportation available to explore sites of individual interests.

In Barcelona, we will stay in a hotel for three days to tour this magnificent port city. We will visit the Dali and Picasso museums and the Gaudi creations, as well as stroll along Las Ramblas. This will provide you with the foundation you will need when traveling to Europe in smaller groups in the future.

Eligibility

Juniors and seniors in good academic and citizenship standing who are enrolled in Spanish III, IV, or V. Students with less Spanish need to see either Ms. Yarzagaray or Mr. Tuzeneu about the possibility of participating in the trip.

Cost

$2,950.00 (based on 10 participants). This includes airfare, accomodations, transportation to and from the airport in Spain, excursions in and out of Madrid, museum fees and other entrance fees on the excursions, breakfast and dinner, emergency medical insurance, and local support in Spain. This fee does not include transportation other than as part of a group activity, passport fees, or other personal expenses. This fee may vary slightly due to the unstable position of the dollar in Europe.

Payment

A non-refundable deposit of $1,200.00 is due October 8, 1999. A second payment of $1000.00 is due October 29, 1999. Final full payment of the balance is due November 19, 1999.

Dates

Depart Nashville Monday, January 3, 2000, and return to Nashville Thursday, January 20, 2000.

Winterim -En-France 2000

(Ms. Jennifer Cox/Mrs. Ophelia Paine)

Paris will be yours for the rest of your life!

This year's Winterim-en-France adventure begins in Paris where we will spend most of our two-week trip. We will stay with families and learn to get around by foot, by metro, and by bus as we take in the Louvre, the Cathedral of Notre Dame, the Musé Cluny, the Sainte Chappelle... The list is endless, but we will never tire as there will always be a café or salon de thé nearby for a quick rest.

Mornings will find us at Elfe, a language school located in a charming mansion-house near the Opéra and not too far from the Arc de Triomphe and the Champs-Elysés. The school is a private establishment recognized by the Rectorat de Paris and open year-round to provide various intensive French courses for students from around the world.

Afternoons and evenings we will explore Paris, visit Versailles, train down to Chartres, and take in a play, a concert, or two. An excursion to Mont St.-Michele and the Normandy Beaches will conclude our two-week stay.

Eligibility

Juniors and seniors currently enrolled in third-year French or above, or who have had three years or more of French. Those with less French may check with Ms. Cox or Mrs. Paine about the possibility of participating.

Cost

$2,800.00 (based on ten participants). This includes airfare, lodging, tuition, transportation, breakfasts and dinners, evening entertainment, excursions, and entry fees to all museums and monuments. This price may change slightly due to changing economic fees in France. This fee does not include lunches.

Payment

A non-refundable deposit of $1,200.00 is due October 8, 1999. A second payment of $1000.00 is due October 29, 1999. Final full payment of balance due by November 19, 1999.

Dates

Depart Nashville on Thursday, January 6, 2000, and return on Thursday, January 20, 2000.

Sea Kayaking & Sailing In Baja

(Ms. Laura Hays and Mr. David Crais)

We will experience Baja as only true outdoorswomen can. We will camp each night on desert beaches, in beautiful lagoons, and on desert islands. What better way to spend January? This trip will follow the format of our regular weekend trips, but the extended time period will greatly enhance our experience. In addition to learning outdoor skills such as sailing, sea kayaking, and cooking good wholesome meals, we will focus on the biological and geological aspects of the coastline, the mountains, and the Sea of Cortez, in addition to learning leadership and teaching skills.

The first four days will be spent at Harpeth Hall learning about the natural highlights of out destination in addition to decision-making skills and group dynamics. Each student will be required to become an "expert" in a certain field related to this trip and will be called upon to lend her expertise whenever the "teachable moment" arrives.

Once we arrive in Baja, we will be met by our local instructors and immediately begin our eight full days of sailing and sea kayaking instruction. We will learn about the biological and cultural diversity of the region, how to read the weather, how to deal with sudden windstorms, and the more technical boating skills required on extended trips. Additionally, our cultural studies will be enriched by time spent with families in the area.

Our local instructors also teach for such prominent outdoor schools as NOLS (National Outdoor Leadership School) and Outward Bound. This type of resume makes them the best possible wilderness educators available and a perfect fit for a Harpeth Hall Outdoor Trip.

This trip will be incredible and memorable for many reasons: the beach, the desert, the water, our instructors, and the local people. What more could one ask for! It will be a once-in-a-lifetime experience. Join us! Extensive prior outdoor experience is not necessary, but a willingness to challenge yourself is.

Eligibility

Juniors and seniors in good academic and citizenship standing.

Cost

$1750.00 including airfare.

Payment

A non-refundable deposit of $800.00 is due October 8, 1999. A second payment of $700.00 is due by October 29, 1999. Final full payment of the balance is due November 19, 1999.

Dates

Depart Nashville Tuesday, January 11, 2000, and return to Nashville Saturday, January 22, 2000.

from Nashville to New York

(Ms. Tina Cowlyn/Ms. Stephanie Hamilton)

New York City is home to the largest concentration of dance and theatre professionals in this country. During this three-week program, students will spend one week in New York City, learning from the pros, studying multiple genres of dance and participating in several technique and/or choreography classes each day. We will also visit art galleries and museums, and see several Broadway shows. After returning to Nashville, students will put into practice what they learned and continue to study six hours a day on campus. They will study the choreographic process, culminating in a student choreography showcase, where students will develop and perform their own work. This program is limited to 8 students.

Eligibility

Juniors and seniors in good academic and citizenship standing, with interest and experience in dance.

Cost

$2000.00, including accommodations, airfare, admissions, classes, and shows. This price does not include meals.

Payment

A non-refundable deposit of $750.00 is due October 8, 1999. A second payment of $750.00 is due October 29, 1999. Final full payment of the balance is due November 19, 1999.

Dates

The dates for this trip will be determined later this fall. Students who are interested in participating should speak with Ms. Cowlyn or Ms. Hamilton.

New York, New York

(Ms. Janette Fox-Klocko)

Drama students will have the wonderful opportunity to learn and explore their love of theatre. There will be workshops, led by New York professionals, designed to focus on the auditioning process, characterization, the joy of singing, scene study, and the aesthetic experience itself.

Preparatory classes will meet daily the first week of Winterim for intensive preparation for what we will experience in the "Big Apple." Prior to this week, students will be required to read the scripts of the shows they will see. Time will be spent discussing and analyzing the shows and preparing any monologues or scenes for the workshops in New York.

With footlights in our eyes and eager anticipation, we will dive headfirst into the big city. We will see three Broadway musicals, one Broadway comedy or drama, and one off-Broadway performance. We will have the opportunity to meet with cast members, technicians, and other members of the creative staff. We will tour Lincoln Center, NBC studios, the Museum of Modern Art, Greenwich Village, South Street Seaport, Soho, the United Nations Building, the Empire State Building, and Fifth Avenue! We will also eat at one of New York's famous theatre restaurants.

When we return, we will spend our final week discussing, analyzing, and absorbing all that we have seen and learned. Students will keep a journal throughout the entire Winterim period to document their preparatory work, their actual experiences in New York, and their creative ideas, thoughts, and insights. Students will write a critique of each show.

Dramatic creativity will be challenged by workshops and nurtured by Broadway performances. If you love theatre, then this will be the time of your life!

Eligibility

Juniors and seniors with good academic and citizenship standing. While it is not mandatory that students currently be enrolled in a drama class, some past experience is beneficial. Attendance at the on-campus preparatory courses is required.

Cost

$2195.00 (based on 6 participants). This includes hotel accommodations, all workshops and seminars, four theatre tickets, transfer taxes, and all entrance fees. Not included are city transportation expenses, meals, and spending money.

Payment

A non-refundable deposit of $750.00 is due October 8, 1999. A second payment of $750.00 is due October 29, 1999. Final full payment of balance is due November 19, 1999.

Dates

Depart Nashville Thursday, January 6, 2000, and return to Nashville Friday, January 16, 2000.

The Real Thing

(Dr. Derah Myers and Mrs. Joyce Ward)

- RIDE an airboat through the mysterious Everglades
- EXPLORE a living coral reef from a glass-bottom boat
- STROLL through Hemingway's garden in Old Key West
- SEE Flamenco dancers in Miami's "Little Havana"

These are only a few of the activities slated for the final week of the Winterim program titled — FLORIDA! The Real Thing.

In the weeks prior to our departure for Miami, the Everglades, Key Largo and Key West, we will spend the days immersing ourselves in the literature, history, ecology, architecture, and richly diverse culture of Southern Florida. We will have visitors to our classroom, including a speaker from the Council of American Indians, professional dancers, biologists, and historians. Classic films such as Wind Across the Everglades, The Perez Family, Key Largo, and Reap the Wild Wind will be a part of the culturally related activities presented. We will read short stories by Hemingway and Tennessee Williams, learn about Art-Deco architecture, have student reports on topics from alligators to Cuban cigars, and discover the true history of our southernmost state - from pirates to railroad tycoons and from John James Audubon to sunken treasure. We will even include salsa lessons! Having worked to prepare ourselves for the adventure, we will conclude our Winterim adventure by boarding a plane for Miami to spend the next 7 days exploring a Florida you have never seen.

Eligibility

Juniors and seniors in good academic and citizenship standing.

Cost

$995.00 (based on 12 participants) includes cost of texts and materials, air and ground transportation, hotel accommodations (quad rooms with private bath), and all admissions and fees. Not included are meals and personal expenses.

Payment

A non-refundable deposit of $350.00 is due October 8, 1999. A second payment of $350.00 is due October 28, 1999. Final payment of the balance is due November 19, 1999.

Dates

Depart Nashville Saturday, January 15, 2000, and return to Nashville, Saturday, January 22, 2000.

On-Campus Program

Freshman/Sophomore Application (NOTE: This is an example of the application that can be found on e-mail at HH. Do not complete this application. Instead, follow instructions below.)

Name: _____
(Last) (First)

Class: ____ Freshman ____ Sophomore

Number each discipline in order of preference. If you are choosing Service Leadership, it must be your first preference. Within each discipline, number your first three choices with a 1, 2, or 3. You must indicate three choices for each discipline. If a course falls within 2 different disciplines, do not choose it more than one time. If you do, your application will be returned. Follow the instructions to complete the application on e-mail, and send it to Mrs. Primm in the Winterim Office. Applications e-mailed **prior** to October 6, 1999, or **after** October 22 will not be accepted. This will enable you to take the time necessary to review the courses with your parent(s) and make an informed decision about courses you would like to take.

___ ARTS

___ Acting Performance Workshop
___ Animation Art
___ Journaling/Bookmaking
___ Dance Technique
___ From Stage/Silver Screen
___ Improv
___ Light/Color
___ Mad Hatter
___ Songwriting
___ String Machine
___ Techie 2000
___ Whatever/As If
___ World/Mythology
___ World Cinema

___ HEALTH/DAILY LIVING

___ Bat the Birdie
___ Differences/Disabilities
___ Knitting
___ Lifetime Skills
___ Stitch in Time

___ HUMANITITES

___ Did you Know
___ Fifties through Film
___ Hitchcock 101
___ Intimate Portraits
___ Math and Culture
___ Mirror, Mirror
___ Newpaper
___ Religions
___ Star Gazing
___ The Sixties
___ Three Faces of Eve
___ Twenty Days
___ Whatever/As If
___ World/Mythology
___ World Cinema

___ MATH/SCIENCE

___ Bridges
___ Math and Culture
___ Math Madness
___ Programming/Visual Basic
___ Shelby Woo & You
___ Star Gazing

___ SERVICE LEADERSHIP

On my honor, I have made these course selections with my advisor's and my parent's knowledge and approval.

Date: _____

Off-Campus Work/Study Program

Application (Return one copy to Mrs. Primm and one copy to faculty supervisor by October 29, 1999)

Name _____
(Last Name First)

Class (circle one) Junior Senior

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor _____
(name of organization)

Community Supervisor _____
(name and title of person supervising — circle one) Ms./Mr./Dr./Mrs.

Business Address _____

City, State, Zip _____

Business Phone Number _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study internship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent(s) of _____ understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 2000. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Date _____

Winterim 2000

Independent Study

Application (Return to Mrs. Primm by October 29, 1999)

Name _____

Class (circle one) Junior Senior

Study Area _____

Supervisor _____

Independent Study Proposal Guideline:

1. **Introduction** - Describe the subject of your proposed independent study, the overall purpose of your study and the rationale for using your Winterim time for this study.

2. **Goals and Activities** - Outline specifically the goals you expect to achieve during the Winterim period and in what activities you will be involved to reach these goals.

3. **Evaluation** - Explain who will evaluate your progress and how you will be evaluated. (Will you write a paper, perform, or create or produce a work of art?)

The proposal should be written legibly in ink or typed in good grammatical form and attached to this completed application when submitted to Mrs. Primm.

Statement of Responsibilities

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least 6 hours a day or 30 hours a week excluding lunch and that I will stay in regular contact with my Winterim supervisor. Furthermore, I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisor's evaluation of the quality of my work.

Student's Signature _____

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Date _____

Travel Program

Application, Agreement, and Release Form (Return to Mrs. Primm by October 8, 1999)

I, or we, the undersigned parent(s) or guardian(s) of _____ , a student at Harpeth Hall School, hereinafter referred to as "Student", for and in consideration of said school undertaking the sponsorship and supervision of a trip to _____ as a part of the school's Winterim program, in which Student is a participant, agree as follows:

I (or we) release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

I hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or if no hospital is readily available to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions.

I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the school's program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest, harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented to the group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

I understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations and rates in effect at time of departure.

All references in this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults responsible for the applicant, where applicable.

Student has no health problems about which the school should be informed except as follows:

_____

_____

_____

_____

_____

Physician's Name and phone number(s) _____

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This _____ day of _____ , 19_____ .

Student's Signature _____

Parent(s)' or Guardian(s)' Signature _____

During the activity, I may be reached at: _____

Address _____

Phone # _____

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name & Address _____

Phone # _____

Relation to participant _____

Physician's name and phone # _____

Additional remarks: _____

_____

NOTES

The Harpeth Hall School
3801 Hobbs Road
P.O. Box 150207
Nashville, Tennessee 37215-0207

The Harpeth Hall School



winterim

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Harpeth Hall *Mission Statement*

Harpeth Hall, an independent college preparatory school for young women, offers a traditional curriculum designed to challenge each student to her highest intellectual and creative abilities. The school's program strives to develop in each young woman the skills, self-esteem, and confidence for having a successful college experience and for meeting the challenges of the future. Harpeth Hall is committed to a single-gender environment wherein each student can be equipped, nourished, and motivated to meet her greatest potential for learning as well as for living.

The History of Winterim

Harpeth Hall is full of tradition, and one tradition that many alumnae speak about with great enthusiasm is Winterim, an academic credit program required for graduation. For 28 years, students at Harpeth Hall have spent the first few weeks of the second semester learning outside the traditional classroom and gaining valuable insight on careers. Freshmen and sophomores remain on campus and choose from numerous elective-type courses not offered during the school year. Current faculty members create and teach these courses (often times with other faculty members), allowing them the share with the students their own interests that may be far removed from their regular subject areas. Courses are one hour and 45 minutes and fall within various disciplines. Students are expected to participate in class discussions, as well as complete required reading and assignments. While Winterim offers a different approach to learning, Winterim is not an in-school vacation. Courses are challenging and students are expected to work hard.

Juniors and seniors have numerous options during Winterim, most of which take place off-campus. Some girls participate in work/study internships in or out of town, allowing them to experience firsthand careers of interest. Some students are encouraged by what they see during this time and are able to solidify their post-college plans, while other students are able to decide against careers they were considering at one point. Whichever the case, the experience proves invaluable. Others students choose to participate in academic travel programs, enabling them to immerse themselves in different environments and cultures. And still others spend these weeks pursuing independently a subject they are passionate about, such as art, dance, music, creative writing, or photography, under the close supervision of a faculty member.

All students receive grades during Winterim, regardless of their grade level or activity. Colleges and universities are becoming increasingly interested in students' academic experiences outside the classroom. For this reason, students and parents should plan carefully and look ahead when discussing Winterim.

The Philosophy & Experience

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learning is not limited to the classroom and laboratory or to traditional offerings in our academic day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a non-traditional schedule, and opportunities to learn beyond the campus, in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors and expect to complete your arrangements in October.

Ann Teaff
Head of School

September 2000

general guidelines

Standards

During Winterim 2001 the school will continue to expect the same conduct both on- and off-campus which is expected of Harpeth Hall girls during the school year. Please review the Upper School Handbook.

Dress

During Winterim, students are expected to follow the guidelines for uniforms as outlined in the Upper School Handbook, with the following additions:

1) Students are allowed to wear blue jeans or wool or corduroy pants (without holes).
2) Students are allowed to wear hiking boots.

Attendance

Students participating in the on-campus programs will attend all classes, Assemblies, and Morning Meetings. The policy for absences during Winterim is the same as it is during the school year, as defined in the Upper School Handbook. An absence the day before or the day after a holiday counts as a double absence. The two categories of absences and the procedures that accompany each are as follows:

1) **Excused Absences**

A) Sickness or injury to the student/Family emergency involving illness, injury, or death.

Parents should call the school before 7:30 the day of the absence.

B) Special family celebrations (weddings, graduations, bar mitzvahs)/Religious holidays.

Parents must submit a note in advance for these absences, and students must complete an absence form.

2) **Unexcused Absences**

An unexcused absence occurs when a student misses all or part of the day without the knowledge of parents and the school. This results in an automatic suspension.

There is an absence form in the Upper School office that must be completed before the day of an absence. This form must be signed by Mrs. Mulgrew or Mrs. Maxwell and then taken by the student to her teachers for their signatures, and then given to Mrs. Horton before the student leaves for the absence. This form takes at least 24 hours to process.

3) **Absences and Extracurricular Participation**

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Students participating in off-campus programs will be present for the duration of their daily schedule. Two unexcused absences for any portion or all of the student's daily schedule will result in a failing grade. **Parents should notify the school and the student's community sponsor by 7:30 a.m. if the student will be absent. Schools may close for snow days when businesses do not.** If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.

freshman/sophomore Program

Requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio, which will be given to her at the end of her senior year.

Freshmen and sophomores will take classes in four concentrations over a two-year period: arts, health/daily living, humanities, and math/science. Each year a student will take three concentrations, though some courses fall within two concentrations. Over a two-year period, a student will successfully pass six classes in four different areas, taking a second class in two concentrations. In addition, the option to complete a concentration in Service Leadership one of the two years is available and requires two time blocks. Therefore, a student who chooses the Service Leadership concentration will fulfill five concentrations over two years.

Course Scheduling

Students will be randomly scheduled into classes. While every effort will be made to schedule students into their preferred classes, students should indicate **three** class preferences for each concentration. Students need to complete the application on page 25 of this catalog and submit it to Mrs. Primm between October 10 - 12. **Applications received before October 10th or after October 12th will be reviewed only after all other students have been scheduled.**

Daily Schedule

7:55 - 9:40 a.m.	Block I
9:45 - 10:10 a.m.	Break (M/W/F)
	Assembly (Tu/Th)
10:10 - 11:55 a.m.	Block II
11:55 a.m. - 12:55 p.m.	Lunch
1:00 - 2:45 p.m.	Block III
2:50 - 3:00 p.m.	Clean-up

Course Expectations and Assessment

All Winterim courses will require appropriate reading assignments, journal and/or essay writing, and specific writing assignments, final projects and/or tests. Students' performance in these classes will be assessed in these areas and grades will appear on student transcripts.

Grades

The grading system for the on-campus Winterim program is the same as the grading scale for courses taken during the school year. Each student will be required to submit work from her program to be included in her Winterim portfolio. Students who fail a Winterim course will be required to work with the Director of Winterim and the Director of the Upper School to develop a plan to successfully make-up the requirements of the class.

Grading System

A+	97-100	C+	77-79
A	93-9	C	73-76
A-	90-92	C-	70-72
B+	87-8	D	65-69
B	83-86	F	64 and below
B-	80-82	NC	No credit

(Given to those who are unable to complete the requirements due to illness.)

Say on here: Grade on transcript — label for Fr/Soph.

Acting and Performance Workshop



Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play" -- there will be lines to be learned, character work to be done, production positions to be filled, and journal entries to be written -- but it's all fun! The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim!

Dance Technique (Modern/Jazz)



This class uses continuing combinations in modern and jazz dance technique. It is very helpful to have had the "Introduction to Dance" class or some equivalent training. This is a great class to gain experience quickly and is also a lot of fun!

Hitchcock 101

Before *Blair Witch Project*, before *Scream*, before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of 20th Century cinema's greatest directors. We will watch several Hitchcock classics and analyze the nature of the great director's genius. Students will direct a video scene in the style of Alfred Hitchcock. So come join us...if you dare!

Back to the Future

Using archetypal patterns from classical literature, examine the prototype of the hero in contemporary literature and film. Students will review universal patterns and symbols and apply these to the latest in literature and film.



Light and Color

Light up your imagination and dazzle your friends by designing and assembling a stained glass window. You will use age-old techniques, dating back to the Gothic period, as well as turn-of-the-century innovations! You will learn to work from a "cartoon," make templates, cut and shape glass pieces, and foil and solder your window together. Materials will be provided for a first smaller project. Students will need to arrange transportation after school to purchase additional materials for a second larger project. Get ready to sharpen your wits...and don't forget to bring a Band-Aid!

The Mad Hatter's Tea Party

This is a course on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set -- teapot, creamer, sugar, and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read Alice in Wonderland and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative surfaces, and a unique product! Talent is unnecessary but laughter and enthusiasm are a must!

Portrait Photography

In this course students will not only learn about the portrait genre but will ultimately create their own. Our study begins with an overview of photographic portraiture: the formality of 19th century examples; the brilliantly lit movie star portraits of the 1930s and 40s; and a variety of contemporary approaches. At least one visit to a local professional studio is planned. This study culminates with actual shooting sessions in our own studio, and sufficient darkroom time to print the photographs for exhibit. Previous photographic experience is helpful but not necessary. Students will keep a detailed daily journal.



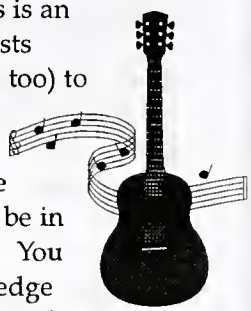
The Silent Screen

Most people think of silent movies as crude, jerky and fumbling -- something quaint, to be chuckled at. This is a hideous distortion. The silent era was in fact the richest, most innovative and creative in cinema history. Students in The Silent Screen will learn about the early days of the movies -- the stories, the stars, and the theaters themselves as they evolved from nickelodeons to true movie palaces. Numerous silent films will be seen during this course.

Songwriting For Guitar

Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play, and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. However, each student should own her own guitar. Students will design and record a CD of original songs as a final project.

The String Machine



Calling all instrumentalists! This is an opportunity for all instrumentalists (primarily string players - piano, too) to play ensemble pieces and solos of different styles, to be performed at an assembly for the student body. You don't have to be in chamber players to get involved. You do have to have previous knowledge and possession of any stringed, wind, brass or percussion instrument.

Techie 2001

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim productions and run tech for the Winterim show. This is a great opportunity to stage-manage -- run the light board, run the soundboard, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals the last week of Winterim!

Watermedia Workshop



This painting course offers each student the opportunity to explore various painting media and learn new techniques using drawing and mixed media in the process. Local gallery/museum field trips are planned. Sketchbooks and painting materials will be supplied. Students not currently enrolled in art are encouraged to participate.

course descriptions

Health/ Daily Living

Bat the Birdie



Badminton is not just a backyard sport! Challenge yourself and others to the rigors of indoor badminton. You'll have fun playing while improving your strokes and strategy. We will hold a singles and doubles tournament at the end of the class and place a garland around the shuttlecock champions! Are you game?

Dance Technique (Modern/Jazz)

This class uses continuing combinations in modern and jazz dance technique. It is very helpful to have had the "Introduction to Dance" class or some equivalent training. This is a great class to gain experience quickly and is also a lot of fun!

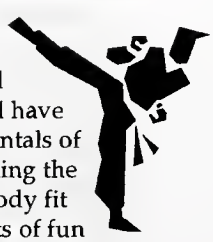
Differences and Disabilities

What Are They and How Do You Live With Them?
This course will identify the various learning differences and physical disabilities people experience daily. We will look at ways people cope and the steps that can be taken to make life more manageable. There will be guest speakers, movies, simulations, and field trips included.

Hottie Science

Want to know who and what are really "hot?" Then throw away your latest copies of *People Magazine* and *YM*. Turn off *Oprah* and forget about *Survivor*. If you really want to be "hot," open the pages of the latest *Science* and find out what's really going on in the world. There's a lot of hot stuff happening in the world of science, and this course will teach you where and how to find it. So if you want to be in with the true "hotties," this course is for you!

Kick It Up!



This course will introduce you to all the latest in fitness training --Tae-Bo, kickboxing, body sculpting, yoga, step, and lots more. Throughout the course, you will have the opportunity to experience the fundamentals of aerobic and anaerobic training. Cross training the body is an important part of keeping the body fit while preventing injuries. We will have lots of fun and learn while working out. Be sure to bring water and a towel!

Beyond Hate

Inspired by Bill Moyers' PBS documentary of the same name, this course will challenge us all to reflect seriously upon the nature, genesis, and manifestations of hate, racism, and intolerance. Is hate an integral part of the imperfection of the human spirit? Why and under what circumstances does it manifest itself? What is to be learned from the unspeakable atrocities of the past -- and the present? Where and why are hate and racism to be found in our world? What can we do? To stimulate serious personal reflection on these complex and emotionally-charged issues, students will view portions of the Moyers video and other appropriate video clips, read various selected passages, participate in a panel discussion, and keep a personal journal. A final project will be required. (If scheduling and logistics allow, we will take a day trip to the Civil Rights Museum in Memphis.)

Everything and the Kitchen Sink

Ever wondered about the kitchen sink? Well, think about it for a minute. Where does the water come from? How does it get hot and cold? Is it safe to drink? Where does it go? How does the disposal work? How do you fix it if it breaks? How about something more complicated...cars, lawnmowers, vacuums, fans, etc? How do you change the oil in your car? What about changing a tire? Would you like to visit a car manufacturing plant? What else have you wondered about? This course is designed to learn about the gadgets around us -- how they work, and how to fix them. We will focus on items in the house and garage and explore items of individual interest. Be prepared to get down and dirty with tools -- we will be taking things apart!

Outdoor Leadership 101

The great outdoors is an excellent place to teach leadership. This course will be experiential in nature -- because students more easily remember what they *do* than what they see or hear. We will learn skills such as backcountry camping, hiking, and cooking and also practice the "Leave No Trace" outdoor ethic. We will also focus on both personal and ecological awareness -- cornerstones of training leaders for any endeavor. We will camp out at least two nights during Winterim. No experience is required -- what is required is a willingness to take risks and get a little dirty.



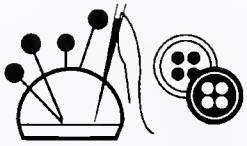
Health/ Daily Living



Gender Roles

Imagine a scene from childhood: little girls gather together, comb each other's hair, and play house; meanwhile a group of boys are intent on building a fort. Maybe they will have a mud ball fight; maybe they won't. Perhaps a few little girls will join them, but how many of the boys will huddle up to play beautician? The scene may be slightly overdrawn, but questions about the nature of gender have been with us for a long time. Do we learn gender-specific behavior (if there is such a thing), or is it an inherent part of us from the time we are conceived? Come explore these and other questions as we look at gender roles from a biological, social, historical, religious, and literary standpoint. We'll take care to note the dramatic changes in the roles of women (and to some extent men) during the last century, and we'll discuss opportunities and dilemmas faced by both sexes in the foreseeable future.

Sewing 101



Did you and your uniform get caught by HH's hem police during the first days of school this year? Do you wish you could have ducked into a nearby closet with a needle and thread to lengthen your hem by an inch or two? Have you heard a horror story like this: You are in your office preparing for the most important sales presentation of your career, only to discover that the lining of your suit has come unstitched? This class will teach the essentials of sewing. Students will learn how to use a sewing machine, understand a commercial pattern and construct two basic garments, including one for a premature baby at Vanderbilt Hospital. Students will also learn basic wardrobe maintenance skills. The class will meet at Marguerite's Sewing School, close to 100 Oaks Mall. We will travel by HH van to the class and will use part of the lunch period to do so. Each student will need to purchase a $30 sewing kit on the first day of class.

Self-Defense/Personal Safety

The goal of this course is to improve the skill and efficiency of an individual through speeding up reflex action, inspiring confidence, and imparting knowledge of the principles of restraint and practical self-defense. We will accomplish this through physical conditioning, learned Martial Art techniques, and instruction of the most effective defensive tactics. Each student will gain an awareness of potentially dangerous situations and learn appropriate preventive measures. Course objectives include becoming acquainted with the various methods and techniques of close-in defense and attack, giving each student an appraisal of her potential and her limitations in dealing with an unruly person, and providing valuable information for security of oneself while at home and while traveling in an automobile.

Women and Finance



Imagine you have just graduated from college and you have landed your first job that's paying you a big salary. How should you invest part of your take-home pay and still live the good life? Can you buy your first BMW and still retire at 50? Learn the tricks of investing and saving that men have known for generations. This course will teach you not only about investing, but also about taxes, Social Security and other realities of making money. If you're interested in a financially secure future, this course is for you.

What You Don't Learn In Science Class Can Kill You

What exactly is known about cancer today? How can human activities increase or decrease the likelihood of outbreaks of infectious diseases? Why do humans need an average of eight hours of sleep a day? These questions and many more will be explored in this course covering three basic topics: cell biology and cancer, emerging and re-emerging infectious diseases, and the biology of sleep. This course will be based on active, collaborative, and inquiry-based activities. Students should come prepared to learn the details of these biological topics in order to increase their understanding of the human body.

Back to the Future

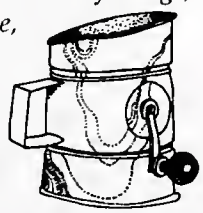
Using archetypal patterns from classical literature, examine the prototype of the hero in contemporary literature and film. Students will review universal patterns and symbols and apply these to the latest in literature and film.

Black and White in Color

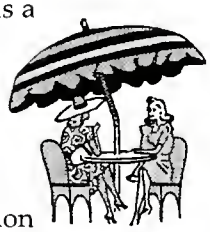
Starting with a visit to the Carl van Vechten collection (given by Georgia O'Keefe) at Fisk University, this class will introduce students to the history of African-Americans in Nashville, and the history of multi-culturalism in Nashville. Along with Fisk, we will tour Belle Meade Plantation, First Baptist Church, Capitol Hill, Jefferson Street, and Travellers Rest. Brief readings will be from historian and educator W.E.B. Dubois, Arna Bontemps, Taylor Branch (Parting the Waters), and David Halberstam (The Children). We will also take a look at the art of the Jubilee Singers and Aaron Douglass. We will meet with prominent Nashvillians making and/or recording the ongoing history of blacks and whites in color on the Cumberland. Our end product will be a book of Polaroids and poems produced by the students entitled: Black and White in Color on the Cumberland: A History of Nashville in Poetry and Polaroid.

French Cooking and Culture

Can't cook? Can't speak French? Don't worry! All you need to succeed in this class is a desire to learn the basics of cooking, to explore the wonderful regions of France and the French-speaking world, and to sample new foods that you and occasionally a guest chef will create! Once you have completed this course, the words *fromage, soufflé, ratatouille, poires à la bordelaise,* and *le bon pain* will be part of your daily vocabulary. So break out your apron and let's get cooking!



The Fifties Through Film



Some see the decade of the 1950s as a period of consensus -- a breathing spell between World War II and Vietnam -- in which everyone agreed on the basic principles and values guiding the nation. Others look at the undercurrents of rebellion -- the beat poets, the birth of rock and roll, the start of the sexual revolution -- and see the groundwork being laid for the explosive 1960s. Explore these issues, along with the history and culture of the decade through the popular films that document the era. These will include movies made during the 1950s, such as *Rebel Without a Cause, High Noon, On the Waterfront,* and *Ben Hur,* as well as those made later, such as *Guilty by Suspicion, The Long Walk Home,* and *Grease*. Along the way, learn to watch films more critically and to think about the "messages" that popular movies try to convey.

Gender Roles

Imagine a scene from childhood: little girls gather together, comb each other's hair, and play house; meanwhile a group of boys are intent on building a fort. Maybe they will have a mud ball fight; maybe they won't. Perhaps a few little girls will join them, but how many of the boys will huddle up to play beautician? The scene may be slightly overdrawn, but questions about the nature of gender have been with us for a long time. Do we learn gender-specific behavior (if there is such a thing), or is it an inherent part of us from the time we are conceived? Come explore these and other questions as we look at gender roles from a biological, social, historical, religious, and literary standpoint. We'll take care to note the dramatic changes in the roles of women (and to some extent men) during the last century, and we'll discuss opportunities and dilemmas faced by both sexes in the foreseeable future.

Hitchcock 101

Before *Blair Witch Project*, before *Scream*, before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of 20th Century cinema's greatest directors. We will watch several Hitchcock classics and analyze the nature of the great director's genius. Students will direct a video scene in the style of Alfred Hitchcock. So come join us...if you dare!

Religions of the World



Whatever their own personal beliefs may be, Americans are at least vaguely familiar with the Christian and Jewish religious traditions. Most of us, however, are woefully ignorant of other faiths which exist in our world. This course will examine the basic teachings of Hinduism, Buddhism, and Islam and will also take a brief look at Taoism, Confucianism, Shinto, and the Sikh religion. The format will be primarily lecture/discussion with occasional films and at least one field trip.

The Silent Screen

Most people think of silent movies as crude, jerky and fumbling -- something quaint, to be chuckled at. This is a hideous distortion. The silent era was in fact the richest, most innovative and creative in cinema history. Students in The Silent Screen will learn about the early days of the movies -- the stories, the stars, and the theaters themselves as they evolved from nickelodeons to true movie palaces. Numerous silent films will be seen during this course.

What's A Winged Sun Disk?

Clues to Nashville's History and Historic Architecture

From Greek Revival houses to post-modern skyscrapers, Nashville's historic and contemporary buildings have fascinating stories to tell about the interests, ideals, and unique vision of the people who have lived here. Students in this class will explore Nashville's history and development through a study of its significant buildings and historic architecture. Each student will choose a building and architectural style to research on the Web and at the offices of the Metropolitan Historical Commission or the Nashville Room of the Downtown Public Library. The class will go on the road for the remainder of Winterim, visiting and documenting with sketches and photographs of outstanding examples of local history and architecture. Students will teach each other what they have learned about their chosen buildings, and speakers will be scheduled as available. Each student will keep a notebook/journal for her sketches, photographs, background information on each site, and a map of Nashville/Davidson County.

Bridges

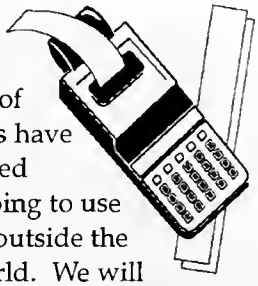


What makes a good bridge? If you guessed "one that doesn't fall down," you are eligible for this course. Students will look at the art of spanning space from Pre-Roman times to the present. Each student will build three different bridges (simple arch, truss, and suspension) and test them for structural integrity. We will discuss some of the physics involved in structural engineering and try to understand the disaster of the Tacoma Narrows Bridge. We have a great construction project right here on campus and will learn firsthand about library structures.

Hottie Science

Want to know who and what are really "hot?" Then throw away your latest copies of *People Magazine* and *YM*. Turn off *Oprah* and forget about *Survivor*. If you really want to be "hot," open the pages of the latest *Science* and find out what's really going on in the world. There's a lot of hot stuff happening in the world of science, and this course will teach you where and how to find it. So if you want to be in with the true "hotties," this course is for you!

The Matrix



"Welcome to the Real World"...of mathematics. How many times have you sat in a math class and asked yourself, "When are we ever going to use this?" This class will take you outside the classroom and into the real world. We will go on field trips so we can explore and apply math in our community. We will also design and build a model of a house. You will meet people (besides math teachers) who actually use math in their careers. Grades will be based on class participation and completion of projects and assignments.

Programming in Visual Basic

Have you ever wondered how things really work on computers? If you are interested in learning how to write a program on your own, then this course is for you. We will use Visual Basic, a new and exciting programming language, which will allow us to actually write meaningful programs after just a few days. The class will work together as a programming team to develop a program, while individual students will have an opportunity to try their own techniques. The class will take a field trip to see some real programmers at work.

What You Don't Learn In Science Class Can Kill You

What exactly is known about cancer today? How can human activities increase or decrease the likelihood of outbreaks of infectious diseases? Why do humans need an average of eight hours of sleep a day? These questions and many more will be explored in this course covering three basic topics: cell biology and cancer, emerging and re-emerging infectious diseases, and the biology of sleep. This course will be based on active, collaborative, and inquiry-based activities. Students should come prepared to learn the details of these biological topics in order to increase their understanding of the human body.

Women and Finance

Imagine you have just graduated from college and you have landed your first job that's paying you a big salary. How should you invest part of your take-home pay and still live the good life? Can you buy your first BMW and still retire at 50? Learn the tricks of investing and saving that men have known for generations. This course will teach you not only about investing, but also about taxes, Social Security and other realities of making money. If you're interested in a financially secure future, this course is for you.

service learning

"Inside each of us are powers so strong, treasures so rich, possibilities so endless, that to command them all to action would change the history of the world."
- H. Jackson Brown, Jr.

Harpeth Hall and Ward-Belmont women have earned the reputation of leading the Nashville community by giving of their time and talents through volunteer service in the arts, politics, social service and education.

This Service-Learning experience will help freshmen and sophomores discover new and old treasures within themselves, learn about the unique needs of the Nashville community, and learn how to lead meaningful service projects.

Volunteer teams will go to nonprofit agencies to teach children, encourage the elderly, nurse the sick, improve the environment...Students will keep a daily journal and learn from class discussions on movies, short stories, learning games and special speakers. Students may select from one of four sections in this course:

- environment (park preservation, wild animal care, environmental education...)
- children's education (preschool, elementary school)
- health and wellness (disabilities, aging, behavior modification...)
- cultural diversity (international communities, refugees...)

Since this is a double concentration (two blocks), students participating in this course will only elect one additional course. Freshmen electing this concentration will be required to enroll in five courses, rather than six, by the end of sophomore year.

This course is taught by Ms. Bailey, Dr. Cooper, and Mr. Springman.

junior/senior Winterim Program

Requirements

Every student is required to earn one-half credit each Winterim she is enrolled at Harpeth Hall. Juniors and seniors may earn this credit by successfully completing an academic travel program, a work/study program, or an independent study program. These credits are included in the units required for graduation and are recorded on the student's transcript. Each student's Winterim record (grades, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio, which will be given to her at the end of her senior year. Each student is required to spend a minimum of six hours daily involved in her work or project. Time provided for lunch breaks is not included in this minimum six-hour requirement.

Grading System

The grading system for the off-campus program will be a pass/fail system. Each student will be required to submit work from her program to be included in her Winterim portfolio. The pass/fail system will follow these guidelines:

HP (High Pass)	Exceptional
P (Pass)	Good
LP (Low Pass)	Acceptable Minimum
F (Fail)	Fail
NC (No Credit)	Given to those who are unable to complete the requirements due to illness.

Off-Campus Behavior Expectations

On-campus behavior guidelines (as explained on pages 17-19 of the Upper School Handbook) will apply to all off-campus Winterim programs and trips. Of particular interest are those guidelines pertaining to alcohol and tobacco products.

Work/Study Internship Placement

Students who want to gain practical work experience during Winterim should determine the type of placement sought and work with the faculty supervisor responsible for those placements. These students need to complete the Work/Study Application on page 27 of this catalog. Students then submit the original to the Winterim office and a copy to the faculty work/study supervisor no later than **Friday, November 3, 2000.** It is imperative that the information about the community sponsor is complete and correct and that the students and parents understand the responsibilities they are accepting when they sign the form.

Independent Study

Students wishing to pursue an independent study program during Winterim should work with Mrs. Primm or a faculty advisor to develop a proposal that meets the requirements outlined on the Independent Study Application on page 29 of this catalog. The proposal should be submitted along with the completed application to Mrs. Primm no later than **Friday, October 20, 2000.** The proposal will then be reviewed and those students whose goals meet the objectives of the Independent Study program will be selected and notified by **Friday, October 27, 2000.**

Academic Travel Programs

Students have the opportunity to participate in an academic travel program during Winterim. Because the number of participants on any Winterim trip is limited, each students interested in traveling to one of the Winterim destinations is required to submit an essay describing her goals for the trip to Mrs. Primm by **Friday, October 20, 2000.** Students will be selected based on essay content and disciplinary standing at Harpeth Hall. Trip participants will be selected and notified by **Friday, October 27, 2000.** Students planning to travel will be required to submit a non-refundable deposit to reserve a place on the trip by **Friday, November 3, 2000.** Each student should also complete the Application/ Agreement Release Form (pages 31 -32) and submit it to Mrs. Primm with the initial deposit. The student and her parent(s) must sign all travel agreements.

Application Deadlines

Essay for Academic Travel Programs:
Friday, October 20, 2000

Essay/Application for Independent Study Program:
Friday, October 20, 2000

Work/Study Internship Application:
Friday, November 3, 2000

Deposit/Application for Travel:
Friday, November 3, 2000

work/study Internship Program

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the work/study program. Students have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by this practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The work/study program is an internship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year work/study participants must prove their seriousness and their responsibility to their sponsors and to the community at large. Words are not enough, however. Students must show initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes most effectively.

While many work experiences offer real hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective work/study faculty sponsors is essential. During a required interview prior to January, students and sponsors must become familiar with each other's understanding of the program and expectations about the proposed placement. It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional situation. **Careful attention to goals and objectives in advance will enhance the chances for a successful work/study internship experience in January.**

Many careers have been explored during Winterim. However, options open to students for Winterim 2001 are not confined to those placements available in the past. The possibility of any placement actually originates in the student herself. **Parents are strongly encouraged to assist the student in choosing an area of interest.** Students then need to check with the appropriate faculty supervisor for guidance in placement.

Every effort will be made to help the student assess her interests and capabilities, establish reasonable expectations, and arrange a meaningful work/study placement. If a student has difficulty identifying a work/study area, Mrs. Primm will be happy to assist. In preparation for application and participation in the work/study program and consideration of a specific placement, both the student and her parent(s) must carefully review, understand, and accept the following guidelines:

1. Participation in this program requires work and regular daily attendance. Students are expected to be present a minimum of **six hours daily**, depending on the placement.
2. Placements are voluntary and **students must not receive pay** for work during Winterim.
3. Placements should have educational benefits, and non-educational experiences need to be avoided.
4. Students are not to seek work/study placements with family members. Only under very unusual circumstances will these work/study programs be approved. Any request for such approval must be directed to Mrs. Primm.
5. Placements will not be approved with any community sponsor where the student has been previously employed or has worked as a volunteer. **Failure to adhere to this guideline will result in an automatic F.**
6. The amount of responsibility and activity involved in a work/study placement should be assessed and understood in advance by student, parent(s), and community sponsor.
7. Transportation arrangements demanded by the location of the placement are the responsibility of the student and her parent(s).

work/study Internship Program

Work/Study Guidelines

The process of developing a work/study placement involves the student, the parent(s) and the community and it may take months to finalize. In general, the process involves the following stages:

Stage I: Clarification

1. Each student must begin early to assess her work/study interests, goals, and expectations. After consulting with her parent(s), Mrs. Primm, and the appropriate faculty supervisor, a decision must be made as to the type and location of placement desired.
2. Once the placement has been arranged, students must complete the work/study application on page 27 of this catalog. The parent(s) and faculty supervisor responsible for the particular work/study area must sign this application. Students should submit the original to the Winterim Office and a copy to the faculty supervisor. The application includes information concerning general work/study responsibilities.

Stage II: Preparation

1. After a student submits an application for the work/study program, she will prepare a personal resume, including a statement of goals and expectations, due Friday, November 10, 2000.
2. When the intership is secure, Mrs. Primm will mail a confirmation letter to the community sponsor. This letter will include details of the arrangement and a copy of the student's resume. Students will receive a copy of this letter for reference.
3. Each student must have a personal interview with her work/study sponsor by Friday, December 8, 2000. Following the interview, students are required to complete an Interview Summary Form, which summarizes the student's accepted responsibilities and outlines as specifically as possible the expected job activities. This form must be completed and returned to Mrs. Primm on the following school day. Failure to complete the interview or submit the Interview Summary Form will result in the student's enrolling in classes on campus during Winterim.

Stage III: Implementation

1. Students should expect at least one visit from her faculty supervisor during her work/study.
2. Students are expected to be present at work each day the place of employment is open, regardless of school closings.
3. Absences should be reported daily to the community sponsor and the school office.

Stage IV: Evaluation

1. The purpose of evaluation is to promote good community relations and repeated internships.
2. Each student is required to keep a journal (distributed at school in December) and to write an evaluation of her Winterim experience. Daily journal entries will be written in a notebook provided by the school. Each student must submit her journal and internship evaluation to the faculty work/study supervisor on **Monday, January 22, 2001.**

Deadlines for Work/Study Internship Program

Thursday, October 18, 2000: Area Commitment
Friday, November 3, 2000: Application Form
Friday, November 10, 2000: Resume
Friday, December 8, 2000: Interview
Monday, January 22, 2001: Journal/Evaluation

Attendance

Any student off-campus participating in a work/study program will be present for the duration of her daily schedule. Any student who is absent without both her parent's knowledge and the school's knowledge and permission will be suspended and placed on probation. One unexcused absence for any portion or the student's entire daily schedule will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. **If a student's community sponsor is open for work, the student is expected to be present. Inclement weather does not provide an excused absence.**

Transportation

A work/study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should not undertake a work/study placement.

Guidelines

It is the student's responsibility to understand, accept, and communicate to the community sponsor information concerning the guidelines of the work/study program. These details include information regarding hours, dress, attendance, rules, and no-pay policies, as outlined in the confirmation letter.

It is the student's responsibility to adhere to all of the guidelines outlined by Harpeth Hall for the work/study program, particularly dates for area commitment, resume, and interview. Failure to do so will result in an on-campus classroom placement.

Science and Medicine

(Mrs. Lori Graves/Mrs. Legare Vest)

This work/study program is designed for any student with a strong science background and a career goal in a science-related field. The variety of experiences available includes basic medical research, industrial science, environmental science, veterinary medicine, and engineering. All science placements must be cleared through the faculty supervisors. Students are encouraged to explore possible opportunities for placement and then ask the faculty supervisors to make the initial contact with a community sponsor. The faculty supervisors will make every effort to obtain an agreement with this sponsor.

Law/Government

(Mrs. Betty Huesmann)

This work/study program offers students interested in a career in this field the opportunity to observe first-hand and to gain valuable experience as an assistant in a variety of placements. Mrs. Huesmann will help each student focus on her interests and identify a suitable position. These placements include assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing in various law enforcement agencies. Students should check with Mrs. Huesmann before making initial contact with a community sponsor.

Music Industry/Business

(Mr. Scott Myrick)

This work/study program is designed for students interested in gaining work experience in the world of business. Placement opportunities include positions in record production companies, financial institutions, web design companies, and investment or insurance companies. Students are encouraged to develop their own contacts in this area, and Mr. Myrick will assist as needed in securing a placement.

Special Education/ Psychological Services

(Mrs. Dana Long-Innes/Ms. Erika Radke)

This work/study program is designed for students interested in various aspects of psychology and special education. Possible placements include working with individuals who have emotional, mental, physical, or learning difficulties. Other possible placements include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area. All placements of this type must be cleared through the supervisors.

Student Teaching

(Mrs. Betty Huesmann)

This work/study program is designed for students interested in exploring the teaching profession. Mrs. Huesmann will meet with each student interested in teaching to help identify the student's role and responsibilities in the school where she will be working. Students will work in local schools under the direct supervision of the cooperating school and the indirect supervision of Mrs. Huesmann. Students should indicate preference, if any, of school, grade, and subject area of interest. Every effort will be made to locate the student in the school she desires, though students need to be aware that such specific arrangements are not always possible. Mrs. Huesmann will finalize all student teaching assignments.

Public Relations and Journalism

(Mrs. Jess Hill/Mrs. Linda Karwedsky)

This work/study program is designed for students interested in a career in media and/or communications. Possible placements in this area include local radio or television stations, newspapers, magazines, public relations or marketing firms, or advertising agencies. In order to avoid duplications, any student desiring a placement in this program should check with Mrs. Hill or Mrs. Karwedsky before making any contact with a possible community sponsor.

Internships in Washington, D.C.

(Mrs. Scottie Girgus/Mrs. Carole Hagan)

This work/study program in our nation's capital is a study in real life. Students live in a suite hotel and are responsible for money management, grocery shopping, budgeting, transportation to work, cooking, and getting along with each other. In addition to being an exciting work/study opportunity, the Washington program allows time for students to take advantage of the many cultural and historical offerings in the city. Some students work on Capitol Hill, while others work in the Smithsonian, in museums, or in art galleries. This program is designed for mature, responsible students; therefore, any student interested in working in Washington should submit an essay outlining her goals for the trip, as well as meet with Mrs. Primm to discuss the type of placement sought by **Friday, October 20, 2000**. This internship opportunity is limited to 16 students, and student participants will be selected and notified by **Friday, October 27, 2000**, based on essay content and disciplinary standing at Harpeth Hall. The fee to participate in this program is $1,750.00. This includes 17 nights' lodging in a suite hotel, airfare, admission fees to various cultural activities, six dinners out, two group theatre performance outings, and two additional group evening activities. Students going to Washington will need to submit a non-refundable deposit of $1,000.00 by **Friday, November 3, 2000** and a second payment of the balance of $750.00 by **Monday, November 20, 2000.**

independent study ... And Other Programs

Independent Study Program

Participation in an independent study project is designed for juniors and seniors who want to pursue intense study in an area they are passionate about and is reserved for students who meet the requirements of the program. This is not an opportunity for students to travel or work with others. Rather, it is a means to allow individual students the chance to focus solely on an area of individual interest. In recent years, students have pursued areas such as music, photography, art, and creative writing. Students interested in independent study are required to submit a proposal outlining their study plans, as well as the Independent Study Application Form located on page 29 of this catalog by **Friday, October 20, 2000**. Students will be selected based on essay content and solidity of the study and will be notified by **Friday, October 27, 2000** of their Independent Study status. In addition to completing the required paperwork, students must acquire the approval of a faculty member willing to supervise the independent study. Independent study projects may be pursued on- or off-campus. Faculty supervisors require frequent reports or discussions with the student, as well as a final written presentation or performance.

Other Programs

There are other opportunities available through organizations such as Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School (NOLS). Information is available in the Winterim office, and interested students should make an appointment with Mrs. Primm in early October to talk about these programs.

Grades?
Feedback?
Comments?
– Call Emily?

Academic Travel Programs

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills that were first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their abilities in new ways, and traveling or working with a group cannot be measured. The travel programs offered each year offer a variety of learning opportunities.

All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged to better prepare the student for the sites and experiences of her trip. Failure to attend these meetings could result in the student's being asked to withdraw from the program. Any refund payment will be made at the school's discretion.

Each student is required to keep a daily journal during her travel. This journal will be kept in a notebook provided by the school and distributed to the student with guidelines for the written report that summarizes her experience. The journal and the written report must be submitted to the trip chaperone(s) on **Monday, January 22, 2001** and may become a part of the student's portfolio.

Even with careful pre-planning and continual re-checking, the exact cost of an academic travel program is difficult to establish six months ahead of time. Because of the fluctuations of the dollar on the foreign exchange and the very real possibility of changes in airfares, fuel costs, and foreign taxes, all costs for travel are approximate. As a result, there could be some fluctuation in the costs quoted in the catalog at this time. Parents will be notified of any change in cost before the December date for final payment.

Academic Travel Programs, Cont..

Harpeth Hall travel offerings are learning programs and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, in an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality and quantity of the program.

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate. Each student interested in travel must submit an essay outlining her interest in, and goals for the trip, to Mrs. Primm by **Friday, October 20, 2000**. All essays will be reviewed by committee and students will be selected and notified by **Friday, October 27, 2000**. Selection will be based on essay and trip objectives and the student's disciplinary standing at Harpeth Hall. Each student selected to participate in a travel program will be required to submit the travel application and a non-refundable deposit by **Friday, November 3, 2000**. Deposits are not refundable unless Harpeth Hall cancels the trip. Partial refunds may be made on the basis of the date of trip cancellation and the refund policy of the travel agency who holds the contract for that particular program. Trip cancellation insurance can be purchased in order to protect against losses due to cancellation.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Payment Schedule for Travel Programs

Travel program prices vary according to destination and number of days. Therefore, please review the price information for individual trips you are considering. The payment plan for each trip, however, consists of a non-refundable deposit due **Friday, November 3, 2000**, a second payment due **Monday, November 20, 2000**, and the full final payment of the balance due **Monday, December 4, 2000. After that date, no individual refunds can be made except in the case of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure. Checks should be made payable to Harpeth Hall School and given to Mrs. Primm.**

Notice Regarding International Travel

The Winterim Academic Travel Program is designed to be an educational and enjoyable experience for all involved. Therefore, if it is determined that travel to the selected countries during January will be unsafe, trip sponsors will decide upon an alternate, but comparable, itinerary. Students and parents involved will be notified immediately of any change(s) in plans.

Greece and Egypt

17 Days in Greece and Egypt
Hotel accommodations in tourist class hotels
Continental breakfast and dinner daily
Overland transportation in deluxe motor coach with tour escort
One-day cruise to a Greek Island
Four-day, three-night deluxe Nile cruise with shore excursions/All meals included
All entrance fees and admissions for museums, historical sites, and cultural events

Your visit to Greece and Egypt will give you the opportunity to see many of the most important aspects of ancient civilization. Athens will be your base in Greece and from this fascinating city you will visit a number of neighboring towns. In Egypt, a land that was already 6,000 years old when Christ was born, you will observe permanence and the endless cycle of nature, elements that characterize Egyptian art and civilization, as exemplified by the Nile.

Athens

Tours in this fascinating city will include the National Museum, Constitution Square (Syntagma), the House of Parliament, the Memorial to the Unknown Soldier, and the fine neoclassical buildings on Venizelou Avenue. On your way to the Acropolis, you will see the Panathenaic Stadium (where the first Olympic games of the modern era were held in 1896), the Temple of the Olympian Zeus and Hadrian's Arch. On the Acropolis, view the Parthenon, the monument that represents "harmony between matter and spirit," which "puts order in the mind." An afternoon drive along the coast road, past the wonderful beaches of Clyfada, Vouliagmeni, and Varkiza will bring you to Cape Sounion (the southernmost point of Attica), where the white marble pillars of the Temple of Poseidon stand. There view a sunset that has not changed for a millenia.

Corinth, Mycenae, Nauplia, Olympia, Delphi

Some of the places you will visit during your four-day classical tour include the ruins of old Corinth, the tomb of Agamemnon, the famous acoustical theatre at Epidaurus, Arcadia (the home of Pan and the Nymphs), and Olympia, the cradle of the Olympic Games. The classical tour will end in Delphi (home of the Oracle), whose prestige extended far beyond the boundaries of the Hellenistic world.

Cairo/Giza

Here you will visit the world-famous Egyptian Museum of Antiquities to see the Pharaonic exhibits covering a period of 5,000 years, the Pyramids of Cheops, Chepheon, Mykerinos, and the famous Sphinx, the Pharaoh-headed lion carved from a single piece of roc. You will also take time to explore the famous Khan al-Khalili Bazaar.

Memphis/Saqqarah

See the ruins of Memphis, the ancient capital of Egypt, and then continue to Saqqarah, the necropolis with the world-renowned Step Pyramid and many other mastabas and tombs that reflect the Egyptians' concern with the afterlife.

Luxor: Thebes, Karnak

On the west bank visit the enormous temple complex at Karnak which took 1600 years to complete and is dedicated to the god Amun. Then walk on the avenue of the sphinxes that connected the temples of Karnak and Luxor. Wander through the Valley of the Kings on the east bank and descend into history -- sown into tombs. View the Temple of Queen Hatshepsut, cut from living rock. At sunset, step into Agatha Christie's world by boarding ship for a four-day cruise down the Nile.

Edfu, Esna, Kom Ombo

Take a horse-drawn carriage to the great Temple of Horus, the best preserved of Egyptian temples. Then explore the Temple of Khnum, dedicated to the ram-headed god of Creation and see the mummified crocodiles at the Temple of Hathor.

Aswan

Explore the enormous temples of Ramses II. Think of Queen Nefertiti before taking a leisurely ride to Elephantine Island in a "felucca," the Egyptian boat with billowing sails. Visit the exquisite new museum at Aswan and the Temple of Philae dedicated to the goddess Isis. See the unique twin Greco-Roman temples, and daydream of Cleopatra.

Accommodations:

Quad-rooms with private bath/doubles on the Nile cruise.

Meals:

Two meals per day (breakfast and dinner), except for the Nile cruise, where all meals are included.

Cost:

$3,495.00

Cost does not include passport fees, visa fees, lunches, beverages at evening meals, personal expenses, or optional evening expenses.

Payment:

A non-refundable deposit of $1,500.00 to secure a reservation is due **Friday, November 3, 2000**. A second payment of $1,000.00 is due **Monday, November 20, 2000.** The remaining balance of $995.00 is due **Monday, December 4, 2000**.

Dates:

Depart Nashville Tuesday, January 2, 2001, and return to Nashville Thursday, January 18, 2001.

Please note:

As noted in the Winterim 2000 catalog, this trip will be limited to 20 participants who have taken or are taking AP Art History. The Greece/Egypt trip is a rigorous, intellectually demanding academic experience that is most deeply appreciated by students with a keen interest in art and architecture. Those students without a strong foundation in ancient history and culture are at a distinct disadvantage. Should there be space available, non-art history students will be considered for inclusion. These students will be placed on a waiting list, and their deposit checks held. This list will be reviewed after the trip deposit deadline.

❄ camelot

(Mrs. Nancy Grimes and Ms. Karen Roark)

A Study of Celtic Legend and Lore

In the fifth century AD, there was a boy king who successfully united the warring factions of his country to become a great kingdom for the first time under one crown. The Boy was Arthur. From these bare facts, the greatest legend of the western world emerged, but its importance to European culture lies not in what Arthur was but in what he became. So significant is this story that it has reappeared in a new form with persistent regularity for over 1000 years. How much is legend? How much is truth?

If you join this travel adventure, you will piece together the Arthurian legend through literature and travel. Reflecting on works by Geoffrey de Monmouth, Sir Thomas Malory, Alfred Lord Tennyson, T.H. White, Mary Stewart, and Marion Zimmer Bradley, you will study the ancient Celtic culture that enshrouds all of Great Britain with magic and mystery. You will travel to England to visit such places as Stonehenge, Avebury, Glastonbury, Tintagel, and London. Somewhere on the Salisbury Plain, in the abandoned churchyard of an ancient abbey, or in paintings and artifacts in a great museum, you may discover for yourself the truth about Arthur.

Every once in a great while, myth triumphs conclusively over reality. Such is the case with King Arthur.

Accommodations:

Bed and Breakfasts

Meals:

Price includes two meals per day (breakfast and dinner).

Cost:

$2,100.00

Cost includes roundtrip airfare, motor coach throughout, and all entrance fees. Cost does not include passport fees, lunches, beverages at evening meals, or personal expenses.

Payment:

A non-refundable deposit of $1,000.00 to secure a reservation is due **Friday, November 3, 2000**. A second payment of $700.00 is due **Monday, November 20, 2000**. The remaining balance of $400.00 is due **Monday, December 4, 2000.**

Travel Dates:

Depart Nashville Friday, January 5, 2001 and return to Nashville Friday, January 19, 2001

Travel Schedule:

Friday, January 5
Depart Nashville for London

Saturday, January 6 - Wednesday, January 10
London: Tour will include the British Museum, the British Library, the National Gallery, Tate Gallery, the Tower of London, Westminster Abbey, Buckingham Palace and shopping in Covent Garden and Harrads. We will also see two plays.

Wednesday, January 10
Depart London for Oxford. We will take a walking tour, including Martyr's Memorial and Blackwells. Day trips from Oxford include Stratford Wells, Bath, Stonehenge/Avebury, Glastonbury, and Winchester.

Sunday, January 14
Depart Oxford for York. We will take a walking tour, as well as see Yorkminster, Jorvik, and Madame Tussaud's Dungeon.

Tuesday, January 16
Depart York for Edinburgh. We will visit the Palace of Holyrood and Edinburgh Castle.

Thursday, January 18
Return to London for a free day.

Friday, January 19
Depart London for Nashville.

❄ winterim 2001 — On-Campus Program

Freshman/Sophomore Application

(Students need to submit the application to Mrs. Primm between October 10th and October 12th)

Name: _____
(Last) (First)

Class: _____ Freshman _____ Sophomore Soph priority for next

Courses will be scheduled randomly. However, in order to maximize the chances of getting into classes you prefer, follow these instructions: Number each discipline in order of preference. If you are choosing Service Leadership, it must be your first preference. Within each discipline, number your first three course choices with a 1, 2, or 3. You must indicate three choices for each discipline. If a course falls within 2 different disciplines do not choose it more than one time. If you do, your application will be returned. Students who submit applications prior to October 10 or after October 12 will be scheduled into classes only after all other students have been scheduled. This will provide you the time necessary to review the courses with your parents and advisor and make an informed decision about courses you would like to take.

Clarify — 1. Number / Rank Disciplines
2. Rank pref. for classes

_____ Arts

____ Acting/Performance	____ Improv at 110%	____ Silent Screen
____ Back to the Future	____ Light and Color	____ Songwriting/Guitar
____ Dance Technique	____ Mad Hatter	____ String Machine
____ Hitchcock 101	____ Portrait Photography	____ Watermedia Workshop

_____ Health/Daily Living

____ Bat the Birdie	____ Everything/Sink	____ Self Defense
____ Beyond Hate	____ Gender Roles	____ What You Don't Learn
____ Dance Technique	____ Kick it Up	____ Winged Sun Disk
____ Differences/Disabilities	____ Outdoor Leadership	____ Women/Finance
____ Hottie Science		

_____ Humanities

____ Back to the Future	____ French Cooking/Culture	____ Religions
____ Black/White in Color	____ Gender Roles	____ Silent Screen
____ Fifties through Film	____ Hitchcock 101	____ Winged Sun Disk

_____ Math and Science

____ Bridges	____ Programming	____ Women/Finance
____ The Matrix	____ What You Don't Learn	____ Hottie Science

_____ Service Learning (~~Indicate 1st and 2nd choices~~ must list 1st choice if chosen)

____ Environment	____ Children's Education
____ Health and Wellness	____ Cultural Diversity

? This drives what else they get

Parent Signature: _____

Advisor Signature: _____

Use check list — Was they come in

winterim 2001 Work/Study Program Application

(Submit original to Mrs. Primm and a copy to faculty supervisor by ~~Friday, November 3, 2000~~)

Name _____
(Last Name First)

Class (circle one) Junior Senior

Work/Study Field _____

Faculty Winterim Supervisor _____

Specific Community Sponsor _____
(name of organization)

Community Supervisor _____
(name and title of person supervising -- circle one) Ms./Mr./Dr./Mrs.

Business Address _____

City, State, Zip _____

Business Phone Number _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim work/study internship. I am willing to abide by the rules for attendance and I understand that I am responsible for my own transportation to and from work. I will notify my employer and my faculty supervisor if I will be absent from work.

Student's Signature _____

I/we, the parent(s) of _____understand the obligations which my/our daughter is assuming in enrolling in the Winterim work/study program for 2001. I/we will see that she has transportation to her job and that she notifies her employer and faculty supervisor if she will be absent.

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Date _____

≠ Work Study 001

winterim 2001

Independent Study Application

(Submit with proposal to Mrs. Primm by Friday, October 20, 2000)

like working w/ Rosie or not

Name _____

Class (circle one) Junior Senior

Study Area _____

Supervisor _____

Independent Study Proposal Guidelines:

1. Introduction - Describe the subject of your proposed independent study, the overall purpose of your study and the rationale for using your Winterim time for this study.

2. Goals and Activities - Outline specifically the goals you expect to achieve during the Winterim period and in what activities you will be involved to reach these goals.

3. Evaluation - Explain who will evaluate your progress and how you will be evaluated. (Will you write a paper, perform, create or produce a work of art, or make a presentation to the student body?)

The proposal should be typed in good grammatical form and attached to this completed form when submitted to Mrs. Primm. Students will be notified by Friday, October 27, 2000 if they have been selected to pursue an Independent Study.

Statement of Responsibilities

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least 6 hours a day or 30 hours a week excluding lunch and that I will stay in regular contact with my Winterim Faculty Supervisor. Furthermore, I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisor's evaluation of the quality of my work.

Student's Signature _____

Parent(s)' Signature _____

Faculty Supervisor's Signature _____

Date _____

bus. content. info?

winterim 2001 — Academic Travel Program

Application, Agreement, and Release Form

(Submit to Mrs. Primm with trip deposit by Friday November 3, 2000)

I, or we, the undersigned parent(s) or guardian(s) of _____, a student at Harpeth Hall School, hereinafter referred to as "Student", for and in consideration of said school undertaking the sponsorship and supervision of a trip to _____ as a part of the school's Winterim program, in which Student is a participant, agree as follows:

I (or we) release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

I hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or if no hospital is readily available to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions. I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the school's program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest, harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented to the group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

I understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations and rates in effect at time of departure.

All references in this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults responsible for the applicant, where applicable.

Student has no health problems about which the school should be informed except as follows:

_____

_____

_____

Physician's Name and phone number(s) _____

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This _____day of _____, 2000.

Student's Signature _____

Parent(s)' or Guardian(s)' Signature _____

During the activity, I may be reached at: _____

Address _____

Phone # _____

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name & Address _____

Phone # _____

Relation to participant _____

Additional remarks: _____

_____

_____

_____

_____


Winterim
2002

Course Catalog

Winterim 2002
January 3-18

The Harpeth Hall School
3801 Hobbs Road
Nashville, TN 37215

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"Winterim is a time for growing intellectually in a way that can't be found in the classroom. While anyone can study the Parthenon in a classroom through the use of slides, not everyone has the opportunity to visit the actual monument."

❄

Frances Lewis ('01)

Introduction to Winterim

Harpeth Hall Mission Statement

Harpeth Hall, an independent college preparatory school for young women, challenges each student to develop her highest intellectual ability, to discover her creative talents, and to make a meaningful contribution to her community. The School sustains a tradition of excellence in academics, the arts, and athletics. Our goal is to teach our students to think critically, to lead confidently, and to live honorably.

Harpeth Hall Vision Statement

The Harpeth Hall student cultivates wonder in learning, independence of thought, honor in action, and joy in community. Her education is integrated — it does not begin nor does it end in a classroom — and it encompasses the mind, body, heart and spirit.



A Message from Ann Teaff

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learning is not limited to the classroom and laboratory nor to traditional offerings in our academic day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in nontraditional areas. Finally, it provides faculty with unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a nontraditional schedule, and opportunities to learn beyond the campus in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors to complete your arrangements in late October.

Ann Teaff
Head of School



A Message from Denise Croker

Winterim is perhaps the time when students most closely approach the Vision Statement to the left. It is an integrated experience that allows a student to develop wonder in learning, independence of thought, honor in action, and joy in community.

Now in its 29th year, Winterim continues to provide students at Harpeth Hall the opportunity to rethink what *education* means. Within and without our walls, extraordinary learning takes place. Freshmen and sophomores challenge themselves on campus in inventive, student-centered, project-oriented classes. From Self Defense to Gender Roles, from Visual Basic Programming to Painting, girls can stretch their learning and their experience in four disciplines: the Arts, Health and Daily Living, Math and Science, and the Humanities. Because of the extended class periods, students are able to immerse themselves for longer periods in courses that intrigue and inspire them. Service Learning is also an option during the freshman/sophomore years, and the girls are able to engage themselves in meaningful service for a long block of time — two class periods in the morning.

For the juniors and seniors, the options are numerous as well as a little daunting. Students have three major options: a Work/Study Internship either in Nashville or in Washington, D.C.; Academic Trips; or Independent Study. Work/Study Internships allow Harpeth Hall girls to experience careers of interest firsthand, from medical fields to the arts. The Work/Study Internship has proven year after year to be a seminal experience in the career decisions students make later in life. Some students are encouraged by what they see during this time and are able to solidify their college and post-college plans; others are able to eliminate careers they were considering at one point. Both are valuable experiences. Academic Travel allows students to immerse themselves in different environments and cultures, making links between what they have learned in the classroom and extending it. Still others spend these weeks in Independent Study, pursuing a subject they are passionate about, such as art, dance, music, creative writing, or photography.

Given that a large portion of the Winterim experience entails travel, I know that some students and parents are apprehensive about flying after the tragic terrorist incidents of September 11, 2001. Harpeth Hall still plans to provide the same opportunities that we have every year, and we will do our utmost to ensure the safety of our students. As long things appear to be stable, within the United States or in one of the countries in which students will travel, we will continue our travel plans. If a student should choose to stay in Nashville instead of participating in one of our Academic Trips, the Work/Study Internship and the option of Independent Study will still provide for a lively and wonderful Winterim.

Whatever choice the student makes, on- or off-campus, as a freshman or a senior, her Winterim experience will no doubt challenge her intellect, expand her vision of the world, and help each girl develop into a thoughtful, independent young woman.

Denise Croker
Winterim Director

On-campus Courses for Freshmen and Sophomores



"I learned not only from my own experience but from talking with others. That was amazing because there was always something new to discover. There was always something to discuss — this new idea that we had never thought of before."

❄

Sarah Mayhan ('04)

Freshmen & Sophomores

Standards

During Winterim 2002 the school will continue to expect the same conduct which is expected of Harpeth Hall students during the school year. This applies both on-and off-campus. Please review the Upper School Handbook for details. Special rules are listed below.

Dress

Because students may be involved in hands-on projects of the type not usually done during the rest of the school year, during Winterim students may wear clothing befitting their experience for the day. This means that they may wear any Harpeth Hall shirt paired with appropriate pants or a skirt. Some specifics follow:

1. Students are allowed to wear blue jeans or wool or corduroy pants. No holes.
2. Students are allowed to wear hiking boots.
3. If a student is enrolled in a "physical education"-type class (yoga, dance, and the like), she may change to appropriate gym clothes for the class period, but she is expected to be in street clothes for the rest of the day.

Attendance

Students participating in the on-campus programs will attend all classes, Assemblies, and Morning Meetings. The policy for absences during Winterim is the same as it is during the school year, as defined in the Upper School Handbook. An absence the day before or the day after a holiday counts as a double absence.

The two categories of absences and the procedures that accompany each are as follows:

1. Excused Absences

A. Sickness or injury to the student/Family emergency involving illness, injury, or death. Parents should call the school before 7:30 the day of the absence.

B. Special family celebrations (weddings, graduations, bat matzvahs) and religious holidays. Parents must submit a note in advance for these absences, and students must complete an absence form.

2. Unexcused Absences

An unexcused absence occurs when a student misses all or part of the day without the knowledge of parents and the school. This results in automatic suspension.

There is an absence form in the Upper School office that must be completed before the day of an absence. This form must be signed by Mrs. Mulgrew or Mrs. Maxwell and then taken by the student to her teachers for their signatures, and then given to Mrs. Horton before the student leaves for the absence. This form takes at least 24 hours to process.

3. Absences and Extracurricular Participation

Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

Requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on the student's transcript.

The classes taken and grades received are recorded on the student's transcript. Each student's Winterim record (grade, comments, etc.) is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio, which will be given to her at the end of her senior year.

Course Categories

Freshmen and sophomores will take classes in four concentrations over a two-year period:

- Arts
- Health/Daily Living
- Humanities
- Math/Science

Each year a student will take three classes in three concentrations. Over a two-year period, a student must successfully pass six classes in four different areas, taking a second class in two concentrations.

Service Learning is an option for students to take one of their two years. Because it requires two blocks of the day, a student who chooses the Service Learning concentration will fulfill five (not six) classes over the two years, and she still must complete her four concentrations.

Course Scheduling

Once freshman/sophomore students have completed their On-Campus Course Request Form (located on page 39 of this booklet), including getting the appropriate signatures, they are to submit it to the Winterim Office between **Oct. 17 and Oct. 19.**

Students whose applications are submitted on time will be randomly scheduled into classes, with sophomores receiving priority over freshmen. While every effort will be made to schedule students into their preferred classes, students must understand that class sections do fill quickly. It is important that students fill out the application in its entirety so that the schedulers can easily see the student's preferences of concentration and course.

Applications received before Oct. 17 and after Oct. 19 will be reviewed only after all other students have been scheduled. Those who turn in no application at all or only a partially-completed application will have classes decided for them.

Daily Schedule

Block	Time
I	7:55-9:45
II	9:50-11:40
Lunch	11:45-12:25
Activity	12:30-1:05
III	1:10-3:00

Course Expectations and Evaluation

All Winterim courses require students to complete work that is graded and averaged into a course grade. This course grade appears on the transcript. While each course will have different demands, some types of assignments include the following: reading, journal writing, essay writing, quizzes, tests, performances, and final projects. Homework is certainly appropriate during Winterim.

Grades

The grading system for the on-campus portion of Winterim is the same as the grading scale for courses taken during the regular school year. Each student will receive a letter grade for her courses. In addition, each student is required to submit work from her classes to be included in her Winterim portfolio.

Students who fail a Winterim course will be required to work with the Winterim Director and the Director of the Upper School to develop a plan to make up requirements of the class.

Grading System

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	64 and below

NC No credit (Given to those who are unable to complete the requirements due to illness)

Courses for Freshmen and Sophomores

The Arts
Health/Daily Living
Humanities
Math and Science
Service Learning







Songwriting for Guitar

Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play, and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. Each student, however, should own her own guitar. Students will design and record a CD of original songs as a final project. *Also counts as a Humanities course.*

The String Machine

Calling all instrumentalists! This is an opportunity for all instrumentalists (primarily string players — piano too!) to play ensemble pieces and solos of different styles to be performed at an assembly for the student body. You don't have to be in Chamber Players to get involved. You do have to have previous knowledge and possession of any stringed, wind, brass, or percussion instrument. Guitarists and drummers welcome, too.

Painter's Workshop

Have you always wanted to paint but never had time to fit it in your schedule? This painting course offers you the opportunity to explore painting processes through tempera, watercolor, and acrylic paints. We will cover drawing basics and beyond, so this is the perfect class for the beginner or advanced student. For inspiration, we will visit local galleries and museums. Painting supplies and materials will be furnished.

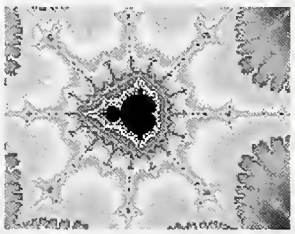
Drawing

This class is designed primarily for students who are currently not in art or feel as if they "can't draw!" Various drawing media will be explored through observation and imaginative studies of objects, places, and people. A local art gallery field trip is planned.

Modern and Jazz Dance Technique

Dance Technique offers the dancer an opportunity to pursue a daily class to strengthen and improve dance skills both physically and emotionally through a mind/body approach. Each dancer will be encouraged to work at her own level rather than to compete with others. This class will investigate a healthy, safe approach to dance. Prerequisite: Introduction to Dance. *Also counts as a Health/Daily Living course.*

MathematArts



Don't believe that mathematics and art have anything in common? Think again! In this course, you will explore some simple mathematical concepts that yield some very complex and beautiful images. We will first examine the mathematics behind tessellations, chaos, and fractals. Then we will use freeware and laptop computers to generate art images. You must have completed Algebra I to take this course. *Also counts as an Arts course.*

At the Impressionist's Table: Cooking with French Artists

Have you ever wondered what French artists dined on? Take this class and you will discover what Monet served when Cezanne came over and the recipes they exchanged. Like Proust did with a bite of his "petite Madeleine," transport yourself to Nineteenth Century France. In this class you will study both French artists and you will cook some of their favorite foods. We will concentrate on quick and easy cooking that is very tasty! *Also counts as a Health/Daily Living Course.*

Hitchcock 101

Before *Blair Witch Project*, before *Scream*, before *I Know What You Did Last Summer*:..there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of Twentieth Century cinema's greatest directors. We will watch several Hitchcock classics and analyze the components of his works which make them great — the cinematography, story lines, actors, musical scores, and, of course, the signature creation of suspense. So come join us . . . if you dare! *Also counts as a Humanities course.*



Introduction to Modern Art

If you have ever stared at a work of modern art and thought to yourself, "I just don't get it," you are not alone. Modern art has often baffled and disturbed its audience, but it has also produced works that are as beautiful and as moving as those of any era. This course will look at the reasons why modern art has been so dynamic and controversial. It will start with the Impressionists and then survey the art of the Twentieth Century. The focus will be on painting, but we will also look at the sculpture and design of the modern era. The format will be slide/lecture with an emphasis on class discussion. *Also counts as a Humanities course.*

The Mad Hatter's Tea Party

This is a course on clay slab and coil work that will emphasize imaginative story telling through the creation of a clay tea set — teapot, creamer, sugar bowl, and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read *Alice in Wonderland* and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative surfaces, and a unique product! Talent is unnecessary, but laughter and enthusiasm are a must!

On-campus Courses

Environmental Issues

Do you wonder how much paper Harpeth Hall goes through in one day? What happens to all of those bottles in the trash that never make it to the recycling bin? What about at home? — how environmentally aware and active is your family? In this course you will examine the environmental issues that are most relevant to *your* everyday life. We will examine how we as individuals impact the environment and how these impacts can possibly be mitigated. The course will include reading, discussion, individual projects, and field trips to local sites. Come see what we are doing, one by one, to our planet, and how we can make a difference individually and collectively. *Also counts as a Math/Science course.*

Sewing 101

How would you like to make a cute little purse? Sew up your own top and skirt in a weekend? Learn the vanishing art of sewing in this class that teaches sewing essentials. Students will learn how to use a sewing machine, understand a commercial pattern, and construct two basic garments. The class will meet at Marguerite's Sewing School, close to 100 Oaks Mall. Each student will need to purchase a $30 sewing kit on the first day of class. *Also counts as a Math/Science course.*



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Have you ever wondered what French artists dined on? Take this class and you will discover what Monet served when Cezanne came over and the recipes they exchanged. Like Proust did with a bite of his *"petite Madeleine,"* transport yourself to Nineteenth Century France. In this class you will study both French artists and you will cook some of their favorite foods. We will concentrate on quick and easy cooking that is very tasty! *Also counts as an Arts Course.*

Kick It Up!

This course will introduce you to all the latest in fitness training. Spinning, interval training, strength training, using weights and resistance bands, and much, much more! Throughout the course you will have the opportunity to experience the fundamentals of aerobic and anaerobic training. Cross training the body is an important part of keeping the body fit while preventing injuries. We will have lots of fun and learn while working out. Be sure to bring a water bottle and a towel.

OUTDOOR LEADERSHIP 101 **add to p. 15**

The great outdoors is an excellent place to teach leadership. This course will be experiential in nature because students more easily remember what they *do* than what they see or hear. We will learn skills such as backcountry camping, hiking, and cooking, and also practice the "leave no trace" outdoor ethic. We will focus on both personal and ecological awareness - cornerstones of training leaders for any endeavor. We will camp out at lest two nights during Winterim. No experience is required - what is required is a willingness to take risks and get a little dirty.

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Self Defense

The goal of this course is to improve the skill and efficiency of an individual through speeding up reflex action, inspiring confidence, and imparting knowledge of the principles of restraint and practical self defense. We will accomplish this through learned martial arts techniques and the most effective defensive tactics. Each student will gain an awareness of potentially dangerous situations and learn appropriate preventative measures.



Body Talk

This class provides just what you need to balance your stressful day — a calm, relaxing yoga class. This course will be aimed at bringing the body, mind, and spirit into balance through a group of exercises called *asanas* that help tone muscles, calm the mind, increase concentration, and ease tension. Find out some theory of yoga and the Sanskrit names of *asanas* as you use yoga as a self-disciplinary tool. Dress for comfort and body awareness. Yoga mats are not required, but may be purchased for $25 from the instructor.

Tool Time

Ever wield a hammer, loosen a lug nut, or use a ratchet? Anticipating your first car? Learn the importance of routine maintenance, how to change a tire, and see how the car was built. Then design, build, and finish your own wood project for your room — shoe shelf or book shelf or CD rack.

Loving Shakespeare

Loving Shakespeare brings Shakespeare to life through film. *Much Ado about Nothing* represents the comedies while *Hamlet* will represent the tragedies, and *Richard the Third* and *Henry V* will represent the history plays. To complement the study, we will watch films about the plays including *Looking for Richard, Renaissance Man,* and *Shakespeare in Love.* Students will direct and perform scenes of their own choosing which will be videotaped. (Parental permission is required since some of the films have an adult rating.)

Rebuked and Scorned: When Books Talk Back to Other Books



You've heard about the uproar in the literary community when Alice Randall's *The Wind Done Gone* hit the bookshelves. Here is your chance to join the author not only in a study of her book, but in a class that scrutinizes books that "talk back" to one another. *The Wind Done Gone* is based on *Gone with the Wind* and is meant to be a satire. Explore the nature of parody as well as the nature of fictional literary criticism as you read Charlotte Bronte's *Jane Eyre*, paired with Jean Rhys' *Wide Sargasso Sea*, and Richardson's *Pamela* paired with Fielding's *Shamela.* A portion of the class time will be spent reading so that students may complete all six books. Students are encouraged to read at least one novel in advance of the class.

The Fifties Through Film

Some see the decade of the 1950s as a period of consensus — a breathing spell between World War II and Vietnam — in which everyone agreed on the basic principles and values guiding the nation. Others look at the undercurrents of rebellion — the beat poets, the birth of rock and roll, the start of the sexual revolution — and see the groundwork being laid for the explosive 1960s. Explore these issues, along with he history and culture of the decade, through the popular films that document the era. These will include movies made during the 1950s, such as *Rebel without a Cause, High Noon, On the Waterfront,* and *Ben Hur;* as well as those made later, such as *Guilty by Suspicion, The Long Walk Home,* and *Grease.* Along the way, learn to watch films more critically and to think about the "message" that popular movies try to convey.

Gender Roles

Imagine a scene from childhood: little girls gather together, comb each other's hair, and play house; meanwhile, a group of boys are intent on building a fort. Maybe they will have a mud ball fight, maybe they won't. Perhaps a few little girls will join them, but how many of the boys will huddle up to play beautician? The scene may be slightly overdrawn, but questions about the nature of gender have been with us for a long time. Do we learn gender-specific behavior (if there is such a thing), or is it an inherent part of us from the time we are conceived? Come explore these and other questions as we look at gender roles from a biological, social, historical, religious, and literary standpoint. We'll take care to note the dramatic changes in the roles of women (and to some extent, men) during the last century, and we'll discuss opportunities and dilemmas faced by both sexes in the foreseeable future.

The Universal Quest

What do *Star Wars*, *Willow*, and *Crouching Tiger, Hidden Dragon* have in common? What do *you* have in common with Luke Skywalker? Consider these questions and more as you traverse the path of the hero. "Monomyth" is the term Joseph Campbell coined to describe the universal story depicting a hero's journey. Using his work as a guide and contemporary music and film as the "texts," you will examine the application of this pattern from the classical to contemporary world, ultimately connecting the path of the hero with your own.

In Their Own Words: Women's Diaries in Civil War America

War is traditionally presented in historical literature from a male point of view. But there has always been another side to war — the woman's view. Through diaries, letters, journals, short stories, and film, this course focuses on the lives and experiences of northern and southern women during the American Civil War.

WhoDunnit?

Was it the butler? Was it the *femme fatale*? Or was it the "innocent bystander?" Through the study of both film and literature, you will examine the important elements of an unforgettable mystery. Discover how famous sleuths apply critical thinking to uncover the murderer. Come read stories, watch films, have discussions, play mystery games, and share creative writing of your own as you enter the world of mystery.

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On-campus Courses

Shelby Woo and You

Enter the scene of a crime when you enter the classroom. Daily crime scene labs and investigations turn you into hands-on detectives. This forensic chemistry course will give you the opportunity to meet the burden of proof to solve crimes ranging from check forgery to murder!

Women and Finance

Imagine that you have just graduated from college and you have landed your fist job that's paying you a big salary. How should you invest part of your take-home pay and still live the good life? Can you buy your first BMW and still retire at 50? Learn the tricks of investing and saving that men have known for generations. This course will teach you not only about investing, but also about taxes, Social Security, and other realities of making, saving, and spending money. If you're interested in a financially secure future, this course is for you.

Light and Color

Light up your imagination and dazzle your friends by designing and assembling a stained glass window. You will use age-old techniques, dating back to the Gothic period, as well as turn-of-the-century innovations! You will learn to work from a "cartoon," make templates, cut and shape glass pieces, and foil and solder your window together. Materials will be provided for the first smaller project. Students will need to arrange transportation after school to purchase materials for a second larger project. Get ready to sharpen your wits . . . and don't forget to bring a Band-Aid!

Designing Women

Everyone has a "dream home" in the back of her mind — what's yours? If you've ever asked yourself "When are we ever gonna use this?" in a math class, the answer is "Right now!" You will learn all about buying and building your own house. From financing to decorating, you will find that math is involved on many levels. We will have visits from bankers, architects and contractors who will discuss the challenges they face every day. This class will give you a head start on the biggest financial decision you may ever make in life.

VB

VB stands for Visual Basic. It is an extremely user-friendly programming language that allows you to write your own programs in no time. We'll work on fun assignments that teach you the basics of programming. If you are interested in doing more with your laptop, you need to sign up for this course!



What You Did Not Learn in Biology Could Kill You

What exactly is known about cancer today? How can human activities increase or decrease the likelihood of outbreaks of infectious diseases? Why do humans need an average of eight hours of sleep a day? These questions and many more will be explored in this course covering three basic topics: cell biology and cancer, emerging and reemerging infectious diseases, and the biology of sleep. We will look at types of diseases caused by bacteria, viruses, & protozoans. This course will be based on active, collaborative, and inquiry-based activities.

MathematArts

Don't believe that mathematics and art have anything in common? Think again! In this course, you will explore some simple mathematical concepts that yield some very complex and beautiful images. We will first examine the mathematics behind tessellations, chaos, and fractals. Then we will use freeware and laptop computers to generate art images. You must have completed Algebra I to take this course. *Also counts as an Arts course.*

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Service Learning

Perhaps the richest form of leraning is through serving others. That is why Harpeth Hall has a long-standing tradition of a service-learning course for freshmen and sophomores. Class members go off-campus to non-profit agencies, where they use their skills and talents to help children, senior citizens, refugees and people with disabilities. Through journals, discussions, and community friendships, students are guaranteed to learn lessons that will last for life!

Since this is a double concentration (two blocks), students participating in this course will only elect one additional course. Therefore, students must enroll in five courses, rather than six, by the end of sophomore year.



"Inside each of us are powers so stong, treasures so rich, possibilities so endless, that to command them all to actiou would change the history of the world."

— H. Jackson Brown, Jr.





Students may select one of three concentrations in this course:

Children's Education

Teaching preschool and elementary classes in inner-city schools.

Cultural Diversity

Helping children and families in international communities, refugee centers and AIDS care sites.

Health and Wellness

Caring for children with disabilities, screening children for vision problems, and helping senior citizens

Off-campus Opportunities for Juniors and Seniors



"This Winterim experience has been absolutely amazing for me. I love to step out of my everyday life, especially if it involves traveling to places I have never been. I always learn so much about myself through it."

❋

Margaret Jones ('01)

Off-campus Opportunities

Three Options: An Introduction

Juniors and Seniors at Harpeth Hall are offered three options for study in Winterim:

- **Work/Study Internship**
- **Academic Travel**
- **Independent Study**

Each of these is designed to broaden a student's experience through learning outside of the traditional classroom. To be successful in any of these endeavors, students must display responsibility, alacrity, creativity, and capability. Additionally, because they are working off-campus, students must act as ambassadors to Harpeth Hall and uphold the tenets of the school in whatever their position or place.

Off-campus Behavior Expectations

Off-campus behavior guidelines described in the student handbook will apply to all off-campus Winterim programs and trips. Of particular interest are those guidelines pertaining to alcohol and tobacco products.

Option #1: The Work/Study Internship

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the Work/Study program. Students have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by this practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The Work/Study program is an internship arrangement with our community and, for the most part, depends upon the willingness and concern of the prospective community sponsor. The determining factor as to the availability of positions and the continuation of the program is the individual student. Every year Work/Study participants must prove their seriousness and their responsibility to their sponsors and to the community at large. Students must show initiative, be prompt and regular in attendance, and be conscientious in the performance of their tasks. Genuine enthusiasm and interest will communicate student attitudes effectively.

While many work experiences offer hands-on activities for Harpeth Hall interns, other placements are valuable for the general atmosphere of the work site and the opportunity to observe professionals as they perform their duties. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective Work/Study Faculty Sponsors is essential. During a required interview prior to Winterim, students and community sponsors must become familiar with each other's understanding of the program and each other's

expectations. **It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional setting. Careful attention to goals and objectives in advance will enhance the chances for a successful Work/Study Internship experience in January.**

Students have explored a variety of careers during Winterim, and not always those within our categories. The location of any placement depends not only on placements done in the past, but ideas and connections made through the student herself. **We encourage the student to formulate her own ideal Winterim placement, but we ask that she work closely with the Faculty Sponsor who will serve as a clearinghouse and professional contact for all businesses. Parents are strongly encouraged to assist the student in selecting an area of interest.**

The Faculty Sponsor will make every effort to help the student assess her interests and capabilities, establish reasonable expectations, and arrange a meaningful Work/Study placement. If a student has difficulty identifying a Work/Study area, Ms. Croker will be happy to suggest ideas.

Guidelines

The following **guidelines** help ensure a successful Work/Study Internship and must be followed by students, their parents, the Faculty Sponsor, and the Community Sponsor:

1. Participation in the program requires work and daily attendance. Students are expected to be present a minimum of ***six hours daily****.*

2. Placements are voluntary, and ***students must not receive pay*** *for work during Winterim.*

3. Placements should have educational benefits, and non-educational experiences need to be avoided.

4. Students are not to seek Work/Study placements with family members. Only under unusual circumstances will such Work/Study placements be approved. Any request for approval must be agreed upon by Ms. Croker and the Faculty Sponsor.

5. Placements will not be approved with any Community Sponsor where the student has been previously employed or has worked as a volunteer. ***Failure to adhere to this guideline will result in an automatic F.***

6. The amount of responsibility and activity involved in a Work/Study placement should be assessed and understood in advance by the student, parent/s, Faculty Sponsor, and Community Sponsor.

7. Transportation arrangements demanded by the location of the placement are the responsibility of the student and her parent/s.

Attendance

Any student participating in an off-campus Work/Study program will be present for the duration of the daily schedule. Any student who is absent without the Community Supervisor's permission, both her parents' knowledge and permission, and the school's knowledge and permission will be suspended and placed on probation. One unexcused absence for any portion of the day or a full day will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. **If the student's place of work is open, the student is expected to be present. Inclement weather does not provide an excused absence.**

Transportation

A Work/Study student is expected to provide her own transportation to and from work. If road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should opt instead for an Academic Trip or an Independent Study.

Work/Study Internships: The Process

The process of developing a Work/Study Internship involves the student, the parent/s, the Faculty Supervisor, and the community; it may take months to finalize. The following are the deadlines for each component of the process. Each component is described briefly below.

Work/Study Deadlines

Oct. 9-19	Clarification of Internship/ Area Commitment
Oct. 19	Application Due
Oct. 31	Resumé Submitted to Faculty Supervisor
Nov. 26-Dec. 7	Interview with Community Supervisor
Dec. 10	Interview Summary Form Due
Jan 3-18	Internship
Jan. 23	Daily Journal Due
Jan 23	Evaluation Summary Due

Description of Each Component of the Process

I. Clarification

Each student must begin early to assess her Work/Study interests, goals, and expectations. Students sign up for an interview with the Faculty Supervisor to discuss Internship availability and to assess goals. After consulting with her parent/s and the appropriate Faculty Supervisor, girls narrow their choices to one or two businesses.

II. Application

Once the placement has been arranged, students complete the Work/Study application (both copies) on pages 41-43 of this catalog. The parent/s and Faculty Supervisor must sign the application to denote approval. Students submit one copy to the Winterim Office and the other to the Faculty Supervisor by **Oct. 19**.

III. Resumé

Each student will prepare a personal resumé based on a model from Ms. Croker. The resumé clarifies her goals and expectations for the Work/Study Internship, and it documents the student's skills and accomplishments. **The resumé must be without error.** The student must proofread carefully before submitting it. If it has a single error, it cannot be sent to the business; the reputation of not only the individual girl is at stake, but also the reputation of Harpeth Hall. Once the resumé is completed successfully, Ms. Croker will mail a confirmation letter to the Community Sponsor. This letter will include details of the arrangement and a copy of the student's resumé. Students will receive a copy of this letter for reference.

IV. Interview with Community Sponsor

Each student must have a *personal interview* with her Community Sponsor by Dec. 7; this may not be a telephone interview. At that time, students learn the nuts and bolts of their new position: where to park, how to dress, where and to whom to report, with whom they will work, and in what kinds of tasks they will be engaging.

V. Interview Summary Form

Following the interview, the students submit an Interview Summary Form to Ms. Croker and their Faculty Supervisor. This summarizes the students' responsibilities and outlines as specifically as possible the expected job activities. **Failure to complete the interview or submit the Interview Summary Form will result in the student's enrolling in Freshman/Sophomore classes on campus during Winterim.**

VI. Implementation

1. Students should expect at least one visit from her Faculty Supervisor during her Work/Study.
2. Students are expected to be present at work each day the place of employment is open, regardless of school closings.
3. Absences should be reported daily to the Community Sponsor and the Harpeth Hall Upper School office by 8:30 a.m.

VI. Evaluation

One purpose of a student's evaluation of her experience is to promote good community relations and repeated internships. Her comments are extremely useful in Harpeth Hall's evaluating whether we would like to work with a particular business again. In addition, the student's evaluation assists the Faculty Supervisor in assigning a grade for the experience.

1. **The Journal:** Each student is required to keep a *daily journal* of her Winterim experience. Each entry should describe events of the day and the student's emotional and intellectual response to them. **Seniors** are to write in their **notebooks** from last year. **Juniors** will receive a new **notebook** and may either choose to write in that or on their **laptops**, turning in a professional-looking word-processed document. This journal is due upon return to school, **January 23**.

2. **The Summary Evaluation**: This final entry serves two purposes: to reflect more broadly on the Internship experience and to evaluate the quality of the placement itself. This should be neatly word-processed. This, too, is due **January 23**.

A Final Word

It is the *student's responsibility* to meet deadlines and to communicate fully with the Faculty Sponsor, Community Sponsor, and Winterim Director. It is also the student's responsibility to adhere to all of the above-mentioned guidelines for the off-campus Work/Study Internship. Harpeth Hall places a great deal of trust and responsibility in the hands of each of its students; it expects that those conditions will be respected. **Any student who does not follow the guidelines on page 23, meet deadlines, turn in quality work (including the resumé), communicate honestly with the Faculty Sponsor or Winterim Director, or otherwise not follow the procedures will suffer a penalty in their grade for the term and may even be placed on campus for Winterim.**

Off-campus Opportunities

Establishing Internships = Doing it Right!

While Harpeth Hall encourages students to learn networking and communication skills, it is important that they work closely with the Faculty Sponsor in setting up their internships. **The Work/Study Internship requires a delicate balance of student initiative, business cooperation, and faculty facilitation.** In each of the areas below, students are encouraged to explore possible opportunities for placement and then meet with the Faculty Sponsor, who will then negotiate the internship. We do this to avoid communication problems with the business community who are so integral to the success of this program.

Long-Distance Work/Study Internships

In the past, some girls have preferred to work in another city to accomplish the same goals. While there are certainly plenty of businesses in Nashville to accomodate students, *under special conditions*, Harpeth Hall will consider allowing a student to complete a Work/Study Internship elsewhere. These will be considered and approved by the Winterim Director on an individual basis. All of the guidelines listed on page 25 apply to these internships as well. In general, though, the student and her family need to be able to arrange the following themselves, but with consultation of the Winterim Director and the appropriate Faculty Sponsor:

- the business partnership
- housing
- transportation

Students will still be in contact with and evaluated by a Faculty Sponsor, and they must follow the same guidelines, deadlines, etc.

Getting Started

In essence, then, the steps the student should follow are these:

1. Read and consider the following descriptions
2. Sign up to meet with the appropriate Faculty Sponsor to discuss ideal placement
3. Wait for news of placement from the Faculty Sponsor
4. Fill out the formal application (both copies) on pages 41-43 of this booklet. Submit one to the faculty sponsor, the other to the Winterim Director.
5. Submit a flawless resumé detailing her objective/s, skills, and education
6. Complete a personal interview with the Community Sponsor
7. Submit an interview report to the Winterim Director by Dec. 7

Science and Medicine
(Mrs. Lori Graves & Mrs. Legare Vest)

This program is designed for the student with a strong science background and a career goal in a science-related field. The variety of experiences available includes basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

Law and Government
(Mrs. Ophelia Paine)

This program offers students interested in a law career the opportunity to observe firsthand and gain valuable experience in a variety of placements. Mrs. Paine will help each student focus on her interests and identify a suitable position. These placements include the following: assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing various law enforcement agencies.

Special Education and Psychological Services
(Ms. Dana Long-Innes & Ms. Erika Radtke)

This program is designed for those interested in various aspects of psychology or special education. Potential placements include working with individuals who have emotional, mental, physical, or learning difficulties. Other placements include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area.

Music Industry and Business
(Dr. Gary Schott)

This program is designed for students interested in gaining work experience in the world of business, including the music business. Placement opportunities include positions in record production companies, financial institutions, web design companies, and investment companies.

Education
(Ms. Joyce Ward & Ms. Ann Blackburn)

This program is designed for students interested in exploring the teaching profession. Students will work in local schools under the direct supervision of the Cooperating Teacher. Students should indicate preference of grade and subject areas of interest, if any, but specific requests cannot always be met. The ideal placement would engage a student's interest while expanding her understanding of education beyond her previous experience.

Public Relations and Journalism
(Mrs. Jess Hill & Mrs. Linda Karwedsky)

This program is designed for students interested in a career in media and/or communications. Possible placements in this area include local radio or television stations, newspapers, magazine, public relations or marketing firms, or advertising agencies.

Off-campus Opportunities

Internships in Washington, D.C.



This Work/Study program in our nation's capital offers Harpeth Hall students an experience in the businesses that make our nation run. While government appointments are a staple to the program, students may also work in museums, art galleries, or non-profit organizations. Some students work on Capitol Hill, while others may work at the Smithsonian, the Folger Library or the like.

This internship is also a study in real life. Students live in a suite hotel and are responsible for money management, grocery shopping, budgeting, transportation to work, cooking, and getting along with one another. Students work full-time five days a week but have their weekends free to discover the many cultural and historical offerings of the city. This program is designed for mature, responsible students, and it is limited to 16 students.

Application

Students first meet with the trip sponsors *and* Ms. Croker to clarify the type of work they would like to pursue in Washington. They should then submit the application form on page 45 of the booklet by **Oct. 19**. Selection to the program is based on essay content and disciplinary standing at Harpeth Hall. Student applicants will be notified if they have been selected by **Oct. 26.**

Expenses

The fee to participate in this program is $2,000. This includes 15 nights' lodging in a suite hotel, airfare, admission fees to certain cultural activities, two dinners out, two group theater performance outings, and two additional group evening activities. Students going to Washington need to submit a non-refundable deposit of **$1,000 by Nov. 1 and a second payment of the balance of $1,000 by Dec. 3.**

"The cultural aspects of D.C. were amazing. Whether I was eating at an Ethiopian restaurant, watching a play in a little black box theater, or sketching at the National Gallery of Art, I was constantly introduced to ideas I simply would not have had at home"

— Hannah Reed ('01)



Option #2:
Academic Travel Programs

This year, we are offering four chaperoned, academic trips:

- **Spain Homestay**
- **France Homestay**
- **New York Immigrants**
- **New York Theater**

In addition, students may independently choose a national wilderness program such as **Outward Bound** or **National Outdoor Leadership School (NOLS).**

Why Travel?

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their skills in new ways, and traveling with a group cannot be measured. The travel programs offered each year offer a variety of learning opportunities, and the same trips are rotated so that the maximum number of trips can be offered each year. During Winterim 2003, for example, the Greece/Egypt and Britain trips will once again be available.

General Requirements

All participants of an academic travel program are required to attend and actively contribute to **pre-departure orientation sessions**. These meetings are a vital part of the total learning experience and are arranged to prepare the student for the sites, culture, and experiences of her trip. Failure to attend these meetings could result in the student's being asked to withdraw from the program. Any refund of payment will be made at the school's discretion.

Each student is required to keep a **daily journal** during her travel. This journal will be kept in a notebook provided by the school and distributed to the student with guidlines for the written report that summarizes her experience. The journal and written report must be submitted to the trip sponsor/s on **Wednesday, January 23, 2002**, and will become part of the student's portfolio.

Travel Costs

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months in advance. Because of the fluctuations of the dollar on the foreign exchange and the daily variations of airfare, as well as other variables, all costs for travel are the best approximation we can make at the time of print. As a result, there may be some fluctuation in the costs quoted in the catalog. Students and parents will be notified of any change in cost before the December date for final payment.

Harpeth Hall travel offerings are learning programs, and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality of the program.

Deadlines, Commitments, and Payments

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate; therefore, each student interested in travel must submit two things: a **$300 deposit** and a one-page **essay** outlining her interest in the trip and goals for the trip. These are due to Ms. Croker by **Monday, October 1, 2001**. All essays will be reviewed by committee, and students will be selected and notified by **Oct. 19**. Selection will be based on essay and trip objectives and the student's disciplinary standing at Harpeth Hall. Each student selected to participate in a travel program will be required to bring a parent to the **Travel Preparation Meeting in November**. There, Ms. Croker, Ms. Teaff, and Ms. Mulgrew will cover general guidelines for travel and have parents sign the release statements in the back of the catalog. Then, parents and their daughters will meet with the trip sponsor/s for a meeting specific to that trip.

Payment Schedule for Travel Programs

The $300 delivered to the school on October 1st is considered a non-refundable deposit, unless Harpeth Hall cancels the trip. Following that, **$1,000** of the trip cost is due **Thursday, Nov. 1**. The **remainder** of the trip cost is due **Monday, Dec. 3. Before Dec. 3, partial refunds may be made on the basis of the date of trip cancellation and the refund policy of the travel agency which holds the contract for that particular program. After Dec. 3, no individual refunds can be made except in the case of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawl occurs within the week prior to departure.**

All checks should be made payable to Harpeth Hall School. The Memo Line should include the trip name and the student's name. Checks should be given to Ms. Croker

Trip cancellation insurance may be purchased in order to protect against losses due to cancellation, but it typically covers cancellation due to medical reasons or emergencies. Acts of God or terrorism are not typically included.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

Notice Regarding Air Travel in 2002

Especially after the unease felt after the Sept. 11 terrorist strikes in New York City and Washington, D.C, we understand if parents are tentative about their daughters' flying. Harpeth Hall and the trip sponsors will do whatever they *can* do in their power to ensure the safety of their students. If it is determined that travel to selected countries or cities during January will be unsafe, trip sponsors will decide upon an alternate, but comparable, itinerary. We will do all that is possible not to cancel the program. Students and parents will be notified immediately of any change/s in plans.



La Vida en España: Homestay in Spain

Ms. Marees Chopin & Dr. Marina Carter

See what life is like in sunny Spain when you homestay in Alcalá, a Madrid suburb, for nine days. This trip combines the best of travel: seeing new cities and sites as well as getting to know the culture better through interaction with a family.

Highlights

- Madrid
- Prado Museum
- University of Alcalá de Henares
- House of Cervantes
- Cultural classes including Flamenco and cooking
- Toledo
- Sevilla
- Cordoba
- Granada and The Alhambra



Requirements

Students must attend the pre-trip orientation sessions. They will also keep a daily journal.

Eligibility

Students in Spanish III or higher. Spanish II is acceptable if the student is highly motivated.

Cost

$2,800

This includes airfare, transfers, room and board with host family, entry fees for itinerary excursions, and cultural classes. Not included are meals (apart from the family), spending money, hotel (if needed), and entrance fees.

Payment

Follow the payment deadlines on page 30.

Dates

Travel dates are Jan. 3-18.

La Vie en France: Homestay in France

Ms. Jennifer Cox & Mr. Paul Tuzeneu



Come see the beauty of France while you stay with a family in a cultural homestay. We will travel to Paris and sightsee, then travel through the country, wending our way to Provence. We will have several pre-trip orientation sessions which will cover living with families, French culture, and book discussion.

Highlights

- Paris
- The Louvre
- Notre Dame
- Travel by TGV
- Avignon and the Palais des Papes
- French bakery
- Aix en Provence
- Pierrelatte
- 12 hours of French lessons
- Staying with a French family



Requirements

Students must attend the pre-trip orientation sessions. They will also keep a daily journal (in French).

Eligibility

Students in French III or higher. French II is acceptable if the student is very motivated.

Cost

$2,600

This includes airfare, transfers, round trip on TGV between Paris and Montelimar, room and board with host family, public transport pass for Paris, and 12-15 hours of French lessons. Not included are meals and spending money.

Payment

Follow the payment deadlines on page 30.

Dates

Travel dates are Jan. 3-19.

The Grace Wilson Irvin Winterim-in-France Scholarship

This scholarship will provide one student a portion of the trip cost. Ideal applicants would meet these criteria:

- currently in French III or higher
- holding a B- average or higher in French
- demonstrated interest in French language/culture
- financial need

Applicants will be invited to interview with a committee, who will then choose the recipient. See Ms. Croker to apply.



All the World's a Stage

Ms. Janette Klocko

Drama students will have the wonderful opportunity to learn and explore their love of theater. There will be workshops led by New York professionals designed to focus on the auditioning process, characterization, the joy of singing, scene study, and the aesthetic experience itself.

Preparatory classes will meet daily for the first week of Winterim for intensive preparation for what we will experience in the "Big Apple." Prior to this week, students will be required to read the scripts of the shows they will see. Time will be spent discussing and analyzing the shows and preparing any monologues or scenes for the workshops in New York.

With footlights in our eyes and eager anticipation, we will dive head first into the big city. We will see three Broadway musicals, one Broadway comedy or drama, and one off-Broadway performance. We will have the opportunity to meet with cast members, technicians, and other members of the creative staff. We will tour Lincoln Center, NBC Studios, the Museum of Modern Art, Greenwich Village, South Street Seaport, Soho, the United Nations Building, the Empire State Building, and Fifth Avenue! We will also eat at one of New York's famous theater restaurants.

When we return we will spend our final days discussing, analyzing, and absorbing all that we have seen and learned. Students will keep a journal throughout the entire Winterim period to document their preparatory work, their actual experiences in New York, and their creative ideas, thoughts, and insights. Students will also write a critique of each show.

Dramatic creativity will be challenged by workshops and nurtured by Broadway performances. If you love theater, then this will be the time of your life!

Eligibility

Juniors and seniors with good academic and citizenship standing. While it is not mandatory that students currently be enrolled in a drama class, some past experience is beneficial. Attendance at the on campus preparatory course is required.

Cost

$2,300
This includes hotel accommodations, all workshops and seminars, four theater tickets, transfer taxes to and from the airport, and all entrance fees. Two dinners are also included. Not included are city transportation, meals and spending money.

Payment

Follow the payment deadlines on page 30.

Dates

The program meets all day on campus on Jan. 3, 4, and 7. Travel dates are Jan. 8-16. Students are to return to class Jan. 17 and 18 to finish their experience.

New York's Immigrants

Ms. Scottie Girgus & Ms. Carole Hagan



Did anyone in your family come to America through Ellis Island? What dreams propelled them here? America is a land comprised of immigrants, and this is your chance to study and re-live the immigrant experience. You've studied it in novels in English class and talked about it in history. See for yourself the "land of milk and honey" through new eyes.

On this program, you will be introduced to the history of immigration through an on-campus component that includes guest speakers, film, and trips around Nashville. Meet Monica Cooley, Professor Tina Chen, and Professor Samuel Girgus as they tell their firsthand stories of family immigration. Watch and discuss films *Bowl of Tea* and A *Tree Grows in Brooklyn.* Look for evidence of recent and historical immigration in our own city as we tour it together.

After preparation, we travel to New York! The five days of discovery will include the following:

Neighborhoods:

- Chinatown
- Little Italy
- Lower East Side
- Ellis Island

Museums:

- The Metropolitan Museum of Art
- The Guggenheim
- The Jewish Museum
- The Tenement Museum

Highlights

- Time to investigate your own personal heritage
- Dining at the Automat
- Dim Sum in Chinatown
- Ratner's Deli
- Mangi on Mott Street
- A Broadway Show

Eligibility

Juniors and seniors with good academic and citizenship standing. Attendance at the on-campus preparatory course is required.

Cost

$800

This includes hotel accomodations, flight, and transfer taxes to and from the airport. Not included are city transportation, meals and spending money.

Payment

Follow the payment deadlines on page 30.





Option #3
Independent Study

Participation in an independent study project is designed for juniors and seniors who want to pursue intense study in an area they are passionate about. This is reserved for students who are self-disciplined, motivated, and goal-oriented. **This is not an opportunity for students to travel or work with others; rather, it is a means to allow individual students the chance to focus solely on an area of interest.** In recent years, students have pursued areas such as music, photography, art, and creative writing.

"Nothing that I have seen in my lifetime could compare to the beauty of Africa. The animals in their natural surroundings brought a reality to my life that I have never felt. I have never felt more alive than I did for those twelve days. They say a picture is worth a thousand words. Well, I took over a thousand pictures, so those pictures speak for themselves."

— Mimi Mayo ('01)

Those interested in independent study are required to acquire the approval of a faculty member willing to supervise their independent study. Such projects may be pursued on-or off-campus. Faculty supervisors require frequent reports or discussions with the student, as well as a final written presentation, portfolio, or performance.

Students who wish to pursue Independent Study should submit a proposal outlining their study plans as well as the Independent study Application form (both copies) located on pages 49-51 of this catalog. This is due **Oct. 19**. Students will be selected based on essay content and solidity of the study and will be notified by **Oct. 26** of their Independent Study status.

Other Programs

There are other opportunities available through organizations such as Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School (NOLS). Information is available in the Winterim Office, and interested students should make an appointment with Ms. Croker as soon as possible to discuss these programs. Please apply using the form on page 47.

Forms and Releases



"Winterim, once more, has proved itself to be an invaluable experience for me. Interning at Channel Four News, I learned more than just what goes on in a news room. Instead, I came away from the experience with a greater understanding of Nashville, a deeper appreciation of a long working day, and a motivation and an assurance to become a news reporter.

❄

Jamie McGee ('01)

Submit this form to the Winterim Office between Oct. 17-19

Name _____
(Last) *(First)*

Class _____ Freshman _____ Sophomore

Directions:

1. Rank each discipline in order of preference, with 1 being your highest priority and 3 your lowest
2. If you are choosing Service Learning, it must be your first preference
3. Within each discipline, rank your first three course choices (again, 1 is your highest priority)
4. If a course falls within two different disciplines, do not choose it more than one time. If you do, your application will be returned.
5. Get the required signatures at the bottom of the page. These indicate that your parents and your advisor approve of your selections.
6. Turn this form into the Winterim Office between Oct. 17-19.

Sophomores receive priority in scheduling over freshmen. Students who submit the application prior to or after the deadline will be scheduled into classes only after all other students have been scheduled.

_____ *The Arts*

_____ Impressionist's Table (Fr. Cooking)
_____ Hitchcock 101
_____ Drawing
_____ Intro. to Modern Art
_____ Mad Hatter's Tea Party
_____ MathematArts
_____ Modern and Jazz Dance Technique
_____ Painting
_____ Songwriting for Guitar
_____ String Machine

_____ *Health/Daily Living*

_____ Impressionist's Table (Fr. Cooking)
_____ Body Talk (Yoga)
_____ Environmental Issues
_____ Kick It Up!
_____ Self Defense
_____ Sewing 101
_____ Tool Time

_____ *Humanities*

_____ Fifties through Film
_____ Gender Roles
_____ Hitchcock 101
_____ In Their Own Words
_____ Intro. to Modern Art
_____ Loving Shakespeare
_____ Rebuked and Scorned
_____ Songwriting for Guitar
_____ Universal Quest
_____ WhoDunnit?

_____ *Math and Science*

_____ Designing Women
_____ Environmental Issues
_____ MathematArts
_____ Shelby Woo and You
_____ Sewing 101
_____ VB
_____ What You Did Not Learn in Biology
_____ Women and Finance

_____ *Service Learning* **(must be first choice if selected)**

_____ Children's Education _____ Cultural Diversity _____ Health and Wellness

_____ _____
Parent Signature *Advisor Signature*

Forms

Submit this form to the Winterim Office by Oct. 19

Name _____

Class *(circle one)* Junior Senior

Work/Study Field _____

Faculty Supervisor/s _____

Community Business Sponsor _____
(name of organization)

Community Supervisor _____
(name and title of person supervising)

Business Address _____

City, State, Zip _____

Business Phone _____ Fax _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim Work/Study Intership. I am willing to abide by the rules for attendance. I understand that I am responsible for my own transportation to and from work. I will notify my employer and my Faculty Supervisor if I will be absent from work. I will communicate weekly with my Harpeth Hall Faculty Supervisor.

Student's Signature _____ Date _____

I/we, the parent/s of _____ understand the obligations which my/our daughter is assuming in enrolling in the Winterim Work/Study program for 2002. I/we will see that she has transportation to her job and that she notifies her employer and the Faculty Supervisor if she will be absent.

Parent's Signature _____ Date _____

Faculty Supervisor's Signature _____ Date _____

Submit this form to the Faculty Supervisor by Oct. 19

Name _____

Class *(circle one)* Junior Senior

Work/Study Field _____

Faculty Supervisor/s _____

Community Business Sponsor _____
(name of organization)

Community Supervisor _____
(name and title of person supervising)

Business Address _____

City, State, Zip _____

Business Phone _____ Fax _____

Statement of Responsibilities

I fully understand the obligations and responsibilities which I must assume as a part of my Winterim Work/Study Internship. I am willing to abide by the rules for attendance. I understand that I am responsible for my own transportation to and from work. I will notify my employer and my Faculty Supervisor if I will be absent from work. I will communicate weekly with my Harpeth Hall Faculty Supervisor.

Student's Signature _____ Date _____

I/we, the parent/s of _____ understand the obligations which my/our daughter is assuming in enrolling in the Winterim Work/Study program for 2002. I/we will see that she has transportation to her job and that she notifies her employer and the Faculty Supervisor if she will be absent.

Parent's Signature _____ Date _____

Faculty Supervisor's Signature _____ Date _____

Submit this form to the Winterim Director by Oct. 19

Name _____

Class *(circle one)* Junior Senior

Area/office of interest _____

Application Guidelines

Please submit a typed (double-spaced), 1-1/2 page essay that addresses the following:

- your interest in traveling to Washington, D.C.
- your particular interest in the type of field in which you wish to work
- your level of responsibility
- anything else you wish to include that reflects well upon you

Staple this form to the top of your essay and submit it to the Winterim Office by Oct. 19.

Approval Signatures

As an advisor, I recommend this student to the Washington, D.C. program. In her, I recognize the necessary traits of independence and responsibility.

_____ _____

Signature of advisor Date

As a parent, I approve of my daughter's application to this program. I recognize that the nature of the Washington, D.C., Work/Study Internship requires that she be independent for much of her time on this sixteen-day trip.

_____ _____

Signature of parent Date

Forms

Submit this form to the Winterim Director by Oct. 19

Use this form for any HH-sponsored Academic Trip or for an Independent Trip such as NOLS or Outward Bound.

Name _____

Class *(circle one)* Junior Senior

Academic or Independent Trip _____

Application Guidelines

Please submit a typed (double-spaced), 1-1/2 page essay that addresses the following:

- your interest in travel
- your particular interest in the trip/outdoor program in which you wish participate
- your level of responsibility
- anything else you wish to include that reflects well upon you

Staple this form to the top of your essay and submit it to the Winterim Office by Oct. 19.

Approval Signatures

As an advisor, I recommend this student to the _____ program.

_____ _____

signature of advisor date

As a parent, I approve of my daughter's application to this program.

_____ _____

signature of parent date

Forms

Submit this form to the Winterim Office by Oct. 19

Name _____

Class *(circle one)* Junior Senior

Study Area _____

Faculty Supervisor _____

Independent Study Proposal Guidelines

You must submit a typed proposal which includes the following:

1. Introduction — Describe the subject of your proposed Independent Study, the overall purpose of your study, and the rationale for using your Winterim time for this study.

2. Goals and Activities — Outline specifically the goals you expect to achieve during the Winterim period. State how you will achieve these goals by describing your activities.

3. Evaluation — Propose a method of evaluating your learning. Will you write a paper, perform, create, produce a body of art, make a presentation to the student body? Discuss also who will evaluate your progress and how you will be evaluated and graded.

The proposal should be typed in good grammatical form and attached to this completed form when submitted to the Winterim Office. Students will be notified by Oct. 26 if they have been selected to pursue an Independent Study.

Some plans may need revision before they are approved. The student must be willing to accommodate change.

Statement of Responsibilities

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least six (6) hours a day or thirty (30) hours a week. This excludes time for lunch. I will stay in weekly contact with my Winterim Faculty Supervisor. I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisor's evaluation of the quality of my work.

Student's Signature _____

Parent's Signature _____

Faculty Supervisor's Signature _____

Winterim Director's Signature _____

Submit this form to the Faculty Sponsor by Oct. 19

Name _____

Class *(circle one)* Junior Senior

Study Area _____

Faculty Supervisor _____

Independent Study Proposal Guidelines

You must submit a typed proposal which includes the following:

1. Introduction — Describe the subject of your proposed Independent Study, the overall purpose of your study, and the rationale for using your Winterim time for this study.

2. Goals and Activities — Outline specifically the goals you expect to achieve during the Winterim period. State how you will achieve these goals by describing your activities.

3. Evaluation — Propose a method of evaluating your learning. Will you write a paper, perform, create, produce a body of art, make a presentation to the student body? Discuss also who will evaluate your progress and how you will be evaluated and graded.

The proposal should be typed in good grammatical form and attached to this completed form when submitted to the Winterim Office. Students will be notified by Oct. 26 if they have been selected to pursue an Independent Study.

Some plans may need revision before they are approved. The student must be willing to accommodate change.

Statement of Responsibilities

I understand that I must be involved in the activities described in my proposal every day of the Winterim period for at least six (6) hours a day or thirty (30) hours a week. This excludes time for lunch. I will stay in weekly contact with my Winterim Faculty Supervisor. I understand that my Winterim grade will depend upon my ability to follow the guidelines of my proposal and my supervisor's evaluation of the quality of my work.

Student's Signature _____

Parent's Signature _____

Faculty Supervisor's Signature _____

Winterim Director's Signature _____

Submit this form to the Winterim Office

I, or we, the undersigned parent/s or guardian/s of _____, a student at Harpeth Hall School, hereinafter referred to as "Student," for and in consideration of said school undertaking the sponsorship and supervision of a trip to _____ as a part of the school's Winterim program, in which the Student is a participant, agree as follows:

I, or we, release the school and/or its employees from any claim for injury, damage, or loss caused by the act or omission of any third party such as an air carrier, travel agency, hotel, or any other firm or individual not under the control or direct supervision of the school.

I hereby grant the school and its employees and agents full authority to take whatever actions they may reasonably consider to be warranted under the circumstances regarding Student's health and safety, and I fully release each of them from any liability for such decisions or actions as may reasonably be taken in connection therewith. I authorize the school and its agents, at their discretion, to place Student, at my expense and without my further consent, in a hospital within or outside the United States for medical services and treatment, or, if no hospital is readily available, to place Student in the hands of a local medical doctor for treatment. If deemed necessary or desirable by the school or its agents, I authorize them to transport Student back to Nashville, Tennessee, by commercial airline or otherwise at my expense for medical treatment.

Student understands that this is a supervised program and that group standards must be observed. She will at all times remain under the supervision of the school and its agents and will comply with the school's rules, standards, and instructions for student behavior. I hereby waive and release all claims against the school and its agents, both on behalf of myself and Student, arising out of her failure to remain under such supervision or to comply with such rules, standards, and instructions. I agree that the school shall have the right to enforce appropriate standards of conduct, and that it may at any time terminate Student's participation in the schools' program for failure to maintain these standards or for any actions or conduct which the school reasonably considers to be incompatible with the interest , harmony, comfort, and welfare of other students. If Student's participation is terminated, I consent to her being sent home at my expense with no refund of fees.

On group tours or other activities arranged by the school, Student will accept the will of the majority whenever a matter of choice is presented tot he group. Student will also accept in good faith the instructions and suggestions of the school or its agents in all matters relating to the program or the personal conduct of program participants.

I understand that the school reserves the right to cancel programs due to an insufficient number of participants or otherwise to make alterations in programs and itineraries as may be required. In addition, I understand that the school's program charges are based on currently applicable tariffs, government regulations and currency exchange rates and are subject to minor changes depending on the tariffs, regulations and rates in effect at time of departure.

(over)

All references to this agreement to "the School" and "its agents" shall include the school and all of its officers, directors, staff members, campus directors, chaperones, group leaders, and employees. All references herein to the "parents" of the applicant shall include the legal guardians or other adults reponsbile for the applicant, where applicable.

Student has no health problems about which the school should be informed except as follows:

_____

_____

Physician's name and phone number/s

The Student joins in the Agreement and Release to the extent of her legal authority to do so.

This _____ day of _____, 2001.

Student's Signature _____

Parent's or Guardian's Signature _____

During the activity, I amy be reached at _____

Address _____

Phone number/s _____

If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:

Name and Address _____

Phone number/s _____

Relation to participant _____

Additional remarks: _____

_____

_____

_____

Submit this form to the Winterim Office

Because Winterim is a part of the regular school year's program, there are general rules of behavior and certain requirements that also extend to the Winterim Travel Programs. Please note these carefully and recognize that the program chaperone(s) are asked to observe and implement these policies in conducting each of the Harpeth Hall educational programs.

Alcoholic Beverages — Harpeth Hall has for many years maintained a policy that students are not allowed to consume or have in their possession any alcoholic beverages at school or at school functions. Since Winterim travel is a part of the school year, this policy on student use of alcoholic beverages does extend to Winterim programs, whether on or off campus. Failure on a student's part to cooperate with this policy will lead to the student's being sent home at the parents' expense before the conclusion of the trip. Parents will be notified if such action becomes necessary.

Curfew Hours — In supervising any student trip, it is necessary that the chaperone(s) establish curfew hours. These hours will vary with the circumstances and activities, but will be clearly established by the chaperone(s). Students who fail to cooperate wit the chaperone(s) in these matters will be reminded that persistent lack of cooperation will make it necessary to notify the parents and send the student home at the parents' expense.

Drugs — The School's policy on the possession and use of illegal drugs is clearly stated in the Student Handbook and certainly applied throughout school-sponsored Winterim trips.

Harpeth Hall is seriously aware of its responsibility for the safety and enjoyment of each of the program participants. We, therefore, insist upon cooperation with the policies stated above. We also ask our program chaperone(s) to exercise judgement in recommending the return home of any student whose behavior is a serious deterrent to the intent and the spirit of the educational program.

As a student, I have read the policies and procedures regarding the Winterim Travel Program and understand that if I fail to cooperate with the policies I will be sent home at my parents' expense prior to the conclusion of the trip.

_____ _____

Student Name Student Signature

_____

Date

As a parent, I have read the policies and procedures regarding the Winterim Travel Program and understand that if my daughter fails to cooperate with the policies she will be sent home at my expense prior to the conclusion of the trip.

_____ _____

Parent Name Parent Signature

_____

Date

Winterim 2002 Calendar

Oct. 1	Deposit and essay due for Academic Trips
Oct. 9-19	Clarification of Work/Study Internship
Oct. 17-19	Fr./Soph. Course Request Due
Oct. 19	Jr./Sr. Applications Due
Oct. 26	Notification of acceptance to Academic Trip, Independent Travel, and Independent Study
Oct. 31	Resumé Due, Work/Study
Nov. 1	$1,000 due, Academic Trips
Nov. 26-Dec. 7	Work/Study Interview with Community Sponsor
Dec. 1	Remainder of Academic Trip Fee Due
Dec. 10	Interview Summary Form Due
Jan. 3-18	Winterim
Jan. 23	Jr./Sr. Journal and Evaluation Summary Due



THE HARPETH HALL SCHOOL

WINTERIM



2003

HARPETH HALL
SPIRITUMQUE LAETITIAMQUE MUNUS
1951
NASHVILLE, TENNESSEE

THE HARPETH HALL SCHOOL

WINTERIM

2003



WINTERIM AT HARPETH HALL

HARPETH HALL MISSION STATEMENT Harpeth Hall, an independent college preparatory school for young women, challenges each student to develop her highest intellectual ability, to discover her creative talents, and to make a meaningful contribution to her community. The School sustains a tradition of excellence in academics, the arts, and athletics. Our goal is to teach our students to think critically, to lead confidently, and to live honorably.

HARPETH HALL VALUES STATEMENT The Harpeth Hall community—students and faculty—has chosen respect, integrity, individuality, and trust to be our guiding principles. These values reflect our reverence for expressing kindness toward and acceptance of others; our commitment to diversity, forgiveness, and achieving one's personal best; and our dedication to the service of others.

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INTRODUCTION TO WINTERIM

A Message from Ann Teaff The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learning is not limited to the classroom and laboratory nor to traditional offerings in our academic day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.



The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in non-traditional areas. Finally, it provides faculty with unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a nontraditional schedule, as well as opportunities to learn beyond the campus in Nashville. Juniors and seniors will design their programs of work/study or academic travel from among well-established offerings. Independent study plans are encouraged as a stimulating offering for them. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors to complete your arrangements in late October.

Ann Teaff
Head of School

INTRODUCTION TO WINTERIM

A Message from G'anne Harmon Winterim supports the Harpeth Hall Vision Statement through inventive, challenging, and spirited interaction among students and teachers. It is an experience that allows a student to develop, along unique avenues, her wonder in learning, independence of thought, honor in action, and joy in community.



Now in its thirtieth year, Winterim continues to provide students at Harpeth Hall the opportunity to rethink what education means. Within and without our walls, extraordinary learning takes place. Freshmen and sophomores challenge themselves on campus in project-oriented classes. From gender roles in history and in literature to learning to use tools for construction and maintenance, from Java to painting, girls can enhance their learning in four disciplines: the Arts, Health and Daily Living, Math and Science, and the Humanities. Extended class periods enable students to immerse themselves in courses that intrigue and inspire them. Service Learning is included during the freshman/sophomore years, and the girls are able to engage in meaningful service for a long block of time-two class periods in the morning.

Juniors and seniors have four options: On-Campus Courses; Work-Study Internships either in Nashville or in Washington, D.C.; Academic Trips; or Independent Study. Work-Study Internships allow Harpeth Hall girls to experience careers of interest firsthand, from medical fields to business to the arts. The Work-Study Internship has proven year after year to be a seminal experience in the career decisions students make later in life. Some students are encouraged by what they see during this time and are able to solidify their college and post-college plans; others are able to eliminate careers they were considering at one point. Both are valuable experiences. Academic Travel allows students to immerse themselves in different environments and cultures and to connect real experience with what they have learned in the classroom. Still others pursue, through a three-week Independent Study with a faculty mentor, a subject they are passionate about, such as art, dance, music, science research, creative writing, or photography.

Whatever choice the student makes, on- or off-campus, as a freshman or a senior, her Winterim experience will no doubt challenge her intellect, expand her vision of the world, and help each girl develop into a thoughtful, independent young woman.

G'anne Harmon
Winterim Director

"What is important is to keep learning,
to enjoy challenge, and to tolerate ambiguity.
In the end there are no certain answers."

—Martina Horner, *President of Radcliffe College*

ON-CAMPUS COURSES AND SERVICE LEARNING



ON-CAMPUS COURSES AND SERVICE LEARNING

STANDARDS During Winterim 2003 the school will continue to expect, both on- and off-campus, the same conduct which is expected of Harpeth Hall students throughout the school year. Please review the *Upper School Handbook and Directory* for details. Special reminders are listed below.

DRESS Students are required to come to school in their Harpeth Hall uniform. They will be given time to change attire when necessary for the class.

ATTENDANCE Students participating in the on-campus programs will attend all classes, assemblies, and morning meetings. The policy for absences during Winterim is the same as it is during the regular school year, as defined in the Upper School *Handbook and Directory*.

EXCUSED ABSENCES: A. Sickness or injury to the student or family emergency involving illness, injury, or death. Parents should call the school before 7:30 the day of the absence.

B. Special family celebrations (weddings, graduations, bat mitzvahs) and religious holidays. Parents must submit a note in advance for these absences, and students must complete an absence form.

UNEXCUSED ABSENCES: An unexcused absence occurs when a student misses all or part of the day without the knowledge of parents and the school. This infraction results in automatic suspension.

PROCEDURES FOR AN EXPECTED ABSENCE An absence form, available in the Upper School Office, must be signed by Mrs. Mulgrew or Mrs. Maxwell, then taken by the student to her teachers for their signatures, and finally given to Mrs. Horton before the student leaves for an absence. This form takes at least 24 hours to process.

ABSENCES AND EXTRACURRICULAR PARTICIPATION Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

REQUIREMENTS Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by completing the requirements of the on-campus program. These credits are included in the units required for graduation.

Each student's Winterim record is included in her permanent file. In addition, samples of her work will be placed in her Winterim portfolio, which will be given to her at the end of her senior year.

ON-CAMPUS COURSES AND SERVICE LEARNING

Course Categories Freshmen and sophomores will take classes in four concentrations over a two-year period:

- Arts
- Health/Daily Living
- Humanities
- Math/Science

Each year, a student will take three classes in three concentrations. Over a two-year period, a student must successfully pass six classes in four different areas, taking a second class in two concentrations.

Students may take Service Learning one of their two years. Because it requires two blocks of the day, a student who chooses the Service Learning concentration will fulfill five (not six) classes over the two years, and she still must complete her four concentrations.

Course Scheduling Freshman and sophomore students should complete the **On-Campus Course Request Form** (handed out with this catalog), obtain all appropriate signatures, and submit it to the Winterim Office by **October 11. Incomplete and late submissions will result in loss of course choice.**

While every effort will be made to schedule students into their preferred classes, students must understand that class sections do fill quickly. Sophomores will receive priority over freshmen.

Daily Schedule

BLOCK	TIME
I	7:55-9:45
II	9:50-11:40
Lunch	11:45-12:25
Activity	12:30-1:05
III	1:10-3:00

Course Expectations and Evaluation All Winterim courses require students to complete work that is graded and averaged into a course grade which will appear on the transcript. While each course will have different demands, some types of assignments include the following: reading, journal writing, essay writing, quizzes, tests, performances, and final projects. Homework is appropriate and to be expected during Winterim.

Grades The grading system for the on-campus portion of Winterim is the same as the grading scale for courses taken during the regular school year. Each student will receive a letter grade for her courses. In addition, each student is required to submit work from her classes to be included in her Winterim portfolio.

Students who fail a Winterim course will be required to work with the Winterim Director and the Director of the Upper School to develop a plan to make up requirements of the class.

THE ARTS

HEALTH/DAILY LIVING

HUMANITIES

MATH AND SCIENCE

SERVICE LEARNING



The Arts On Campus

Dance! Dance! Dance! This course offers the dancer an opportunity to work daily in modern and jazz dance technique with the focus on an in-depth warm-up to realign the body's skeletal and muscular system. Daily dance combinations alternate between jazz and modern and include cross-the-floor and center combinations. This is a wonderful opportunity to improve rapidly as a dancer in a very short period of time. (Also counts as a Health/Daily Living course)



Dance Intensive: An Independent Study Course for Juniors and Seniors Live the real life of a dancer with a rigorous full day of dance and dance-related activities and classes that would include daily physical training, dance technique, choreography and improvisation, opportunities to explore alternative healing methods (chiropractic, physical therapy, reflexology, acupuncture), stress management, and nutrition. Guest instructors will conduct special classes, and a performance will be the culminating project.

Drawing Studio This class is designed primarily for students who are currently not in art or feel as if they cannot draw. A variety of drawing media will be explored through observation and imaginative studies of people, objects, and places. A museum trip is planned. Drawing supplies will be furnished.



Painter's Workshop This course offers you the opportunity to explore painting processes through tempera, watercolor, and acrylic paints. We will cover drawing basics and beyond, so this is the perfect class for the beginner or advanced student. A museum visit is planned. Painting supplies will be furnished.

ACTING AND PERFORMANCE WORKSHOP Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is a willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play." There will be lines to learn, character work to do, production positions to fill, and journal entries to write–but it's all fun. The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim.

FROM STAGE TO SILVER SCREEN Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as *Steel Magnolias* and *Prelude to a Kiss* and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be included if scheduling permits. Come join in this amazing journey from stage to screen! (Also counts as a Humanities Course) Note: Since some films studied contain adult material, parental permission is required to take this course.

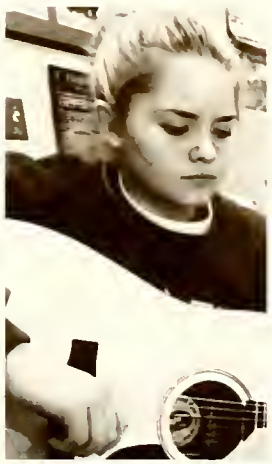
IMPROV AT 110% Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!

"LEARNING IS NOT ATTAINED BY CHANCE, IT MUST BE SOUGHT FOR WITH ARDOR AND ATTENDED TO WITH DILIGENCE."

–ABIGAIL ADAMS

TECHIE 2003 If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim Productions and run tech for the Winterim show. This is a great opportunity to stage manage—run light board, run sound board, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim.

SONGWRITING FOR GUITAR Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. Each student, however, should own her own guitar. Students will design and record a CD of original songs as a final project. (Also counts as a Humanities Course)



THE MAD HATTER'S TEA PARTY This is a class on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set—teapot, creamer, sugar bowl, and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read *Alice in Wonderland* and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative surfaces, and a unique product! Talent is unnecessary, but laughter and enthusiasm are a must!

INTRODUCTION TO MODERN ART Modern Art has often baffled and disturbed its audience, but it has also produced a rich tradition of painting which is unprecedented in its diversity of individual styles. This course will provide an overview of developments in painting since the end of the 19th century. The format will be slide/lecture with an emphasis on class discussion. Students will present a report to the class on some aspect of the course. (Also counts as a Humanities course)

HITCHCOCK 101 *Before Blair Witch Project*, before *Scream*, before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the origina' Master of Suspense? This course introduces students to one of Twentieth Century cinema's greatest directors. We will watch several Hitchcock classics and analyze the components of his work which make them great-the cinematography, story lines, actors, musical scores, and, of course, the signature creation of suspense. So come join us...if you dare! (Also counts as a Humanities course)

DANCE TO THE RHYTHM: UNDERSTANDING LANGUAGES AND CULTURES OF THE DIVERSE CONTINENT In this course, students will come to an understanding of the complexities of languages and cultures of Africa. They will learn basic phrases in Zulu (one of the eleven official languages in South Africa) and Swahili (East and Central African trade language). They also will learn to differentiate between different styles of African music and dance to the Beat. Students may decide to make a donation towards an AIDS Relief Project. (Also counts as a Humanities course)



"WHAT IS IMPORTANT IS TO KEEP LEARNING, TO ENJOY CHALLENGE, AND TO TOLERATE AMBIGUITY. IN THE END THERE ARE NO CERTAIN ANSWERS."

—MARTINA HORNER
PRESIDENT OF RADCLIFFE COLLEGE

Health and Daily Living On Campus

Women and Finance Imagine yourself after four years of college: you have hopefully just landed your dream job. Will this "dream job" pay millions or minimum wage? Either way, you need to know how to invest your money and still live the good life. This course begins with the basics—balancing your checkbook; paying taxes; your social security; how to save money; how to spend money. The course culminates with sound investing advice on stocks, bonds, and mutual funds. If you want your future to be financially secure, this course is for you.



Dance! Dance! Dance! This course offers the dancer an opportunity to work daily in modern and jazz dance technique with the focus on an in-depth warm-up to realign the body's skeletal and muscular system. Daily dance combinations alternate between jazz and modern and include cross-the-floor and center combinations. This is a wonderful opportunity to improve rapidly as a dancer in a very short period of time. (Also counts as an Arts course)

Kick It Up! This course will introduce you to all the latest in fitness training: spinning, interval training, strength training, using weights and resistance bands, and much, much more! Throughout the course you will have the opportunity to experience the fundamentals of aerobic and anaerobic training. Cross training the body is an important part of keeping the body fit while preventing injuries. We will have lots of fun and learn while working out. Be sure to bring a water bottle and a towel.



Body Talk This class provides just what you need to balance your stressful day—a calm, relaxing yoga class. This course will be aimed at bringing the body, mind, and spirit into balance through a group of exercises called *asanas* that help tone muscles, calm the mind, increase concentration, and ease tension. Find out some theory of yoga and the Sanskrit names of *asanas* as you use yoga as a self-disciplinary tool. Dress for comfort and body awareness. Yoga mats are not required, but may be purchased for $25.00 from the instructor.



Tool Time Ever wield a hammer, loosen a lug nut, or use a ratchet? Anticipating your first car? Learn the importance of routine maintenance, how to change a tire, and see how the car was built. Then design, build, and finish your own wood project for your room—a shoe shelf or book shelf or CD rack.

Girl Meets World Well, this isn't for t.v. stars, but we *will* meet the world! Learn how to organize a volunteer project, to write a bill, to lead a fundraising project, to lobby a congressperson, and to petition for a cause. Through games, conversations, and field trips, we will explore the basics of community building, project management, and team leadership. You will even create your own community-action project that reflects your spirit of service.

Self-Defense The goal of this course is to improve the skill and efficiency of an individual through speeding up reflex action, inspiring confidence, and imparting knowledge of the principles of restraint and practical self-defense. We will accomplish these goals through learned martial arts techniques and the most effective defensive tactics. Each student will gain an awareness of potentially dangerous situations and learn appropriate preventative measures.



Math and Science On Campus

Environmental Issues In this course we will examine the environmental issues that are most relevant to our everyday lives. We will examine how we as individuals impact the environment and how these impacts can possibly be mitigated. The course will include reading, discussion, field trips to local sites, and individual projects. The students and instructor will work together to determine the nature of these projects. Students will be evaluated on their level of participation and performance on the project.



The Science of Food and Cooking Ever wonder what makes that cake rise? What is caramelization? How does a cow convert grass into milk? If any of these questions keep you up at night, this is the class for you. Join us as we cook up some treats and figure out how it happens.

Designing Women Everyone has a "dream home" in the back of her mind—what's yours? If you've ever asked yourself, "When are we ever gonna use this?" in math class, the answer is "Right now!" You will learn all about buying and building your own house. From financing to decorating, you will find that math is involved on many levels. We will have visits from bankers, architects, and contractors who will discuss the challenges they face every day. This class will give you a head start on the biggest financial decision you may ever make in life.



Sewing 101 Learn the basics of machine sewing while you make a skirt and blouse which you will actually be able to wear. We will also learn how to read a pattern, choose appropriate fabric, and apply some very useful hand sewing skills like hemming and sewing on buttons. The class will meet at Marguerite's Sewing School near 100 Oaks Mall. Each student will need to purchase a sewing kit of basic supplies and a pattern for approximately $50, as well as her own fabric. Be the first on your block to design and sew your own projects with the skills you will learn in this class!

MATH AND CULTURE Mathematics has played an important part in the historical development of our culture-from establishing the foundations of logical reasoning to supporting scientific and technological advances that continue to change our world. Cultural attitudes about math also affect us. Is mathematics just another school subject or is there reason for math anxiety? Just what is the bottom line? Can we learn something about ourselves as we learn about the subject? Students will be expected to do required readings, assignments, and projects, as well as participate in class discussions and activities.

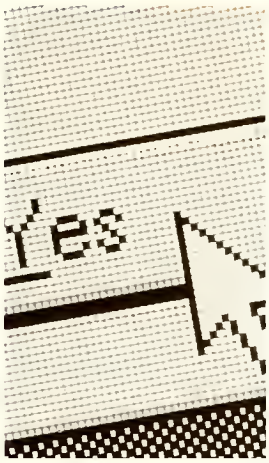


JAVA JAVA is the language of the Internet. If you would like to start on your way to becoming one of the selected few who know how to "make things happen" on the computer, this course is for you. Bring your laptop and join us for three weeks of a fun-filled, but deeply educational, learning experience. This course is for the true computer nerd as well as for the average student wondering why some people are so fascinated with computers. During this course we will write a number of small programs — silly ones as well as serious ones. Join us and make this course your first stop on your way to becoming a true computer expert.

HARPETH HALL C.S.I. Enter the scene of a crime when you enter the classroom. Daily crime scene labs and investigations turn you into hands-on detectives. This forensic chemistry course will give you the opportunity to meet the burden of proof to solve crimes ranging from check forgery to murder.



LIGHT AND COLOR Make your very own art glass masterpiece and learn some math! You will use the copper-foil technique to create a 10"x12" stained-glass window.



PSYCHEDELIC COMPUTER ART FREAKOUT Create amazing computer art on your laptop! Study the mathematical principles of chaos theory! Print and frame a psychedelic masterpiece!

STARGAZING Have you ever looked up at a deep black sky sparkling with stars and gazed with wonder? Stars have inspired myths and rituals—and later music and art—across the centuries. In this course, we will explore the science behind the stars and their constellations, with time in the planetarium to see what we study. Next we will consider the historical role of the constellations, focusing on Classical mythology. We will even create some "star-struck" art all our own. As a final project, each student will complete a project on all aspects of one particular constellation. Finally, we will venture out one starry January night (all bundled up with hot chocolate to keep us warm) to study the heavens—with all their myth and magic. (Also counts as a Humanities course)

MATH QUILTS Explore the world of mathematical patterns through the medium of fabric. In this class, we will learn the basics of designing and sewing quilt blocks. Along the way, your math skills will be challenged through this new "artistic" perspective. You will also learn some very practical hand-sewing skills. Women have always found a way to express themselves in art forms such as quilt making, just as they have always found a way to use math to their own advantage! Come see how we do it!

"LEADERSHIP AND LEARNING ARE INDISPENSABLE TO EACH OTHER."

—JOHN F. KENNEDY

The Humanities On Campus

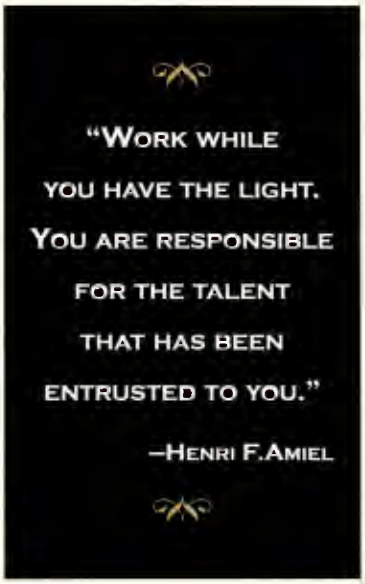
Three Faces of Eve: Women in Film Explore the evolving feminine spirit as portrayed in contemporary films such as *Gosford Park, Thelma and Louise, Dangerous Liaisons, Mulan,* and *Enchanted April.* Students will be expected to respond to films in journals and class discussions, complete one outside reading, and present a project at the end of Winterim. **Note:** Since some of the films studied contain adult material, parental permission is required to take this course.

From Stage to Silver Screen Are you interested in live theatre? Do you love to go to the movies? Did you know that some of the most popular movies of our time were originally produced for the stage? In this course we will look at original play scripts such as *Steel Magnolias* and *Prelude to a Kiss* and explore the changes that occur as they are adapted to film. We will analyze the similarities and differences through both class discussion and written assignments. To shed further light on the difference between these two art forms, a field trip to a play will be included if scheduling permits. Come join in this amazing journey from stage to screen! (Also counts as an Arts Course) Since some of the films studied contain adult material, parental permission is required to take this course.

Introduction to Modern Art Modern Art has often baffled and disturbed its audience, but it has also produced a rich tradition of painting which is unprecedented in its diversity of individual styles. This course will provide an overview of developments in painting since the end of the 19th century. The format will be slide/lecture with an emphasis on class discussion. Students will present a report to the class on some aspect of the course. (Also counts as an Arts course)

Whodunnit? Was it the butler? Was it the *femme fatale*? Or was it the "innocent bystander"? Through the study of both film and literature, you will examine the important elements of an unforgettable mystery. Discover how famous sleuths apply critical thinking to uncover the murderer. Come read stories, watch films, have discussions, play mystery games, and share creative writing of your own as you enter the world of mystery.

HITCHCOCK 101 *Before Blair Witch Project,* before *Scream,* before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of twentieth century cinema's greatest directors. We will watch several Hitchcock classics and analyze the components of his work which make them great—the cinematography, story lines, actors, musical scores, and, of course, the signature creation of suspense. So come join us...if you dare! (Also counts as an Arts course)



WOMEN IN 19TH CENTURY NOVELS Although in the junior and senior English courses we read several nineteenth-century novels featuring women, this class will concentrate on two pithy novels that are too long for study in the regular school year. Using Elizabeth Gaskell's final novel, *Wives and Daughters,* as a base, we will examine the roles of women in the nineteenth century. Independently, students will also read another novel of the time period (by British, French, or American authors, such as Dickens, Eliot, Austen, Flaubert, or Wharton). Through fiction, we will learn about traditional roles of women, social mores and constraints, and perhaps find characters who break such boundaries. Because the novels will be so long, there will be time devoted to reading in class each day. In addition, the class will revolve around lively discussion, research about the era, watching relevant movies and video, and mimicking certain customs of the day (tea, anyone?).

"BORN IN THE U.S.A."—AMERICA'S RESPONSE TO VIETNAM The Vietnam War has been portrayed in a variety of ways through history, movies, fiction and non-fiction books, and song. We will take a 360° look at this controversial period in America's history, aiming not just to clarify the major incident of the war, but further, its effect on our culture. Classes will consist of discussion of readings, including works of Tim O'Brien, movies, and song. Students will be asked to write a final paper on one aspect of the war's impact on American culture. Warning: readings and films will include violence and foul language; parental permission to take the course is required.

GENDER ROLES Imagine a scene from childhood: little girls gather together, comb each other's hair, and play house; meanwhile, a group of boys are intent on building a fort. Maybe they will have a mud ball fight, maybe they won't. Perhaps a few little girls will join them, but how many of the boys will huddle up to play beautician? The scene may be slightly overdrawn, but questions about the nature of gender have been with us for a long time. Do we learn gender-specific behavior (if there is such a thing), or is it an inherent part of us from the time we are conceived? Come explore these and other questions as we look at gender roles from a biological, social, historical, religious, and literary standpoint. We'll take care to note the dramatic changes in the roles of women (and to some extent, men) during the last century, and we'll discuss opportunities and dilemmas faced by both sexes in the foreseeable future.

PHILOSOPHY TO GO This course on the history of philosophy will examine ideas from Socrates to Sartre. Using the novel *Sophie's World*, by Jostein Gaarder, as well as short readings, students will learn the basic tenets of the world's philosophies and perhaps find one they can "own" by the end of the course.

WHAT JAPANESE RICE HAS TO DO WITH MEDITERRANEAN CUISINE Have you ever wondered if there is a connection between Japanese and Mediterranean cuisines? In this class, you will find out. You will learn to cook popular dishes while experiencing French, Spanish, and Japanese cultures.

SPAIN, THE GYPSIES, AND FLAMENCO Who are the Gypsies? Where do they come from? What is their history? What do they wear and why are they so darn good at dancing the Flamenco? This course offers an overview, through the eyes of the Gypsies, of Spanish history, architecture, music and dance, and culture. The history, culture, and the flamenco dance of the gypsies will be taught through the course.

FRENCH COOKING AND CULTURE Learn the basics of French life and cooking à la Julia Child! We will begin with salads, move to soufflés, and finish with a complete meal as we learn about the many regions of France and their specialties.

MISSISSIPPI FREEDOM SUMMER Mississippi Freedom Summer was the turning point of the Civil Rights movement in the South. In 1964, determined to break the back of segregation and end the intimidation of black voters in Mississippi, approximately 700 college students risked their lives to participate in Freedom Summer. Despite the murder of three civil rights workers by the KKK in June of 1964, the volunteers were undeterred. This course examines the events of Mississippi Freedom Summer and evaluates the long-term significance of this campaign for the South and the nation.

SONGWRITING FOR GUITAR Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. Each student, however, should own her own guitar. Students will design and record a CD of original songs as a final project. (Also counts as an Arts Course)

DANCE TO THE RHYTHM: UNDERSTANDING LANGUAGES AND CULTURES OF THE DIVERSE CONTINENT In this course, students will come to an understanding of the complexities of languages and cultures of Africa. They will learn basic phrases in Zulu (one of the eleven official languages in South Africa) and Swahili (East and Central African trade language). They also will learn to differentiate between different styles of African music and dance to the Beat. Students may decide to make a donation to an AIDS Relief Fund. (Also counts as an Arts course)

IN THEIR OWN WORDS: WOMEN'S DIARIES IN CIVIL WAR AMERICA War is traditionally presented in historical literature from a male point of view. But there has always been another side to war—the woman's view. Through diaries, letters, journals, short stories, and film, this course focuses on the lives and experiences of northern and southern women during the American Civil War.

THE KENNEDYS: AMERICA'S ROYALTY Since the 1920's, the people of the United States have been fascinated with the Kennedy family. Combining the wealth of Rockefeller, the glamour of Hollywood, and the political intrigues of Machiavelli, the family has dominated American headlines and gossip columns for decades. Some see the Kennedys as blessed, charmed with an incredible good fortune that has enabled them to rise to unparalleled levels of power and popularity. Others view them as cursed, paying for their fame and status with a string of family tragedies. We will explore the truth behind the myths and legends as we trace the Kennedy saga from humble immigrant origins, through the relentless ambitions of the family patriarch, to the peak of their allure in the 1960's when a dynastic presidency seemed to be a real possibility. Among the topics discussed will be the "Camelot" White House of Jack and Jackie, the assassinations, the scandals, the tragic deaths, and the legacy left by this remarkable family. Reading and discussion will be supplemented by films such as Oliver Stone's *JFK* and the recent release, *Thirteen Days*.

500 YEARS OF COSTUME, DRESS, AND MANNERS This course provides a look at how clothing evolved from the court of Henry VIII through today, with emphasis on the meaning, deportment, and social statements the clothing of each era reflects.

EVERYTHING HUNGARIAN This is a true sampler course of language arts, history, politics, food, and culture. In this course you will be introduced to a tiny but fascinating country you probably do not know too much about—Hungary. You will learn some basic Hungarian, a language that is quite different from the ones you have learned before. You will also get an overall introduction to daily life, food, customs, culture, fashion, and music in Hungary. A brief overview of the country's past and present political system will also be included. At the end of the course you will come away feeling more knowledgeable, more open, and perhaps a pound heavier from cooking and sampling all the great foods of the region.

STARGAZING Have you ever looked up at a deep black sky sparkling with stars and gazed with wonder? Stars have inspired myths and rituals—and later music and art—across the centuries. In this course, we will explore the science behind the stars and their constellations, with time in the planetarium to see what we study. Next we will consider the historical role of the constellations, focusing on Classical mythology. We will even create some "star-struck" art all our own. As a final project, each student will complete a project on all aspects of one particular constellation. Finally, we will venture out one starry January night (all bundled up with hot chocolate to keep us warm) to study the heavens—with all their myth and magic. (Also counts as Math/Science course)

LOVING SHAKESPEARE "Loving Shakespeare" brings Shakespeare to life through film. *Much Ado about Nothing* represents the comedies while *Hamlet* will represent the tragedies, and *Richard the Third* and *Henry V* will represent the history plays. To complement the study, we will watch films about the plays including *Looking for Richard, Renaissance Man,* and *Shakespeare in Love*. Students will direct and perform scenes of their own choosing which will be videotaped. *(Parental permission is required since some of the films have an adult rating.)*

THE FAMILY IN FILM Nothing is more central to our lives than family. Large or small, rich or poor, loving or abusive, the kind of family we come from—and the new one we create as adults—helps define who we are. This course guides students through an examination of the family as depicted in several classic movies. Whether the family's struggle is external (as in *The Grapes of Wrath*) or internal (as in *Ordinary People*), we can learn much about human nature from studying the behavior of family members in these films. Our course will likely include the topics of divorce *(Kramer vs. Kramer)*, the changing role of the family in America *(Avalon)*, and the difficulties of having children grow up and leave home *(Eat, Drink, Man, Woman)*. Students will be expected to discuss each film intelligently and maturely, both in class discussions and in writing. An additional outside project involving family history will also be required.

Service Learning

Perhaps the richest form of learning is through serving others. That is why Harpeth Hall has a long-standing tradition of a service-learning course for freshmen and sophomores. Participants go off-campus to non-profit agencies where they use their skills and talents to help children, senior citizens, refugees, and people with disabilities. Through journals, discussions, and community friendships, students are guaranteed to learn lessons that will last for life!

Since Service Learning is a double concentration (two blocks), students participating in this course will only elect one additional course. Therefore, students must have enrolled in five courses, rather than six, by the end of sophomore year.



Students may select one of three concentrations in this course:

Children's Education

Teaching preschool and elementary classes in inner-city schools.

Cultural Diversity

Helping children and families in international communities, refugee centers, and AIDS care sites.

Health and Wellness

Caring for children with disabilities, screening children for vision problems, and helping senior citizens.

"Service is the rent that you pay for room on this earth."

—Shirley Chisholm

"I worked in Media Relations in the Athletic Department
at North Carolina State University.
I learned the real work of it, that it is not glamorous.
I especially learned to define a work ethic for myself:
I managed my own time, lived on my own, prepared my own dinner,
and worked from early morning until 7:00 p.m. or later.
The experience was eye-opening and valuable."

—Raleigh Ann Blank, '03

OFF-CAMPUS OPPORTUNITIES FOR JUNIORS AND SENIORS



Three Options: An Introduction

Juniors and seniors at Harpeth Hall are offered three options for study in Winterim:

Work/Study Internship
Academic Travel
Independent Study

Each of these options is designed to broaden a student's experience through learning outside the traditional classroom. To be successful in any of these endeavors, students must display responsibility, alacrity, creativity, and capability. Additionally, because they are working off-campus, students must act as ambassadors of Harpeth Hall and uphold the tenets of the school in whatever their position or place.

Off-Campus Behavior: Expectations Off-campus behavior guidelines described in the student *Handbook and Directory* will apply to all off-campus Winterim programs and trips. Of particular interest are those guidelines pertaining to alcohol and tobacco products.

"Choosing to intern this year taught me how to delve into an extremely unfamiliar world, the workplace. Although working with a surgeon does not represent the general corporate workplace, there is much paperwork, human interaction, and business behind being a doctor. It is a workplace where your colleagues are your team, and they must be the most cooperative team when dealing with the life of a patient."

–Sara Morris, '93

Option #1

The Work/Study Internship

Throughout the existence of Winterim, some of the most meaningful experiences have been the result of involvement in the Work/Study program. Students have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by this practical experience, but of equal value is the realization that a career choice is, in fact, unsuitable.

The Work/Study program is an internship arrangement with our community and depends upon the willingness and concern of the prospective community sponsor. Every year Work/Study participants must prove their seriousness and their responsibility to their sponsors and to the community at large so that these opportunities remain available. In addition to genuine interest and enthusiasm, initiative, promptness, reliability in attendance, and conscientious performance of tasks are essential in each placement.

It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional setting. Careful attention to goals and objectives in advance will enhance the chances for a successful Work/Study Internship experience. While many work experiences offer hands-on activities for Harpeth Hall Interns, other placements are valuable for the opportunity to observe professionals at work. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective Work/Study Faculty Sponsors is important. **Furthermore, during a required interview prior to Winterim, students and community sponsors must become familiar with each other's understanding of the program and each other's expectations.**

The Faculty Sponsor will make every effort to help the student assess her interests and capabilities, establish reasonable expectations, and arrange a meaningful Work/Study placement. If a student has difficulty identifying a Work/Study area, she may consult with Ms. Harmon.

GUIDELINES The following guidelines help ensure a successful Work/Study Internship. Students, their parents, the Faculty Sponsor, and the Community Sponsor must follow them without exception.

1. Participation in the program requires work and daily attendance. Students are expected to be present a minimum of **six hours daily**.

2. Placements are voluntary, and students must **not receive pay** for work during Winterim.

3. Placements should have **educational benefits**; non-educational experiences do not meet the requirements of the Winterim program.

4. Students must seek Work/Study **placements outside their families**. Only under unusual circumstances will placements with family members be approved. The Faculty Sponsor and Ms. Harmon must review such requests.

5. Students must not apply for placement with any Community Sponsor with whom the student has been employed or has worked as a volunteer. **Failure to adhere to this guideline will result in an automatic F.**

6. The student, parent/s, Faculty Sponsor, and Community Sponsor should clearly **assess and understand** the amount of responsibility and activity involved in a Work/Study placement.

7. **Transportation arrangements** demanded by the location of the placement are the responsibility of the student and her parents. Also, if **road conditions** are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should opt instead for an Academic Trip, an Independent Study, or On-Campus Courses.

ATTENDANCE Any student participating in an off-campus Work/Study program will be present for the duration of the daily schedule of that placement. Any student who is absent without the Community Sponsor's permission and both her parents' and the school's knowledge and permission will be suspended and placed on probation. One unexcused absence for any portion of the day or a full day will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. If the student's place of work is open, the student is expected to be present. Inclement weather does not provide an excused absence.

WORK/STUDY INTERNSHIPS: THE PROCESS The process of developing a Work/Study Internship involves the student, the parent/s, the Faculty Sponsor, and the community; it may take many weeks to finalize. The following are the deadlines for each component of the process. Failure to abide by these deadlines will result in reduced choices for your Winterim experience.

CLARIFICATION OF INTERNSHIP/AREA OF COMMITMENT

Each student must begin early to assess her Work/Study interests, goals, and expectations. Students sign up for an interview with the Faculty Sponsor to discuss Internship availability and to assess goals. After consulting with her parent/s and the appropriate Faculty Sponsor, girls narrow their choices to one or two organizations.

APPLICATION Once the placement has been arranged, students complete the Work/Study application (both copies) in the appendix of this catalog. The parent/s and Faculty Sponsor must sign the application to denote approval. Students submit one copy to the Winterim Office and the other to the Faculty Sponsor by **October 17**.

RESUMÉ Each student will prepare a personal resume based on a model provided you. The resume clarifies her goals and expectations for the Work/Study Internship, and it documents the student's skills and accomplishments. The resumé must be without error. The student must proofread carefully before submitting it. The resumé presents the first and lasting impression of the individual girl and of Harpeth Hall School. Once the resumé is completed successfully, Ms. Harmon will mail a confirmation letter to the Community Sponsor. This letter will include details of the arrangement and a copy of the student's resumé. Students will receive a copy of this letter for reference.

INTERVIEW WITH COMMUNITY SPONSOR Each student must have a *personal interview* (*not* by telephone) with her Community Sponsor by December 3. At that time, students learn the nuts and bolts of their new position: where to park, how to dress, where and to whom to report, with whom they will work, and in what kinds of tasks they will be engaging.

WORK/STUDY DEADLINES

Oct. 7-17
Clarification of Internship/ Area of Commitment

Oct.17
Application due

Nov. 1
Resumé submitted to Faculty Sponsor

Nov. 18-Dec. 3
Interview with Community Sponsor

Dec. 5
Interview summary form due

Jan. 6-23
Internship

Jan. 27
Daily journal due; evaluation summary due

INTERVIEW SUMMARY FORM Following the interview, the students submit an Interview Summary Form to Ms. Harmon and their Faculty Sponsor.

This report summarizes the student's responsibilities and outlines as specifically as possible the expected job activities. **Failure to complete the interview or submit the Interview Summary Form will result in the student's enrolling in classes on campus during Winterim.** This form is due **December 5**.

EXPECTATIONS Students should expect at least one visit from her Faculty Sponsor during the Work/Study assignment.

- Students are expected to be present at work each day the place of employment is open, regardless of school closings.

Absences should be reported daily to the Community Sponsor and the Harpeth Hall Upper School office by 8:30 a.m.

EVALUATION One purpose of a student's evaluation of her experience is to promote good community relations and repeated internships. Her comments are extremely useful in Harpeth Hall's evaluating whether we would like to work with a particular business again. In addition, the student's evaluation assists the Faculty Sponsor in assigning a grade for the experience.

1. The Journal: Each student is required to keep a dated daily journal of her Winterim experience. Each entry should describe events of the day and the student's emotional and intellectual response to them. These journals should be recorded on the students' laptops and presented in a professional-looking word-processed document. This journal is due upon return to school, **January 27**

2. The Summary Evaluation: This final entry serves two purposes: to reflect more broadly on the Internship experience and to evaluate the quality of the placement itself. This report should be neatly word-processed. This, too, is **due January 27**

A FINAL WORD It is the *student's responsibility* to meet deadlines and to communicate fully with the Faculty Sponsor, Community Sponsor, and Winterim Director. It is also the student's responsibility to adhere to all of the above-mentioned guidelines for the off-campus Work/Study Internship. Harpeth Hall places a great deal of trust and responsibility in the hands of each of its students; it expects that those conditions will be respected. Any student who does not follow the guidelines, meet deadlines, turn in quality work, communicate honestly with the Faculty Sponsor or Winterim Director, or otherwise fails to follow the procedures will suffer a penalty in her grade for the term, as well as losing all Winterim privileges.

ESTABLISHING INTERNSHIPS...DOING IT RIGHT! While Harpeth Hall encourages students to learn networking and communication skills, it is important that they work closely with the Faculty Sponsor in setting up their internships. The Work/Study Internship requires a delicate balance of student initiative, business cooperation, and faculty facilitation. In each of the areas below, students are encouraged to explore possible opportunities for placement and then meet with the Faculty Sponsor, who will then negotiate the internship. We do this to avoid communication problems with the business community who are so integral to the success of this program.

LONG-DISTANCE WORK/STUDY INTERNSHIPS In the past, some girls have preferred to work in another city to accomplish their goals. While there are certainly plenty of businesses in Nashville to accommodate students, under special conditions, Harpeth Hall will consider allowing a student to complete a Work/Study Internship elsewhere. The Winterim Director and Mrs. Mulgrew will scrutinize such proposals for their academic and intellectual merit. Only in exceptional cases will approval be granted. All the guidelines apply to these internships as well. In general, however, the student and her family need to arrange the following themselves, in consultation with the Winterim Director and the appropriate Faculty Sponsor:

- the business partnership
- housing
- transportation

Students will still be under the supervision of a Faculty Sponsor, and they must follow the same guidelines, deadlines, and requirements.

GETTING STARTED: SEVEN STEPS

1. Read and consider the descriptions of options.
2. Sign up to meet with the appropriate Faculty Sponsor to discuss ideal placement.
3. Wait for news of placement from the Faculty Sponsor.
4. Fill out the formal application (both copies) for your choice. Submit one copy to the Faculty Sponsor, the other to the Winterim Director by **October 17**
5. Submit a flawless resume detailing your objective/s, skills, and education by **November 1**
6. Complete a personal interview with the Community Sponsor.
7. Submit an interview report to the Winterim Director by **December 5**

Work/Study Options and Faculty Sponsors



Science and Medicine This program is designed for the student with a strong science background and a career goal in a science-related field. The variety of experiences available includes basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

Law and Government This program offers students interested in a law career the opportunity to observe firsthand and gain valuable experience in a variety of placements. The sponsor will help each student focus on her interests and identify a suitable position. These placements include the following: assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing various law enforcement agencies.

Special Education and Psychological Services This program is designed for those interested in various aspects of psychology or special education. Potential placements include working with individuals who have emotional, mental, physical, or learning difficulties. Other placements include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area.

Music Industry and Business This program is designed for students interested in gaining work experience in the world of business. Placement opportunities include positions in record production companies, financial institutions, web design companies, and investment companies.

Education This program is designed for students interested in exploring the teaching profession. Students will work in local schools under the direct supervision of the Cooperating Teacher. Students should indicate preference of grade and subject areas of interest, if any, but specific requests cannot always be met. The ideal placement would engage a student's interest while expanding her understanding of education beyond her previous experience.

Public Relations and Journalism This program is designed for students interested in a career in media and/or communications. Possible placements in this area include local radio or television stations, newspapers, magazines, public relations or marketing firms, and advertising agencies.

Art This program places students who are interested in a career that relates to art, including internships in the studios of working artists and work with the city's art museums.



"I learned a lot about the business world and how a large company functions. Sometimes I didn't enjoy the work, but most of the time I was having fun....It helped me to explore career opportunities that I never knew existed. I enjoyed learning what all the people working there majored in while in college."

–Margaret McNeilly, '03

INTERNSHIPS IN WASHINGTON, D.C. This Work/Study program in our nation's capital offers Harpeth Hall students an experience in the businesses that make our nation run. While government appointments are a staple to the program, students may also work in museums, art galleries, or non-profit organizations. Some students work on Capitol Hill, while others may work at the Smithsonian, the Folger Library, or the like.

This internship is also a study in real life. Students live in a suite hotel and are responsible for money management, grocery shopping, budgeting, transportation to work, cooking, and getting along with one another. Students work full-time five days a week, but have their weekends free to discover the many cultural and historical offerings of the city. This program is designed for mature, responsible students, and it is limited to 16 participants.

APPLICATION Students first meet with the trip sponsors and Ms. Harmon to clarify the type of work they would like to pursue in Washington. They should then submit the appropriate application form by **October 17.** Selection to the program is based on essay content and disciplinary standing at Harpeth Hall. Student applicants will be notified by **October 25.**

EXPENSES The fee to participate in this program is **$2000**. This includes 15 nights' lodging in a suite hotel, airfare, admission fees to certain cultural activities, two dinners out, two group theater performance outings, and two additional group evening activities. Students going to Washington need to submit a **non-refundable deposit of $1000 by November 1 and the balance of $1000 by December 2.**

Option #2

Academic Travel Programs

Academic Travel Programs This year, we are offering five chaperoned, academic trips:

- New York, New York—City of Immigrants
- Britain for Booklovers (on a budget!)
- Costa Rica Explorer
- Florida Keys Adventure!
- Greek Odyssey

In addition, students may independently choose a national wilderness program such as **Outward Bound** or **National Outdoor Leadership School (NOLS).**

Why Travel? The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills first introduced in the classroom, the experience is invaluable. The benefits of leaving their comfortable niches, using their skills in new ways, and traveling with a group are incalculable. A variety of learning opportunities arise from the travel programs, and the types of trips are rotated to provide the broadest possible experiences. During Winterim 2004, for example, the France and Spain Homestay programs will once again be available.

General Requirements All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged to prepare the student for the sites, culture, and experiences of her trip. Failure to attend these meetings could result in the student's exclusion from the program. Any refund of payment will be made at the school's discretion.

Each student is required to keep a **daily journal** during her travel. This journal will be kept in a notebook provided by the school and distributed to the student with guidelines for the written report that summarizes her experience. The journal and written report must be submitted to the trip sponsor/s on **January 27** and will become part of the student's portfolio.

Travel Costs Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months in advance. **Because of the fluctuations of the dollar on the foreign exchange and the daily variations of airfare, as well as other variables, all costs for travel are the best approximation we can make at the time of print.** As a result, there may be some changes in the cost printed in the catalog before the December date for final payment.

Harpeth Hall travel offerings are learning programs, and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality of the program.

Deadlines, Commitments, and Payments In planning a travel program, it is vital that we have a firm commitment from those who wish to participate; therefore, each student interested in travel must submit two things: a **$300 deposit** and a one-page essay outlining her interest in the trip and goals for the trip. These are due to Ms. Harmon by **Monday, September 30.**

A committee will review all essays and will notify students by October 17. Selection will be based on essay and trip objectives and the student's disciplinary standing at Harpeth Hall. Each student selected to participate in a travel program is required to bring a parent to the Travel Preparation Meeting in November. There, Ms. Teaff, Ms. Mulgrew, and Ms. Harmon will cover general guidelines for travel and have parents sign the release statements provided with the catalog. Then, parents and their daughters will meet with the trip sponsors for a meeting specific to that trip.

Please see page 45 for the payment schedule and policies.

New York, New York—City of Immigrants

Ms. Hagan and Ms. Girgus

We will spend two weeks exploring the arts and talents that immigrants have brought to America. Then, we will travel to New York for a week to experience on-site what we have learned in the classroom. We will work at Ellis Island, investigate the building of the Brooklyn Bridge, and visit several museums which reflect the immigrant experience. We will also visit ethnic areas to experience first-hand the culture and ethos of those who made their way to this country to pursue the American Dream.

Neighborhoods:

- Chinatown
- Little Italy
- Lower East Side
- Ellis Island

Museums:

- The Metropolitan Museum of Art
- The Guggenheim
- The Jewish Museum
- The Tenement Museum

Highlights:

- Time to investigate your own personal heritage
- Dining at the automat
- Dim Sum in Chinatown
- Ratner's Deli
- Mangi on Mott Street
- A Broadway Show



Eligibility Juniors and seniors with good academic and citizenship standing are eligible. Attendance at the on-campus preparatory course is required.

Cost $800

The cost includes hotel accommodations, flight, and transfer taxes to and from the airport. Not included are city transportation, meals, and spending money. We have worked hard to keep the cost within a range that would enable motivated students to earn the cost of a travel experience.

Dates Travel dates are January 13-27

Costa Rica Explorer

Ms. Blackburn, Ms. Buzzell, and Mr. Myrick

Have you ever wondered why, at first discovery, Christopher Columbus dubbed Costa Rica the "Rich Coast"? This exploratory trip to the tropics of Central America will consist of daily adventures from the sea to rainforests to the high cloud mountains and volcanoes. Emphasis will be on the flora and fauna of the natural environment. Daily excursions led by bilingual guides will enhance each student's realization of her surroundings and the richness of the culture.

Highlights

- San Jose
- Braulio Carrillo National Park
- Arenal Volcano
- Tabcón Hot Springs
- Monteverde Reserve and Cloud Forest
- Pacific Ocean resort of Jacó Beach
- Carara Biological Reserve
- Manuel Antonio National Park
- Tortuguero and jungle canals
- Butterfly Farm



Eligibility Juniors and seniors with good academic standing and good citizenship who have a high interest and willing attitude for exploratory studies of biological and ecological sciences and cultural arts are eligible.

Cost $2366

The cost includes air travel, accommodations, land travel, all breakfasts, dinners, and three lunches, fees, airport taxes, and Travel Pak (insurance benefits).

Dates Travel dates are January 8-15

Britain for Booklovers (On a Budget!)

Ms. Roark and Ms. Grimes

Follow the footsteps of your favorite authors and literary heroes throughout England. Explore Chaucer's Canterbury, the London of Samuel Johnson and Charles Dickens, Shakespeare's Stratford, Bath, favorite retreat of Celts, Romans, and the heroines of Jane Austen, and finally York, the city said to embody the whole of England's history. Visit museums, libraries, cathedrals, galleries, and castles. Enjoy theatre in London and Stratford, evensong in Canterbury, a walking tour of Bath, and high tea at Betty's in York and experience the passion for Britain that has fired the literary imagination of Anglophiles for centuries. Memories from this trip may one day become the text of your own literary masterpiece!

Highlights

- City tour of London, its museums, galleries, libraries, theatre, churches, and more
- Canterbury
- Dover Castle
- Oxford
- Stonehenge and Bath
- York
- Stratford
- Warwick



Eligibility Juniors and seniors with good academic standing and good citizenship are eligible. Students must attend class on campus for three days for research and discussion, as well as trip organization and travel tips.

Cost $2200

The cost includes all travel expenses, accommodations, two meals per day, theatre tickets, and admission fees.

Dates Travel dates are January 8-22

Florida Keys Adventure!

Ms. Cox and Dr. Schott

Want to gain an appreciation of and a stewardship for animals and the environment? Join us as we explore Florida's ecosystems: coral reefs off Pigeon Key, beaches, lagoons, wetlands, and scrub forests. We will swim with dolphins at SeaWorld's Discovery Cove, canoe with manatees, hike and air boat ride the Everglades, and bird watch on the eastern coast. You will need to rent a short wetsuit, bring a sleeping bag, and have lots of enthusiasm!

Highlights

- Pigeon Key for snorkel lessons and coral reef explorations
- Snorkel expedition to Looe Key
- Exploration of Sombrero Reef
- Hike and airboat ride in The Everglades
- Search for stingrays, dolphins, and manatees
- Birding and ecosystem study near Cape Canaveral
- Sanibel Island
- Busch Gardens
- SeaWorld Orlando for study of manatee and sea turtle rescue programs
- Discovery Cove to swim with dolphins, snorkel with rays and tropical fish, interact with exotic birds

Eligibility Juniors and seniors with good academic standing and good citizenship are eligible.

Students should apply for this trip only if they feel comfortable in deep water without assistance. Upon arrival at Pigeon Key, all must demonstrate their skills by swimming approximately 50 feet out from the dock and back.

Special Considerations Equipment: It is recommended that students rent a wet suit in Nashville (a short one) prior to departure. Snorkel equipment is provided.

Cost The base cost is $1850. Anticipated total cost should not exceed $2300, including airfare.

Dates Two days of class, eleven days of adventure!

A Greek Odyssey

Dr. Myers and Ms. Ward



High on a cliff overlooking the Aegean stand the ruins of a Temple of Poseidon, god of the sea. Lord Byron carved his name on these soaring columns as the waves crashed far below. Taking the winding coast road upon our arrival in Athens, we will reach this spectacular site in time to watch the sunset. This is the girls' introduction to Greece. This trip is not one offered in a typical travel brochure; we are visiting places rarely visited by American tourists...a truly remarkable opportunity.

In the event that global events make international travel unsafe, the students who signed up to go to Greece will be AUTOMATICALLY transferred to a trip within the continental United States. This "American Odyssey" will focus on American art and literature and the diverse cultures which have melded to form our nation. Should domestic travel become necessary, no refunds will be available.

Highlights

- Athens
- Ancient Corinth's ruins
- Mycenae, home to the Commander-in-chief of the Greek forces during the Trojan War, the theater at Epidauros
- Nauplion, the Greek "Riviera"
- Mystras, a city lost in time, with its abandoned gold and stone Crusader places, 13th century cathedral, and monastery occupied by nuns famous for their embroidery
- Olympia
- Messolongi, where Byron died and his heart is buried, as he requested
- Lake Pamvotis and the island palace of Ali Pashi
- Parama Cave
- Bourzani Wildlife Preserve
- Zagori region, one of the most exotic and unchanged regions of Greece, home to 46 traditional villages of winding cobbled streets and Turkish bridges, and, in the countryside, a National Wildlife Preserve where wolves and bears roam in their natural habitat
- Lake Kastoria and its Byzantine churches

- Pella, birthplace of Alexander the Great and site of Neolithic and Bronze Age settlements
- Phillipi, where the Apostle Paul first preached the Gospel in Europe; where Roman armies of Mark Antony and Octavian defeated the armies of Brutus and Cassius
- Thessaloniki, the major metropolis of northern Greece, founded in the 4th century, home to a museum housing the most magnificent collection of icons in existence, the Archeological Museum which houses the golden treasure of Phillip II, 16th century Turkish bath-house
- Dion, an active archeological site
- The Royal Tombs of Vergina, including the tombs of the father of Alexander the Great (Phillip II) and the murdered son of the Conqueror
- Monastery of Meteora
- The Holy Sanctuary of Apollo, home of the Oracle of Delpi
- Athens: the Acropolis and Parthenon, and a day trip to a nearby Greek island

REQUIREMENTS Juniors and seniors with serious interest in the Ancient World are eligible. Preference will be given to present and former students of Art History. Other students will be considered if space permits. Each participating student must prepare a typed, 3-page report on a given topic and attend a mandatory lecture prior to our departure. If non-art history students are allowed to participate, their attendance at an additional lecture will be required. All students will take a test on the return flight.



COST $3000

This includes airfare, ground transportation, hotels, breakfast, and dinner. The cost of lunches, all drinks, and two "walk-about" evening meals are the responsibility of the individual student.

DATES Travel dates are January 2-22.

PAYMENT SCHEDULE AND POLICIES

PAYMENT SCHEDULE FOR TRAVEL PROGRAMS The **$300** delivered to the school on **October 1st** is considered a non-refundable deposit, unless Harpeth Hall cancels the trip. Following that, **$1000 is due Friday, November 1.** (If the trip cost is less than $1000, half the cost is due on this date.) The remainder of the trip cost is due **Monday, December 2. Before December 2, partial refunds may be made on the basis of the date of trip cancellation and the refund policy of the travel agency which holds the contract for that particular program. After December 2, no individual refunds can be made except in the case of severe illness or emergency, with the final decision on refund resting with the school. In no case is the payment refundable if withdrawal occurs within the week prior to departure.**

All checks should be made payable to Harpeth Hall School. The Memo Line should include the trip name and the student's name. Submit all checks to Ms. Harmon in the Winterim Office.

Trip cancellation insurance may be purchased in order to protect against losses due to cancellation, but it typically covers cancellation due to medical reasons or emergencies. Acts of God or terrorism are not typically included.

Parents may also want to know that our regular student accident insurance is extended to 24-hour coverage for all participants throughout the period of the travel program.

"Work while you have the light.
You are responsible for the talent that has been entrusted to you."

—Henri F. Amiel

Option #3
Independent Study

Participation in an independent study project is designed for juniors and seniors who want to pursue intensive study in an area they are passionate about. This choice is reserved for students who are self-disciplined, motivated, and goal-oriented. This is not an opportunity for students to travel or work with others; rather it is a means to allow individual students the chance to focus solely on an area of interest. In recent years, students have pursued areas such as music, photography, creative writing, and science research.

Other Programs Other opportunities are available through organizations such as Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School (NOLS). Information is available in the Winterim Office, and interested students should make an appointment with Ms. Harmon as soon as possible to discuss these programs. Use the appropriate Winterim form to apply.

Those interested in independent study are required to acquire the approval of a faculty member willing to supervise their independent study. Such projects may be pursued on- or off-campus. Faculty supervisors require frequent reports or discussions with the student, as well as a final written presentation, portfolio, or performance.

Students who wish to pursue Independent Study should submit a proposal outlining their study plans as well as the Independent Study Application form (both copies). This application is due **October 17.** Students will be selected based on essay content and solidity of the study and will be notified by **October 25** of their Independent Study status.

"To most, research doesn't sound like a glamorous profession, yet in my opinion it is one of the few fields of work out there that requires you to really think hard a lot of the time and even sometimes to attempt the impossible."

—Emmie Granbery, '03

WINTERIM 2003 CALENDAR

Freshmen and Sophomores:

Oct. 11	Course Request Due in Winterim Office
Jan. 6-23	Winterim

Juniors and Seniors:

Sept. 30	Deposit and essay due for Academic Trips
Oct. 7-17	Clarification of Work/Study Internship Due
Oct. 17	Jr./Sr. Applications due to Sponsor and to Winterim Director
Nov. 1	Resumé Work/Study Internship due to Faculty Sponsor
	$1000 due for Academic Trip
Nov. 18-Dec. 3	Work/Study Interview with Community Sponsor
Dec. 2	Remainder of Academic Trip fee due
Dec. 5	Interview Summary Form due to Winterim Director
Jan. 6-23	Winterim
Jan. 27	Jr./Sr. Journal and Evaluation Summary due to Winterim Director



THE HARPETH HALL SCHOOL
3801 Hobbs Road
Nashville, TN 37215



WINTERIM 2004

THE HARPETH HALL SCHOOL

Winterim at Harpeth Hall

2004

HARPETH HALL MISSION STATEMENT

Harpeth Hall, an independent college preparatory school for young women, challenges each student to develop her highest intellectual ability, to discover her creative talents, and to make a meaningful contribution to her community. The School sustains a tradition of excellence in academics, the arts, and athletics. Our goal is to teach our students to think critically, to lead confidently, and to live honorably.

HARPETH HALL VALUES STATEMENT

The Harpeth Hall community—students and faculty—has chosen respect, integrity, individuality, and trust to be our guiding principles. These values reflect our reverence for expressing kindness toward and acceptance of others; our commitment to diversity, forgiveness, and achieving one's personal best; and our dedication to the service of others.

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A Message from Ann Teaff

The Harpeth Hall Winterim program makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learning is not limited to the classroom and laboratory, nor to traditional offerings in our academic day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in nontraditional areas. Finally, it provides faculty with unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

"At such a young age, [Winterim] allows us to grow professionally and personally in ways not possible in the classroom."

–Ashton Alexander: Work/study internship in Washington with Senator John Edwards

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a nontraditional schedule, as well as opportunities to learn beyond the campus in Nashville. Juniors and seniors will design their programs of work/study, academic travel, or independent study from among well-established offerings. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors to complete your arrangements.

Ann Teaff
Head of School

A Message from G'anne Harmon



Winterim supports the Harpeth Hall Vision Statement through inventive, challenging, and spirited interaction among students and teachers. It is an experience that allows a student to develop, along unique avenues, her wonder in learning, independence of thought, honor in action, and joy in community.

Now in its thirty-first year, Winterim continues to provide students at Harpeth Hall the opportunity to rethink what education means. Within and without our walls, extraordinary learning takes place. Freshmen and sophomores challenge themselves on campus in project-oriented classes. From gender roles in history and in literature to learning to use tools for construction and maintenance, from Java to painting, girls can enhance their learning in four disciplines: the Arts, Health and Daily Living, Math and Science, and the Humanities. Extended class periods enable students to immerse themselves in courses that intrigue and inspire them. Service Learning is included during the freshman/sophomore years. It is a program which enables girls to engage in meaningful service for a long block of time—two class periods in the morning.

Juniors and seniors have four options: On-Campus Courses; Work-Study Internships; Academic Trips; or Independent Study. Work-Study Internships allow Harpeth Hall girls to experience careers of interest firsthand, from medical fields to business to the arts. The Work-Study Internship has proven year after year to be a seminal experience in the career decisions students make later in life. Some students are encouraged by what they see during this time and are able to solidify their college and post-college plans; others are able to eliminate careers they were considering at one point. Both are valuable experiences. Academic Travel allows students to immerse themselves in different environments and cultures and to connect real experience with what they have learned in the classroom. Still others pursue, through a three-week Independent Study with a faculty mentor, a subject they are passionate about, such as art, dance, music, science research, creative writing, or photography.

Whatever choice the student makes, on–or off–campus, as a freshman or a senior, her Winterim experience will no doubt challenge her intellect, expand her vision of the world, and help each girl develop into a thoughtful, independent young woman.

G'anne Harmon
Winterim Director

"I could not have asked for more from this experience. I was challenged from all angles and gladly accepted these challenges. I will take with me a strong sense of independence, an open mind to any and all challenges, and a pretty good understanding of what it is like to be an adult and to have to manage a job and living situation on my own. . . . This was, without a doubt, one of the greatest experiences of my life, and I will never forget a moment of it"

—Kendall Green: Work/study internship in Washington with the Smithsonian Institute

"One of the directors [of my workplace] told me that I had surprised him and that the confidence that Harpeth Hall gave me would take me places."

—Lauren Salerno: Work/study internship with Ruckus Film

STANDARDS During Winterim 2004 the school will continue to expect, both on- and off-campus, the same conduct which is expected of Harpeth Hall students throughout the school year. Please review the Upper School *Handbook and Directory* for details. Special reminders are listed below.

DRESS Students are required to come to school in their Harpeth Hall uniform. They will be given time to change attire when necessary for the class.

ATTENDANCE Students participating in the on-campus programs will attend all classes, assemblies, and morning meetings. The policy for absences during Winterim is the same as it is during the regular school year, as defined in the Upper School *Handbook and Directory*. An absence the day before or the day after a holiday counts as a double absence.

EXCUSED ABSENCES:

A. Sickness or injury to the student or family emergency involving illness, injury, or death. Parents should call the school before 7:30 the day of the absence.

B. Special family celebrations (weddings, graduations, bat mitzvahs) and religious holidays. Parents must submit a note in advance for these absences, and students must complete an absence form.

UNEXCUSED ABSENCES An unexcused absence occurs when a student misses all or part of the day without the knowledge of parents and the school. This infraction results in automatic suspension.

PROCEDURES FOR AN EXPECTED ABSENCE An absence form, available in the Upper School Office, must be signed by Mrs. Mulgrew or Mrs. Maxwell, then taken by the student to her teachers for their signatures, and finally given to Mrs. Horton before the student leaves for an absence. This form takes at least 24 hours to process.

ABSENCES AND EXTRACURRICULAR PARTICIPATION Any student who misses school on a given day is not allowed to participate in a school function scheduled for that day.

REQUIREMENTS Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on her transcript and in her permanent file.

COURSE CATEGORIES Freshmen and sophomores will take classes in four concentrations over a two-year period:

Arts

Humanities

Health/Daily Living

Math/Science

Each year, a student will take three classes in three concentrations. Over a two-year period, a student must successfully pass six classes in four different areas, taking a second class in two concentrations.

Students may take Service Learning one of their two years. Because it requires two blocks of the day, a student who chooses the Service Learning concentration will fulfill five (not six) classes over the two years, and she still must complete her four concentrations.



COURSE SCHEDULING Freshman and sophomore students should complete the **On-Campus Course Request Form** (handed out with this catalog), obtain all appropriate signatures, and submit it to the Winterim Office by **Wednesday, September 17. Incomplete and late submissions will result in loss of course choice.**

While every effort will be made to schedule students into their preferred classes, students must understand that class sections do fill quickly. Sophomores will receive priority over freshmen.

COURSE EXPECTATIONS AND EVALUATION All Winterim courses require students to complete work that is graded and averaged into a course grade which will appear on the transcript. While each course will have different demands, some types of assignments include the following: reading, journal writing, essay writing, quizzes, tests, performances, and final projects. Homework is appropriate and to be expected during Winterim.

GRADES The grading system for the on-campus portion of Winterim is the same as the grading scale for courses taken during the regular school year. Each student will receive a letter grade for her courses.

Students who fail a Winterim course will be required to work with the Winterim Director and the Director of the Upper School to develop a plan to make up requirements of the class.

Daily Schedule

BLOCK	TIME
I	*7:55-9:45*
II	*9:50-11:40*
Lunch	*11:45-12:25*
Activity	*12:30-1:05*
III	*1:10-3:00*





THE OFFERINGS

On-campus

THE ARTS

HEALTH/DAILY LIVING

HUMANITIES

MATH AND SCIENCE

SERVICE LEARNING

Off-campus

WORK/STUDY INTERNSHIP

ACADEMIC TRAVEL

INDEPENDENT STUDY

ON-CAMPUS



THE ARTS ON CAMPUS



DANCE! DANCE! DANCE! This course offers the dancer an opportunity to work daily in modern and jazz dance technique with the focus on an in-depth warm-up to realign the body's skeletal and muscular system. Daily dance combinations alternate between jazz and modern and include cross-the-floor and center combinations. This is a wonderful opportunity to improve rapidly as a dancer in a very short period of time.

(Also counts as a Health/Daily Living course).

DRAWING STUDIO This class is designed primarily for students who are currently not in art or feel as if they cannot draw. A variety of drawing media will be explored through observation and imaginative studies of people, objects, and places. A museum trip is planned. Drawing supplies will be furnished.

PAINTER'S WORKSHOP This course offers you the opportunity to explore painting processes through tempera, watercolor, and acrylic paints. We will cover drawing basics and beyond, so this is the perfect class for the beginner or advanced student. A museum visit is planned. Painting supplies will be furnished.

ACTING AND PERFORMANCE WORKSHOP Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is a willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play." There will be lines to learn, character work to do, production positions to fill, and journal entries to write—but it's all fun. The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim.

IMPROV AT 110% Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!

LIGHT AND COLOR Make your very own art glass masterpiece and learn some math! You will use the copper-foil technique to create a 10"x12" stained-glass window.

(Also counts as a Math/Science course)

TECHIE 2004 If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim Productions and run tech for the Winterim show. This is a great opportunity to stage manage—run light board, run sound board, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim.

HITCHCOCK 101 Before *Blair Witch Project*, before *Scream*, before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of Twentieth Century cinema's greatest directors. We will watch several Hitchcock classics and analyze the components of his work which make them great—the cinematography, story lines, actors, musical scores, and, of course, the signature creation of suspense. So come join us...if you dare!

(Also counts as a Humanities course)



WORLD CINEMA It has been said that most American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films, made in Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to drama, suspense, and fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you'll actually care about. Students should come prepared not only to be entertained, but to think, discuss, and write.

(Also counts as a Humanities course)

FANTASTIC FRACTAL WALLPAPERS How'd they do that? Learn the secret to creating beautiful backgrounds and wallpapers for your own laptop! We will study the mathematics of fractals and chaos theory, and then apply them to developing our own works of art.

(Also counts as a Math/Science Course)

IMPRESSIONISM AND POST-IMPRESSIONISM: MONET THROUGH VAN GOGH This class will concentrate on two of the most popular periods in Art History. The last decades of the 19th century ushered in enormous cultural and sociological changes which are mirrored in the artwork of some of the most admired of all Western artists. Daily discussions, slides, and the cooking of a French provincial meal as a grand finale will round out your study of a fascinating, and much beloved, corner of the art world.

(Also counts as a Humanities Course)

SONGWRITING FOR GUITAR Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. Each student, however, should own her own guitar. Students will design and record a CD of original songs as a final project.

(Also counts as a Humanities Course)

THE MAD HATTER'S TEA PARTY This is a class on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set—teapot, creamer, sugar bowl, and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read *Alice in Wonderland* and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative surfaces, and a unique product! Talent is unnecessary, but laughter and enthusiasm are a must!

DANCE TO THE RHYTHM: UNDERSTANDING LANGUAGES AND CULTURES OF THE DIVERSE CONTINENT In this course, students will come to an understanding of the complexities of languages and cultures of Africa. They will learn basic phrases in Zulu (one of the eleven official languages in South Africa) and Swahili (East and Central African trade language). They also will learn to differentiate between different styles of African music and to dance to the beat. Students may decide to make a donation to an AIDS Relief Fund.

(Also counts as a Humanities course)

MATH QUILTS Explore the world of mathematical patterns through the medium of fabric. In this class, we will learn the basics of designing and sewing quilt blocks. Along the way, your math skills will be challenged through this new "artistic" perspective. You will also learn some very practical hand-sewing skills. Women have always found a way to express themselves in art forms such as quilt making, just as they have always found a way to use math to their own advantage! Come see how we do it!

(Also counts as a Math/Science or Health and Daily Living course)



WOMEN AND FINANCE Imagine yourself after four years of college: you have hopefully just landed your dream job. Will this "dream job" pay millions or minimum wage? Either way, you need to know how to invest your money and still live the good life. This course begins with the basics—balancing your checkbook; paying taxes; your social security; how to save money; how to spend money. The course culminates with sound investing advice on stocks, bonds, and mutual funds. If you want your future to be financially secure, this course is for you.

DANCE! DANCE! DANCE! This course offers the dancer an opportunity to work daily in modern and jazz dance technique with the focus on an in-depth warm-up to realign the body's skeletal and muscular system. Daily dance combinations alternate between jazz and modern and include cross-the-floor and center combinations. This is a wonderful opportunity to improve rapidly as a dancer in a very short period of time.

(Also counts as an Arts course)

BODY SCULPTING This class is designed to use light free weights and high repetition to strengthen and tone the body. All major muscle groups will be worked, including biceps, triceps, deltoids, latissimus dorsi, lower, middle, and upper abdominals, quadriceps, gluteals, hamstrings, adductors, and abductors.

KICK IT UP! This course will introduce you to all the latest in fitness training: spinning, interval training , strength training, using weights and resistance bands, and much, much more! Throughout the course you will have the opportunity to experience the fundamentals of aerobic and anaerobic training. Cross training the body is an important part of keeping the body fit while preventing injuries. We will have lots of fun and learn while working out. Be sure to bring a water bottle and a towel.

BODY TALK This class provides just what you need to balance your stressful day—a calm, relaxing yoga class. This course will be aimed at bringing the body, mind, and spirit into balance through a group of exercises called *asanas* that help tone muscles, calm the mind, increase concentration, and ease tension. Find out some theory of yoga and the Sanskrit names of *asanas* as you use yoga as a self-disciplinary tool. Dress for comfort and body awareness. Yoga mats are not required, but may be purchased for $25.00 from the instructor.

TOOL TIME Ever wield a hammer, loosen a lug nut, or use a ratchet? Anticipating your first car? Learn the importance of routine maintenance, how to change a tire, and see how the car was built. Then design, build, and finish your own wood project for your room—a shoe shelf or book shelf or CD rack.

GIRL MEETS WORLD Well, this isn't for t.v. stars, but we *will* meet the world! Learn how to organize a volunteer project, to write a bill, to lead a fundraising project, to lobby a congressperson, and to petition for a cause. Through games, conversations, and field trips, we will explore the basics of community building, project management, and team leadership. You will even create your own community-action project that reflects your spirit of service.

(Also counts as a Humanities Course)

THAI BOXING The goal of this course is to improve the skill and efficiency of an individual through speeding up reflex action, inspiring confidence, and imparting knowledge of the principles of restraint and practical self-defense. We will accomplish these goals through learned martial arts techniques and the most effective defensive tactics. Each student will gain an awareness of potentially dangerous situations and learn appropriate preventative measures.

FENCING In the 13-day class, students will learn all the basic skills needed for Olympic Fencing. The course will include extensive footwork and blade work and will cover the modern rules of competition, as well as the tactics necessary for competitive fencing. The last session on January 22nd will be an in-class, voluntary-participation competition, and if scheduling permits, a team match against Vanderbilt University. All equipment will be provided, and the student need only bring loose, comfortable clothes (to allow for free movement) and tennis or court shoes. For Safety and Insurance reasons, students are not permitted to wear shorts, spandex, or open-toed shoes.



SEWING 101 Learn the basics of machine sewing while you make a skirt and blouse which you will actually be able to wear. We will also learn how to read a pattern, choose appropriate fabric, and apply some very useful hand sewing skills like hemming and sewing on buttons. The class will meet at Marguerite's Sewing School near 100 Oaks Mall. Each student will need to purchase a sewing kit of basic supplies and a pattern for approximately $50, as well as her own fabric. Be the first on your block to design and sew your own projects with the skills you will learn in this class!

(*Also counts as a Math/Science Course*)

KNITTING This course will cover the basics of knitting and crocheting. Our goal will be to knit a children's hat and scarf for the youngsters at the Salvation Army Day Care Center for the homeless AND to complete a project for ourselves. So, if you've been dying for one of those long, long striped scarves that everyone is wearing, this is the course for you!

MATH QUILTS Explore the world of mathematical patterns through the medium of fabric. In this class, we will learn the basics of designing and sewing quilt blocks. Along the way, your math skills will be challenged through this new "artistic" perspective. You will also learn some very practical hand-sewing skills. Women have always found a way to express themselves in art forms such as quilt making, just as they have always found a way to use math to their own advantage! Come see how we do it!

(*Also counts as a Math/Science or Arts course*)

FRENCH COOKING Learn the basics of French life and cooking in à la Julia Child! We will begin with salads, move to soufflés, and finish with a complete meal as we learn about the many regions of France and their specialties.

(*Also counts as a Humanities course*)



MATH AND SCIENCE ON CAMPUS

ENVIRONMENTAL ISSUES In this course we will examine the environmental issues that are most relevant to our everyday lives. We will examine how we as individuals impact the environment and how these impacts can possibly be mitigated. The course will include reading, discussion, field trips to local sites, and individual projects. The students and instructor will work together to determine the nature of these projects. Students will be evaluated on their level of participation and performance on the project.

THE SCIENCE OF FOOD AND COOKING Ever wonder what makes that cake rise? What caramelization is? How a cow converts grass into milk? If any of these questions keep you up at night, this is the class for you. Join us as we cook up some treats and figure out how it happens.

DESIGNING WOMEN Everyone has a "dream home" in the back of her mind—what's yours? If you've ever asked yourself, "When are we ever gonna use this?" in math class, the answer is "Right now!" You will learn all about buying and building your own house. From financing to decorating, you will find that math is involved on many levels. We will have visits from bankers, architects, and contractors who will discuss the challenges they face every day. This class will give you a head start on the biggest financial decision you may ever make in life.

FANTASTIC FRACTAL WALLPAPERS How'd they do that? Learn the secret to creating beautiful backgrounds and wallpapers for your own laptop! We will study the mathematics of fractals and chaos theory, and then apply them to developing our own works of art.

(*Also counts as an Arts Course*)

COMPUTER ANIMATION Have you ever wondered how movies such as *Toy Story* or *Shrek* were animated or wondered what's inside a computer that makes the characters seem alive? Join in a hands-on experience first to learn how computers are put together and then to use state-of-the-art software to create your own animated characters and bring them to life on a computer.

PLASTIC, SAND, 1'S AND 0'S Do you like to play with plastic and sand? Come with us! Can you count to 1? Then, though you don't realize it yet, you can do everything this Mini A+ class offers. Hardware isn't hard. A computer is made of plastic, sand, 1's and 0's. Take several apart, learn inner components, take a taste of the pie—that is, your hard drive—install memory, de-frag, scan discs, install programs, and learn maintenance techniques that will take the mystery out of your computer here at school and empower you to take charge of your computer anywhere.

RELIGIDUS BELIEFS IN A SCIENTIFIC AGE Can religion and science be incorporated into a unified world view? Is scientific "truth" any better than religious "truth"? Can science lead to a deeper faith or faith lead to a scientific insight? These are just some of the probing questions that students will explore in this class. Students will try to find a way to harmonize their own beliefs with current scientific perspectives. They will learn more about the reason embedded in religion and the faith underlying many scientific endeavors.

(*Also counts as a Humanities course*)

INTRODUCTION TO SCIENTIFIC RESEARCH This course is designed for students who wish to explore science beyond the lab opportunities provided in class. The student will design and carry out independent research in an area of her choosing. She will conduct background research, collect data, and analyze findings. Topics can be as diverse as environmental issues, medical research, or nuclear power. The course will serve as preparation for research to be presented at the Vanderbilt Science and Engineering Fair.

SEWING 101 Learn the basics of machine sewing while you make a skirt and blouse which you will actually be able to wear. We will also learn how to read a pattern, choose appropriate fabric, and apply some very useful hand sewing skills like hemming and sewing on buttons. The class will meet at Marguerite's Sewing School near 100 Oaks Mall. Each student will need to purchase a sewing kit of basic supplies and a pattern for approximately $50, as well as her own fabric. Be the first on your block to design and sew your own projects with the skills you will learn in this class!

(*Also counts as a Health/Daily Living course*)



JAVA JAVA is the language of the Internet. If you would like to start on your way to becoming one of the selected few who know how to "make things happen" on the computer, this course is for you. Bring your laptop and join us for three weeks of a fun-filled, but deeply educational, learning experience. This course is for the true computer nerd as well as for the average student wondering why some people are so fascinated with computers. During this course we will write a number of small programs— silly ones as well as serious ones. Join us and make this course your first stop on your way to becoming a true computer expert.

HARPETH HALL C.S.I. Enter the scene of a crime when you enter the classroom. Daily crime scene labs and investigations turn you into hands-on detectives. This forensic chemistry course will give you the opportunity to meet the burden of proof to solve crimes ranging from check forgery to murder.

LIGHT AND COLOR Make your very own art glass masterpiece and learn some math! You will use the copper-foil technique to create a 10"x12" stained-glass window.

(Also counts as an Arts course)

FUN WITH FLYING MACHINES Students will explore the scientific principles behind flying machines, from hot air balloons to helicopters. Students will learn to build and improve upon their own designs for working models of various flying machines. The class as a whole will work together on a large dirigible project to top off the experience.

MATH QUILTS Explore the world of mathematical patterns through the medium of fabric. In this class, we will learn the basics of designing and sewing quilt blocks. Along the way, your math skills will be challenged through this new "artistic" perspective. You will also learn some very practical hand-sewing skills. Women have always found a way to express themselves in art forms such as quilt making, just as they have always found a way to use math to their own advantage! Come see how we do it!

(Also counts as an Arts or Health and Daily Living course)

BUILDING BRIDGES Do you ever wonder how buildings and bridges stay up? How do engineers and architects design structures to last? Learn the basic principles behind designing structures, and use your laptop to design a truss bridge. We will cover the history of bridges and go on a field trip to observe some local bridges.





HITCHCOCK 101 Before *Blair Witch Project*, before *Scream*, before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of twentieth century cinema's greatest directors. We will watch several Hitchcock classics and analyze the components of his work which make them great—the cinematography, story lines, actors, musical scores, and, of course, the signature creation of suspense. So come join us...if you dare!

(Also counts as an Arts course)

DON'T READ THIS BOOK *Harry Potter and the Sorcerer's Stone*, *Catcher in the Rye*, and *Blubber*—-what do these beloved books have in common? They are some of the most controversial books ever written, and they, along with hundreds of other books, have been challenged or banned in schools and in libraries across the country. From children's literature such as *Where the Sidewalk Ends* to classics like *Slaughterhouse Five*, we will read a sprinkling from the gamut of challenged and banned books. There will be two common books that the whole class reads, and we will read several books independently. Ever want to read *The Outsiders, I Know Why the Caged Bird Sings*, or *The Satanic Verses*? Now's your chance. In reading and discussing books that some people fear, we will learn about community values, censorship, and First Amendment rights. Assignments will include reading, writing critiques, and a final test or project.

(Parental Permission is required to take this course.)

TOUR OF ITALY Join us as we tour Italy in all her splendor and glory. You will have the opportunity to explore Italian culture, art, music, cuisine, language, cinema, history, and attractions. Make your own pasta. Copy a master with your own canvas and brush. Sit back and enjoy listening to guest artists perform Vivaldi's *Four Seasons*. Through hands-on activities, special guests, lectures, and classroom presentations, students will gain a broad knowledge of western culture's Italian heritage and prepare for future travels to this treasured land. A final presentation on a specific topic will culminate the course.

WHERE HAVE THE GODS AND GODDESSES GONE: ART AND MYTHOLOGY IN THE WORLD AROUND US Great stories, incredible paintings, and fabulous public sculpture are the ingredients for this Winterim-on-Wheels. Students will explore the various art museums and public art sites in and around Nashville. Cheekwood, Fisk, The Frist, the Hindu Temple, Legislative Plaza—-wherever there is art is where we'll be. We will also read and enjoy the stories that form our collective past. Eventually, students will create their own original myth or interpretation of an already existing myth through writing or an art form of choice. We might even find ourselves in Washington, D.C., for the weekend, exploring the National Gallery of Art, if it can be arranged.

***THE ODYSSEY* OF HOMER** Love, death, and immortality are all themes found in *The Odyssey*, Homer's account of a hero's return home from war. This course is primarily a reading in translation of *The Odyssey*. In addition to enjoying a narrative which has captivated audiences for millennia and provided the basis of the Western literary tradition, the student will also explore the epic's characteristics, structure, method of composition, and historicity.

CREATIVE NON-FICTION Creative non-fiction will focus on the works of modern authors writing about actual events—destruction of the everglades, fires in Montana, etc.—and how those events parallel their own experience. The works are non-fiction in that they actually happened, but creative in their retelling and association with the writer's own life. After reading several works, students will write pieces of creative non-fiction about themselves and their world.

GORGEOUS ATTIRE This course will look at the evolution of fashion over the last 500 years. The meaning of dress both artistically and socially will be examined. The curriculum is a general one, to be altered if time demands or if unusual opportunities present themselves. It includes The Tudors (Henry VII, Henry VIII, Elizabeth I and her contemporaries); the Stuarts (*Portraits in the Royal Collection and Silk: the History of a Textile*); the 18th Century (*Mme de Pompadour, Abigail Adams, and The Necklace—-Queens, Quests, and Scandals*; *The Corset: Support and Seduction*); and so on, through the 19th century, a glance at the Orient, and the Moderns. Films and field trips will support the study of costumes through the ages.

GENDER ROLES Imagine a scene from childhood: little girls gather together, comb each other's hair, and play house; meanwhile, a group of boys are intent on building a fort. Maybe they will have a mud-ball fight, maybe they won't. Perhaps a few little girls will join them, but how many of the boys will huddle up to play beautician? The scene may be slightly overdrawn, but questions about the nature of gender have been with us for a long time. Do we learn gender-specific behavior (if there is such a thing), or is it an inherent part of us from the time we are conceived? Come explore these and other questions as we look at gender roles from a biological, social, historical, religious, and literary standpoint. We'll take care to note the dramatic changes in the roles of women (and to some extent, men) during the last century, and we'll discuss opportunities and dilemmas faced by both sexes in the foreseeable future.

PHILOSOPHY TO GO This course on the history of philosophy will examine ideas from Socrates to Sartre. Using the novel *Sophie's World*, by Jostein Gaarder, as well as short readings, students will learn the basic tenets of the world's philosophies and perhaps find one they can "own" by the end of the course.

MISSISSIPPI FREEDOM SUMMER Mississippi Freedom Summer was the turning point of the Civil Rights movement in the South. In 1964, determined to break the back of segregation and end the intimidation of black voters in Mississippi, approximately 700 college students risked their lives to participate in Freedom Summer. Despite the murder of three civil rights workers by the KKK in June of 1964, the volunteers were undeterred. This course examines the events of Mississippi Freedom Summer and evaluates the long-term significance of this campaign for the South and the nation.

SONGWRITING FOR GUITAR Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. Each student, however, should own her own guitar. Students will design and record a CD of original songs as a final project.

(*Also counts as an Arts Course*)

DANCE TO THE RHYTHM: UNDERSTANDING LANGUAGES AND CULTURES OF THE DIVERSE CONTINENT In this course, students will come to an understanding of the complexities of languages and cultures of Africa. They will learn basic phrases in Zulu (one of the eleven official languages in South Africa) and Swahili (East and Central African trade language). They also will learn to differentiate between different styles of African music and to dance to the beat. Students may decide to make a donation to an AIDS Relief Fund.

(Also counts as an Arts course)

IN THEIR OWN WORDS: WOMEN'S DIARIES IN CIVIL WAR AMERICA War is traditionally presented in historical literature from a male point of view. But there has always been another side to war—the woman's view. Through diaries, letters, journals, short stories, and film, this course focuses on the lives and experiences of northern and southern women during the American Civil War.

THE KENNEDYS: AMERICA'S ROYALTY Since the 1920's, the people of the United States have been fascinated with the Kennedy family. Combining the wealth of Rockefeller, the glamour of Hollywood, and the political intrigues of Machiavelli, the family has dominated American headlines and gossip columns for decades. Some see the Kennedys as blessed, charmed with an incredible good fortune that has enabled them to rise to unparalleled levels of power and popularity. Others view them as cursed, paying for their fame and status with a string of family tragedies. We will explore the truth behind the myths and legends as we trace the Kennedy saga from humble immigrant origins, through the relentless ambitions of the family patriarch, to the peak of their allure in the 1960's when a dynastic presidency seemed to be a real possibility. Among the topics discussed will be the "Camelot" White House of Jack and Jackie, the assassinations, the scandals, the tragic deaths, and the legacy left by this remarkable family. Reading and discussion will be supplemented by films such as Oliver Stone's *JFK* and the recent release, *Thirteen Days*.

LOVING SHAKESPEARE "Loving Shakespeare" brings Shakespeare to life through film. *Much Ado About Nothing* represents the comedies while *Hamlet* will represent the tragedies, and *Richard the Third* and *Henry V* will represent the history plays. To complement the study, we will watch films about the plays, including *Looking for Richard*, *Renaissance Man*, and *Shakespeare in Love*. Students will choose, direct, and perform scenes of their own, and these will be videotaped.

(*Parental permission is required since some of the films have an adult rating*)

A LIFE OF LETTERS Sadly, we live in a post-literate age. The pace of our technology (and celebrity)-obsessed world has obscured and marginalized the distinct joys of both reading and writing (though, ironically, the ability to write well is still a valued asset). This course offers protected time for students with literary inclinations to indulge themselves and nurture the finest lifelong habit of the educated person: reading. What will we read? A series of short works, selected chiefly on the basis of their potential for providing pleasure to the reader (i.e., insight, humor, or the sheer wonder of beautiful phrasing). Few other courses would combine the poetry of Theodore Roethke, the hilarity of P.G. Wodehouse, and the exquisite prose of James Agee (for example). Required works will be discussed, though not over-analyzed, as students will respond to each day's reading in a hand-written journal. Similarly, letter writing, also by hand—and possibly using antique pens—will also comprise part of the course. Perhaps the best feature of the course is that approximately one-third of each class period will be devoted solely to reading books of your own choosing. The scratch of a pen on fine paper, the heft of a good book...if that sounds appealing, come wallow in the word.

WORLD CINEMA It has been said that most American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films, made in Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to drama, suspense, and fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you'll actually care about. Students should come prepared not only to be entertained, but to think, discuss, and write.

(*Also counts as an Arts course*)

THE CURIOUS MIND This course recognizes that the world is full of interesting things, and presents an opportunity for students to sample the profound pleasures of broad-based intellectual inquiry. Each day will feature a different topic for discussion and contemplation; most will involve guest speakers. The subjects will come from the richness of life itself: science, medicine, art, music, literature, history, politics.... The list goes on. A typical week might see a Monday immersion in the history of jazz; a Tuesday devoted to quantum physics (for novices); on Wednesday we would visit a bakery (and learn more about bread than we ever thought possible); Thursday would be a question-and-answer session with an undertaker; and we'd close the week with a short course on astronomy. We will try to find a balance between the conceptual and the concrete, and will come to realize that both the poet and the bricklayer seek a kind of beauty in the work they do. The course is for students eager to participate in this sort of odyssey. You must demonstrate that eagerness by active involvement in all facets of the course: listening, discussing, research, and presentation.

IMPRESSIONISM AND POST-IMPRESSIONISM: MONET THROUGH VAN GOGH This class will concentrate on two of the most popular periods in Art History. The last decades of the 19th century ushered in enormous cultural and sociological changes which are mirrored in the artwork of some of the most admired of all Western artists. Daily discussions, slides, and the cooking of a French provincial meal as a grand finale will round out your study of a fascinating, and much beloved, corner of the art world.

(*Also counts as an Arts course*)

GIRL MEETS WORLD Well, this isn't for t.v. stars, but we *will* meet the world! Learn how to organize a volunteer project, to write a bill, to lead a fundraising project, to lobby a congressperson, and to petition for a cause. Through games, conversations, and field trips, we will explore the basics of community building, project management, and team leadership. You will even create your own community-action project that reflects your spirit of service.

(*Also counts as Health and Daily Living*)

RELIGIOUS BELIEFS IN A SCIENTIFIC AGE Can religion and science be incorporated into a unified world view? Is scientific "truth" any better than religious "truth"? Can science lead to a deeper faith or faith lead to a scientific insight? These are just some of the probing questions that students will explore in this class. Students will try to find a way to harmonize their own beliefs with current scientific perspectives. They will learn more about the reason embedded in religion and the faith underlying many scientific endeavors.

(*Also counts as a Humanities course*)

SERVICE LEARNING

"Service Learning was an awesome opportunity to learn about being a good contributor to the community and serve others to improve the quality of living for them."

—Ceci Creagh

Perhaps the richest form of learning is through serving others. That is why Harpeth Hall has a long-standing tradition of a service-learning course for freshmen and sophomores. Participants go off-campus to non-profit agencies where they use their skills and talents to help children prosper in education, health, and character. Through journals, discussions, and community friendships, students are guaranteed to learn lessons that will last for life!

Since Service Learning is a double concentration (two blocks), students participating in this course will only elect one additional course. Therefore, these students must have enrolled in five courses, rather than six, by the end of sophomore year.



OFF-CAMPUS



OFF-CAMPUS OPPORTUNITIES

THREE OPTIONS: AN INTRODUCTION Juniors and seniors at Harpeth Hall are offered three options for study in Winterim:

Work/Study Internship

Academic Travel

Independent Study

Each of these options is designed to broaden a student's experience through learning outside the traditional classroom. To be successful in any of these endeavors, students must display responsibility, alacrity, and reliability. Additionally, although they are working off-campus, students are expected to act as ambassadors of Harpeth Hall and to uphold the tenets of the school.

OFF-CAMPUS EXPECTATIONS: Off-campus behavior guidelines described in the student *Handbook and Directory* will apply to all off-campus Winterim programs and trips. Of particular interest are those guidelines pertaining to alcohol and tobacco products.

Option #1 **The Work/Study Internship** During Winterim, students have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by this practical experience, but of equal value is the realization that a career interest is, in fact, unsuitable.

"Part of being an intern means waiting to be needed… "I worked with many kinds of people that I don't encounter in my sheltered life, and for that I am grateful."

—Kim Alfery: Work/study internship at Oasis

The Work/Study program is an internship arrangement with our community and depends upon the willingness and concern of the prospective community sponsor. Every year Work/Study participants must prove their seriousness and their responsibility to their sponsors and to the community at large so that these opportunities remain available. In addition to genuine interest and enthusiasm, it is essential that students demonstrate initiative, promptness, reliability in attendance, and conscientious performance of tasks.

It is important that students formulate a clear picture of the duties they will be expected to perform and develop a realistic idea about the limitations and responsibilities accompanying their internship in a professional setting. Careful attention to goals and objectives in advance will enhance the chances for a successful Work/Study Internship experience.

While many work experiences offer hands-on activities for Harpeth Hall interns, other placements are valuable for the opportunity to observe professionals at work. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective Work/Study Faculty Sponsors is important. **Furthermore, during a required interview prior to Winterim, students and community sponsors must become familiar with each other's understanding of the program and each other's expectations.**

The Faculty Sponsor will make every effort to help the student assess her interests and capabilities, establish reasonable expectations, and arrange a meaningful Work/Study placement. If a student has difficulty identifying a Work/Study area, she should consult with Ms. Harmon.

GUIDELINES The following guidelines help ensure a successful Work/Study Internship. Students, their parents, the Faculty Sponsor, and the Community Sponsor must follow them without exception.

- Participation in the program requires work and daily attendance. Students are expected to be present a minimum of six hours daily.
- Placements are voluntary, and students must not receive pay for work during Winterim.
- Placements should have educational benefits; non-educational experiences do not meet the requirements of the Winterim program.
- Students must seek Work/Study placements outside their families. Only under unusual circumstances will placements with family members be approved. The Faculty Sponsor and Ms. Harmon must review such requests.
- Students must not apply for placement with any Community Sponsor with whom the student has been employed or has worked as a volunteer. Failure to adhere to this guideline will result in an automatic F.
- The student, parent/s, Faculty Sponsor, and Community Sponsor should clearly assess and understand the amount of responsibility and activity involved in a Work/Study placement.
- Transportation arrangements demanded by the location of the placement are the responsibility of the student and her parents. Also, if road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should opt instead for an Academic Trip, an Independent Study, or On-Campus Courses.

ATTENDANCE Any student participating in an off-campus Work/Study program will be present for the duration of the daily schedule of that placement. Any student who is absent without the Community Supervisor's permission and both her parents' and the school's knowledge and permission will be suspended and placed on probation. One unexcused absence for any portion of the day will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. If the student's place of work is open, the student must be present.

WORK/STUDY INTERNSHIPS: THE PROCESS The process of developing a Work/Study Internship involves the student, the parent/s, the Faculty Sponsor, and the community; it may take many weeks to finalize. The following components make up the process:

Clarification of Internship/Area of Commitment Each student must begin early to assess her Work/Study interests, goals, and expectations. After consulting with her parent/s and the appropriate Faculty Sponsor, girls should narrow their choices to one or two organizations.



Work/Study Deadlines

Clarification of Internship/Area of Commitment
September 2-30

Clarification document due September 30

WorkStudy Application due October 28

WorkStudy Resumé draft due October 31

Work/Study Final Resumé due November 7

Interview with Community Host
November 17-December 3

Interview Summary Form due December 8

Internship
January 5-22

Daily Journal and Evaluation Summary due January 26

**All items should be turned in to Ms. Harmon in the Winterim Office. Meet deadlines: tardiness will earn demerits and affect the overall Winterim grade. Early papers will be accepted happily!*

"Aside from learning about the music business, I feel that the internship improved my work ethic. I realize now that every job involves both important work and the menial tasks that are essential."

—Wesley Hughes: Work/study with Jody Williams Music



Application Once the placement has been arranged, students complete the Work/Study application (both copies). The parent/s and Faculty Sponsor must sign the application to denote approval. Students submit one copy to the Winterim Office and the other to the Faculty Sponsor by **October 28**.

Resumé Each student will prepare a personal resumé based on a model provided you. The resumé clarifies her goals and expectations for the Work/Study Internship, and it documents the student's skills and accomplishments. The resumé must be without error. The student must proofread carefully before submitting it. The resumé presents the first and lasting impression of the individual girl and of Harpeth Hall School. Once the resumé is completed successfully, Ms. Harmon will mail a confirmation letter to the Community Sponsor. This letter will include details of the arrangement and a copy of the student's resumé.

Interview with Community Sponsor Each student must have a *personal interview* (not by telephone) with her Community Sponsor **between November 17 and December 3**. At that time, students learn the nuts and bolts of their new position: where to park, how to dress, where and to whom to report, with whom they will work, and in what kinds of tasks they will be engaging.

Interview Summary Form Following the interview, the students submit an Interview Summary Form to Ms. Harmon and their Faculty Sponsor.

This report summarizes the student's responsibilities and outlines as specifically as possible the expected job activities. **Failure to complete the interview or submit the Interview Summary Form will result in the student's enrolling in classes on campus during Winterim.** This form is due **December 8.**

EXPECTATIONS Students should expect at least one visit from her Faculty Sponsor during the Work/Study assignment.

Absences should be reported daily to the Community Sponsor and the Harpeth Hall Upper School office by 8:30 a.m.

The Journal: Each student is required to keep a dated daily journal of her Winterim experience. Each entry should describe events of the day and the student's emotional and intellectual response to them. These journals should be recorded on the students' laptops and presented in a professional-looking word-processed document. Entries should average 200 words each. This journal is due in the Winterim office upon return to school, January 26.

The Summary Evaluation: This final entry serves two purposes: to reflect more broadly on the Internship experience and to evaluate the quality of the placement itself. This report should be neatly word-processed. This, too, is due **in the Winterim** office **January 26**.

THE PROPER PROCEDURE While Harpeth Hall encourages students to learn networking and communication skills, it is important that they work closely with the Faculty Sponsor in setting up their internships. The Work/Study Internship requires a delicate balance of student initiative, business cooperation, and faculty facilitation. In each of the areas below, students are encouraged to explore possible opportunities for placement and then meet with the Faculty Sponsor, who will then negotiate the internship. We do this to avoid communication problems with members of the business community who are so integral to the success of this program.

"I now know that first I am so lucky to be seeing this side of life in high school, that it is okay not to know what I want from life at my age, and that there is no need to hurry through my education. . . .Although I learned a lot about the medical field (and about how much more I should know), I also learned about what to expect and what I can take control of in my life."
—Elizabeth Conrad, Internship in medicine

LONG-DISTANCE WORK/STUDY INTERNSHIPS In the past, some girls have preferred to work in another city to accomplish their goals. While there are certainly plenty of businesses in Nashville to accommodate students, under special conditions Harpeth Hall will consider allowing a student to complete a Work/Study Internship elsewhere. The Winterim Director and Mrs. Mulgrew will scrutinize such proposals for their academic and intellectual merit. Only in exceptional cases will approval be granted. All the requirements and guidelines apply to these internships as well. In general, however, the student and her family need to arrange the following themselves, in consultation with the Winterim Director and the appropriate Faculty Sponsor:

the business partnership

housing

transportation

Harpeth Hall sponsors two out-of-town internships: one in Washington and one in New York. If a student wishes to intern in one of these cities, she must be a part of the faculty-chaperoned group. Descriptions of these options will follow this section.

SUMMARY: NINE STEPS TO A WORK/STUDY INTERNSHIP

1. Read and consider the descriptions of options.
2. Sign up to meet with the appropriate Faculty Sponsor to discuss ideal placement.
3. Submit a clarification document to the Winterim Director by **September 30**.
4. Wait for news of placement from the Faculty Sponsor.
5. Fill out the formal Application (two copies) for your choice, including a Statement of Purpose. Submit one copy to the Faculty Sponsor, the other to the Winterim Director by **October 28**.
6. Submit a carefully prepared resumé detailing your objective/s, skills, and education by **October 31**.
7. Submit 2 copies of a corrected resumé on resumé paper (available in Winterim Office) by **November 7**.
8. Complete a personal interview with the Community Sponsor between **November 17** and **December 3**.
9. Submit an interview summary to the Winterim Director by **December 8**.

"Being away from home for three weeks following Winter Break, being absent from friends and family get-togethers, working long hours, having to fend for yourself day in and day out, . . . that is Winterim, and those are a few of the many reasons I have come to anticipate and embrace such a valuable opportunity."

—Raleigh Ann Blank: Independent travel internship with North Carolina State University Athletics



SCIENCE AND MEDICINE This program is designed for the student with a strong science background and a career goal in a science-related field. The variety of experiences available includes basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

LAW AND GOVERNMENT This program offers students interested in a law career the opportunity to observe firsthand and gain valuable experience in a variety of placements. The sponsor will help each student focus on her interests and identify a suitable position. These placements include the following: assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing various law enforcement agencies.

SPECIAL EDUCATION AND PSYCHOLOGICAL SERVICES This program is designed for those interested in various aspects of psychology or special education. Potential placements include working with individuals who have emotional, mental, physical, or learning difficulties. Other placements include active participation in day care centers, education programs for special community groups, and psychological or victim assistance services. Arrangements will be made with local schools, agencies, and institutions to provide students with practical experience in their chosen area.

MUSIC INDUSTRY AND BUSINESS This program is designed for students interested in gaining work experience in the world of business. Placement opportunities include positions in record production companies, financial institutions, web design companies, and investment companies.

EDUCATION This program is designed for students interested in exploring the teaching profession. Students will work in local schools under the direct supervision of the Cooperating Teacher. Students should indicate preference of grade and subject areas of interest, if any, but specific requests cannot always be met. The ideal placement would engage a student's interest while expanding her understanding of education beyond her previous experience.

ART This program places students who are interested in a career that relates to art, including internships in the studios of working artists and work with the city's art museums.

PUBLIC RELATIONS AND JOURNALISM This program is designed for students interested in a career in media and/or communications. Possible placements in this area include local radio or television stations, newspapers, magazines, public relations or marketing firms, and advertising agencies.

"This has been the most incredible experience of my life, and one that will not be forgotten. These teachers and children have touched my life in a way I have never known. This Winterim experience has given me direction for the rest of my life. I have always dreamed about being a teacher, but it has never been so clear to me that teaching is what I was born to do."

—Crocket Hale: Work/study with Project Reflect

"The only thing that I did not like about Winterim was the length. I wish it could have lasted forever. I hope that when I begin my career, I can go to work every day as happy as I was when I went into the Coca Cola Building."

—Elizabeth Bradbury: Work/study internship with Coca Cola in Atlanta

Internships in Washington, D.C., and New York City



Each group is chaperoned by two Harpeth Hall faculty members. This Work/Study program in our nation's capital offers Harpeth Hall students an experience in the businesses that make our nation run. While government appointments are a staple to the program, students may also work in museums, art galleries, or non-profit organizations. Some students work on Capitol Hill, while others may work at the Smithsonian, the Folger Library, The National Archives, or other organizations.

In New York, students may secure positions as interns in businesses, arts organizations, and service in a fast-paced urban environment. Learning to navigate a large city is the skill past interns have found empowering, and working in the industries that the city has to offer gives students not only invaluable experience, but also a real-life perspective on what appears to be a glamorous and exciting world.

This internship opportunity is also a study in real life. Students live in a suite hotel and are responsible for money management, grocery shopping, budgeting, transportation to work, cooking, and getting along with one another. Students work full-time five days a week, but have their weekends free to discover the many cultural and historical offerings of the city. This program, for both cities, is designed for mature, responsible students, and it is limited to 16 participants each.

APPLICATION Students first meet with the trip sponsors and Ms. Harmon to clarify the type of work they would like to pursue in Washington or New York. They should then submit the appropriate clarification form by September 30, and the application form, including a 1-2-page essay outlining the student's purpose and goals, by October 28. Selection to the program is based on essay content and disciplinary standing at Harpeth Hall. Student applicants will be notified by October 31. The first installment of $1000 is due November 3. The balance for the particular trip is due December 1.

COSTS Fees to participate in the Washington and New York programs include lodging in a suite hotel, airfare, admission to certain cultural activities, two dinners out, and two group theater outings. Other meals and groceries are not included, and girls will need spending money for public transportation and personal needs.

Washington cost: $2000

New York cost: $2700

"In the three weeks that I was in Washington, I think I learned more than any teacher, any book, or any movie could teach me. I learned to be independent, take responsibility for my actions and myself; I learned what it was like to live with three other girls; I learned what it was like to function in the real world; but most importantly, I learned that I am going to be okay, which is something that no one can be taught. It can only be learned from experience."

—Hadley Hines: Work/study internship in Washington with Congressman Jim Cooper

Option #2 **Academic Travel Programs**

This year, we are offering five chaperoned, academic trips:

Spain Homestay

France Homestay

New York Theater

Florida Natural History

The Real Florida

In addition, students may independently choose a national wilderness program such as **Outward Bound** or **National Outdoor Leadership School (NOLS)**.

WHY TRAVEL? The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills first introduced in the classroom, the experience is invaluable. The types of trips are rotated to provide the broadest possible experiences. During Winterim 2005, for example, travel to Greece and to Great Britain will again be available, among other possibilities.

GENERAL REQUIREMENTS All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged to prepare the student for the sites, culture, and experiences of her trip. Failure to attend these meetings could result in the student's exclusion from the program. Any refund of payment will be made at the school's discretion.

Each student is required to keep a **daily journal** during her travel. This journal will be kept in a notebook. Journal entries should average 200 words each. The journal and summary evaluation must be submitted to **the Winterim office** on **January 26**.

TRAVEL COSTS Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months in advance. **Because of the fluctuations of the dollar on the foreign exchange and the daily variations of airfare, as well as other variables, all costs for travel are the best approximation we can make at the time of print.** As a result, there may be some changes in the cost printed in the catalog before the December date for final payment.

Harpeth Hall travel offerings are learning programs, and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality of the program.

DEADLINES, COMMITMENTS, AND PAYMENTS In planning a travel program, it is vital that we have a firm commitment from those who wish to participate; therefore, each student interested in travel must submit two things: **a $300 deposit** and an application accompanied by a one-page essay outlining her goals for the trip. These are due to Ms. Harmon by **Monday, September 29**.

A committee will review all essays and will notify students by October 15. Selection will be based on the essay and trip objectives and the student's disciplinary standing at Harpeth Hall. Each student selected to participate in a travel program is required to bring a parent to the Travel Preparation Meeting in November. There, Ms. Teaff, Ms. Mulgrew, and Ms. Harmon will cover general guidelines for travel and have parents sign the release statements provided with the catalog. Then, parents and their daughters will meet with the trip sponsors for a meeting specific to that trip.



WINTERIM IN FRANCE DATES: JANUARY 3-24

Ms. Jennifer Cox and Mr. Paul Tuzeneu

Come spend three weeks in L'Isle Adam, a small town just 32 kilomètres outside of Paris. You will live with a French family, have a French <<sister>>, attend *lycée* with her, and spend your free time exploring! We will see all the sites: *La Tour Eiffel, le Louvre, le Musée Cluny, le Musée d'Orsay* y inclus. Add a day trip to the cathedral at Chartres and one to Versailles, and your trip will be complete. Most importantly, you will live à la française and forge lifelong friendships with your French sister and her family.

HIGHLIGHTS

- Paris, including the Louvre, Notre Dame, and other sites
- Chartres
- Versailles
- Living with a French family

REQUIREMENTS Students must attend the pre-trip orientation sessions. They will also keep a daily journal in French

ELIGIBILITY Students in French III or higher. French II is acceptable if the student is very motivated.

COST $3000. This amount includes airfare, transfers, day trips, room and board with host family, and public transport pass for Paris. Not included are meals (when not with the family) and spending money.



LA VIDA EN ESPANA: HOMESTAY IN SPAIN dates: January 3-24 *Ms. Elizabeth Allen and Dr. Marina Carter*

WINTERIM IN SPAIN will allow students to experience firsthand the culture, language, and customs of Spain through a homestay in Alcalá de Henares, a Madrid suburb, and through a side trip to the south of Spain.

In Alcalá, each student will live with a Spanish family, sharing meals and Three Kings Day with them. In addition, the girls will attend language and culture classes (including Spanish cooking and Flamenco dancing) weekday mornings, and travel to Madrid, Ávila, Segovia, and Toledo some weekday afternoons and weekends. The itinerary for the south of Spain includes visits to Granada (El Alhambra), Córdoba, Sevilla, and Málaga, Dr. Carter's hometown.

HIGHLIGHTS

- Family Life
- Madrid
- Day and Weekend Trips
- Exploring the South of Spain

ELIGIBILITY Juniors and Seniors in Spanish III or higher. Those in Spanish II may participate with special permission.

REQUIREMENTS Students must attend the pre-trip orientation sessions on culture and "survival Spanish." They will also keep a daily journal in Spanish.

COST $3000. This amount includes airfare, transfer, room and board with host family, entry fees for excursions, and cultural classes. Not included are meals (apart from the family), spending money, hotel, and entrance fees.



ALL THE WORLD'S A STAGE **dates: Jan. 5-22, with travel from January 8-16** *Ms. Janette Klocko*

Theater students will have the wonderful opportunity to learn and explore their love of theater.There will be workshops, led by New York professionals, designed to focus on the auditioning process, characterization, the joy of singing, scene study, and the aesthetic experience itself.

Preparatory classes will meet daily for the first week of Winterim for intensive preparation for what we will experience in the "Big Apple." Prior to this week, students will be required to read the scripts of the shows they will see. Time will be spent discussing and analyzing the shows and preparing any monologues or scenes for the workshops in New York.

With footlights in our eyes and eager anticipation, we will dive head-first into the big city. We will see three Broadway musicals, one Broadway comedy or drama, and one off-Broadway performance. We will have the opportunity to meet with cast members, technicians, and other members of the creative staff. We will tour Lincoln Center, NBC Studios, the Museum of Modern Art, Greenwich Village, South Street Seaport, Soho, the United Nations Building, the Empire State Building, and Fifth Avenue! We will also eat at one of New York's famous theater restaurants.

When we return we will spend our final days discussing, analyzing, and absorbing all that we have seen and learned. Students will keep a journal throughout the entire Winterim period to document their preparatory work, their actual experiences in New York, and their creative ideas, thoughts, and insights. Students will also write a critique of each show.

Dramatic creativity will be challenged by workshops and nurtured by Broadway performances. If you love theater, then this will be the time of your life!

ELIGIBILITY Juniors and seniors with good academic and citizenship standing. While it is not mandatory that students currently be enrolled in theater class, some past experience is beneficial. Attendance at the on-campus preparatory course is required.

COST $3000. This amount includes hotel accommodations, all workshops and seminars, theater tickets, transfer taxes to and from the airport, dinners, and all entrance fees. Not included are city transportation, breakfast and lunch, and spending money.

FLORIDA NATURAL HISTORY *Dr. Gary Schott and Ms. Jennifer Cox*

In this course we will study the diversity of Florida ecosystems through readings, discussion, and field study. We will spend the bulk of our time in Florida visiting sites of particular interest, including coastal dunes, fresh and saltwater marshes, springs, mangroves, a coral reef, a hardwood hammock, and pinelands. We will start our studies in the northeast around St. Augustine, work our way down, looking at various coastal and inland habitats, and end up in Key West. Our return trip will take us to the Everglades and possibly Sea World. Each student will keep a journal in which she describes the habitats we visit. To keep costs down, we will camp most nights, preparing our own food, and travel in a van. This will not be Club Med! There may be times when it is cold, or hot, or wet, or buggy. However, we will see a lot of interesting places and hope that the weather cooperates.

HIGHLIGHTS

The Natural History of areas around

- St. Augustine
- Florida's East Coast
- Key West
- The Everglades
- Sea World

ELIGIBILITY Juniors and seniors with good academic standing and good citizenship are eligible.

REQUIREMENTS Students will keep a journal of their observations. Book: *Florida Wildlife Viewing Guide.*

COST Anticipated expenses will be $600, to cover travel fees, lodging/camping, food, and entrance fees.

THE REAL FLORIDA *Dr. Derah Myers*

Flamenco dancing under a Miami moon, riding in an air-boat through the Everglades, listening to the whispering palms in Hemingway's Key West–perhaps swimming with dolphins–these are just a sampling of what awaits those who choose to visit THE REAL FLORIDA. The first two weeks of Winterim will be spent on campus—mastering the basic steps of Salsa dancing, cooking a Cuban meal, learning about Art Deco architecture, the Latin influence on south Florida, the environmental dangers facing the Everglades and the reefs, and Key West's wreckateering past—through films, reports, speakers, and short-stories. Having learned all that we can here, we will fly to Miami, rent a van, and in the next week travel the length of the Florida Keys, returning for a final tropical evening in South Beach.

HIGHLIGHTS

- Flamenco and Salsa
- The Everglades
- Architecture
- Cooking
- Dolphins
- The Keys
- Miami

ELIGIBILITY Juniors and seniors with an interest in regional history and culture and in good academic and citizenship standing.

REQUIREMENTS Attendance at orientation classes and participation in pre-trip activities. Students will also keep a journal of their observations.

COST $1150. This amount includes airfare, ground transportation, and lodging. It does not include meals.



Independent Study

Option #3 Participation in an independent study project is designed for juniors and seniors who want to pursue intense study in an area they are passionate about. This choice is reserved for students who are self-disciplined, motivated, and goal-oriented. This is not an opportunity for students to travel or work with others; rather, it is a means to allow individual students the chance to focus solely on an area of interest. In recent years, students have pursued areas such as music, photography, creative writing, and science research.

Sometimes, students have formed independent study groups to read and discuss books by a particular author or from a particular period or on a particular subject. Another idea is to form a writers' group to offer an interchange of ideas and feedback for a writing project. Several teachers have indicated willingness to mentor such a group, which could work independently, but meet periodically. If you are interested in forming such a group, speak with the Winterim director.

"People say to find your passion and to follow your dreams, but sometimes I cannot distinguish what I am passionate about because I have spread myself so thin in many various areas. This Winterim has allowed me to ponder what my career goals and passions are. I now realize I want a creative career that forces me to think outside the box. I want to be pushed not by deadlines and persistent bosses, but by my own desire to be more--more innovative and open-minded. I do not just want to work for the approval of my boss or my clients. I want to be proud of the work I produced."

– Meg Wright: Work/study internship in graphic design with The Burgundy Group

Other Programs

Other opportunities are available through organizations such as Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School (NOLS). Information is available in the Winterim Office, and interested students should make an appointment with Ms. Harmon as soon as possible to discuss these programs. Use the appropriate Winterim form to apply.

Those interested in independent study must acquire the approval of a faculty member willing to supervise their independent study. Such projects may be pursued on- or off-campus. Faculty supervisors require frequent reports or discussions with the student, as well as a final written presentation, portfolio, or performance.

Students who wish to pursue Independent Study should **submit a proposal**, including a 1-2-page essay outlining purposes, goals, and an activity plan, as well as the **Independent Study Application form (two copies)**. This application is due **September 30**, one copy to the Winterim Director and one to the faculty sponsor of the project. (The student must have discussed the project with the faculty sponsor and gotten provisional approval prior to submission of a proposal.) Students will be selected based on **essay content and solidity of the study** and will be notified by **October 6** of their Independent Study status.

DATES AND DEADLINES

FRESHMEN AND SOPHOMORES:

Wednesday, September 17- Friday, September 19	Turn in course request, with Advisor's and Parent's signature, to Winterim Office.
January 5-22	Winterim

JUNIORS AND SENIORS:

Monday, September 29	Travel Applications, Essays and deposit due ($300)
Tuesday, September 30	Work-Study Internship Clarification due Independent Study Application and Essay due D.C. and New York Internship Application and Essay due
Tuesday, October 28	Work-Study Application due in Winterim Office, along with a statement of purpose
Friday, October 31	W/S Resume draft due to Winterim Office
Monday, November 3	$1000 due for Academic Trip and for D.C. and New York
Friday, November 7	W/S Resume (final for mailing) due
November 17-December 3	W/S Interview with Community Sponsor
Monday, December 1	Remainder of Academic Trip fee due Remainder of D.C. and New York fee due
Monday, December 8	W/S Interview Summary Form due to Winterim Director
January 5-22	Winterim
Monday, January 26	Journal and Summary Evaluation due to Winterim Director


WINTERIM 2005
Harpeth Hall

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Harpeth Hall

MISSION STATEMENT

HARPETH HALL, AN INDEPENDENT COLLEGE PREPARATORY SCHOOL for young women, challenges each student to develop her highest intellectual ability, to discover her creative talents, and to make a meaningful contribution to her community. The School sustains a tradition of excellence in academics, the arts, and athletics. Our goal is to teach our students to think critically, to lead confidently, and to live honorably.

A MESSAGE *from* ANN TEAFF

THE HARPETH HALL WINTERIM PROGRAM makes a unique contribution to our students' experience. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learning is not limited to the classroom and laboratory, nor to traditional offerings in our academic day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.



The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in nontraditional areas. Finally, it provides faculty with unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a nontraditional schedule, as well as opportunities to learn beyond the campus in Nashville. Juniors and seniors will design their programs of work/study, academic travel, or independent study from among well-established offerings. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors to complete your arrangements in September.

Ann Teaff
Head of School

I think I know now that there is nothing wrong with trying and failing. You really fail when you don't try. I can't wait for the rest of my life. There are so many things that I am interested in, and now there are so many things that I am not afraid to pursue. This Winterim experience has been invaluable in that it has taught me that my opportunities are truly limitless, and so are my talents, if only I would believe in them. — *Emily Rose*

A Message from the Director of Winterim

Winterim supports the Harpeth Hall Vision Statement through inventive, challenging, and spirited interaction among students and teachers. It is an experience that allows a student to develop, along unique avenues, her wonder in learning, independence of thought, honor in action, and joy in community.

Now in its thirty-second year, Winterim continues to provide students at Harpeth Hall the opportunity to rethink what education means. Freshmen and sophomores challenge themselves on campus in project-oriented classes. From gender roles in history and in literature to learning to use tools for construction and maintenance, from Java to painting, girls can enhance their learning in the academic disciplines and Service Learning.

Juniors and seniors have several options: *On-Campus Courses; Work/Study Internships; Academic Trips;* or *Independent Study*. *Work/Study Internships* allow Harpeth Hall girls to experience careers of interest firsthand, from medical fields to business to the arts. The Work/Study Internship has proven year after year to be a seminal experience in the career decisions students make later in life. *Academic Travel* allows students to immerse themselves in different environments and cultures and to connect real experience with what they have learned in the classroom. Still others pursue, through a three-week *Independent Study* with a faculty mentor, a subject they are passionate about, such as art, dance, music, science research, creative writing, or photography.

Whatever choice the student makes, on- or off-campus, as a freshman or a senior, her Winterim experience will no doubt challenge her intellect, expand her vision of the world, and help each girl develop into a thoughtful, independent young woman.

G'anne Harmon
Winterim Director

ON-CAMPUS

Courses

Courses in the Arts

Acting and Performance Workshop
Art and Mythology in the World Around Us
Dance! Dance! Dance!
Drawing Studio
Impressionism and Post-Impressionism: Monet through Van Gogh
Improv at 110%
Light and Color
The Mad Hatter's Tea Party
Modern Art, Introduction to
Painter's Studio
Songwriting for Guitar
Techie 2005
World Cinema

Courses in Health and Daily Living

Fencing
Math Quilts
Mental Illness: Myth vs. Reality
Sewing 101
Tool Time
Women and Finance
Yoga

Courses in Math and Technology

Designing Women
Fantastic Fractal Wallpapers
Java
Light and Color
Math Quilts

DAILY SCHEDULE

Period 1	Period 2	Activity	Lunch	Period 3	Period 4
7:55-9:20	9:30-10:45	10:55-11:30	11:30-12:15	12:20-1:35	1:45-3:00
Break				Break	

MORE ON-CAMPUS

Courses

Courses in Science

CSI at Harpeth Hall
Fun with Flying Machines
Hidden World
Religious Beliefs in a Scientific Age
Science Olympiad

Courses in the Humanities

Art and Mythology in the World Around Us
Beyond French Toast...
Bollywood: Lights, Camera, Action in India
Costume, The History of
Don't Read This Book
Gender Roles
Family History
Hitchcock 101
Impressionism and Post-Impressionism: Monet through Van Gogh
In Their Own Words: Women's Diaries in Civil War America
The Kennedy's: America's Royalty
A Life of Letters
Loving Shakespeare
Mississippi Freedom Summer
Modern Art, Introduction to
Philosophy to Go
Religious Beliefs in a Scientific Age
The Sixties
Three Faces of Eve
Tour of Italy
World Cinema

Service Learning

Girl Meets World: Service Learning

Winterium

ON CAMPUS

THE ARTS
HEALTH/DAILY LIVING
HUMANITIES
MATH AND TECHNLOGY
SCIENCE
SERVICE LEARNING

Courses are listed alphabetically

Standards

During Winterim 2005 the school will continue to expect, both on- and off-campus, the same conduct which is expected of Harpeth Hall students throughout the school year. Please review the Upper School *Handbook and Directory* for details. Special reminders are listed below:



Dress

Students are required to come to school in their Harpeth Hall uniform. They will be given time to change attire when necessary for the class.

Attendance

Students participating in the on-campus programs will attend all classes, activities, and assemblies. The policy for absences during Winterim is the same as it is during the regular school year, as defined in the Upper School *Handbook and Directory*. An absence the day before or the day after a holiday counts as a double absence.

Requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on her transcript and in her permanent file.

—Courses are listed alphabetically.

Course Scheduling

Freshman and sophomore students should complete the On-Campus Course Request Form (handed out with this catalog), obtain all appropriate signatures, and submit it to the Winterim Office on Monday, September 20. Applications will not be accepted early. Incomplete and late submissions will result in loss of course choice.

While every effort will be made to schedule students into their preferred classes, students must understand that class sections do fill quickly. Sophomores will receive priority over freshmen.

Course expectations and evaluation

All Winterim courses require students to complete work that is graded and averaged into a course grade which will appear on the transcript. While each course will have different demands, some types of assignments include the following: reading, journal writing, essay writing, quizzes, tests, performances, and final projects. Homework is appropriate and to be expected during Winterim.

Grades

The grading system for the on-campus portion of Winterim is the same as the grading scale for courses taken during the regular school year. Each student will receive a letter grade for her courses.

Students who fail a Winterim course will be required to work with the Winterim Director and the Director of the Upper School to develop a plan to make up requirements of the class.

I had a diverse group of classes, which made Winterim very fun and interesting.

–Taylor Turner

Acting and Performance Workshop

Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is a willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play." There will be lines to learn, character work to do, production positions to fill, and journal entries to write—but it's all fun. The final "project" of this course will result in a public performance, both for the school and the community at large. Remember, you can be yourself again after Winterim.

Art and Mythology in the World Around Us: Where Have the Gods and Goddesses Gone?

Great stories, incredible paintings, and fabulous public sculpture are the ingredients for this Winterim-on-Wheels. Students will explore the various art museums and public art sites in and around Nashville. Cheekwood, Fisk, The Frist, the Hindu Temple, Legislative Plaza—wherever there is art is where we'll be. We will also read and enjoy the stories that form our collective past. Eventually, students will create their own original myth or interpretation of an already existing myth through writing or an art form of choice.

Beyond French Toast, French Fries, and the French Kiss

This course, conducted in English and reserved for the students who don't already take French, will take you on a tour of French culture. Discover France's rich history, learn about the customs, famous people, and places, cook a typical French meal, challenge your taste buds with a cheese-tasting contest, live the "French life" with movies and music, and much more…

Bollywood: Lights, Camera, Action in India

Films and novels from India are not only all the rage, but critically acclaimed, as well. This course will explore four films from the world of exotic spices and elegant saris like *Bend It Like Beckham* as well as two novels which tell of arranged marriages and life in a very different setting. Visits from Hindu storytellers and a trip to the Hindu Temple will help the movies and books take on a life of their own. By the end of the course each of us should find a bit of India in us.



Costume

The History of this course will look at the evolution of fashion over the last 500 years. The artistic and social meanings of dress will be examined. The curriculum is a general one, to be altered if time demands or if unusual opportunities present themselves. It includes the Tudors, the 18th century, the 19th century, a glance at the Orient, and the Moderns. Films and field trips will support the study of costumes through the ages.

C.S.I. at Harpeth Hall

Enter the scene of a crime when you enter the classroom. Daily crime scene labs and investigations turn you into hands-on detectives. This forensic chemistry course will give you the opportunity to meet the burden of proof to solve crimes ranging from check forgery to murder.



Dance! Dance! Dance!

This course offers the dancer an opportunity to work daily in modern and jazz dance technique with a focus on an in-depth warm-up to realign the body's skeletal and muscular system. Daily dance combinations alternate between jazz and modern and include cross-the-floor and center combinations. This is a wonderful opportunity to improve rapidly as a dancer in a very short period of time.



Designing Women

Everyone has a "dream home" in the back of her mind—what's yours? If you've ever asked yourself, "When are we ever gonna use this?" in math class, the answer is "Right now!" You will learn all about buying and building your own house. From financing to decorating, you will find that math is involved on many levels. We will have visits from bankers, architects, and contractors who will discuss the challenges they face every day. This class will give you a head start on the biggest financial decision you may ever make in life.

Don't Read This Book

Harry Potter and the Sorcerer's Stone, *Catcher in the Rye*, and *Blubber*—what do these beloved books have in common? They are some of the most controversial books ever written, and they, along with hundreds of other books, have been challenged or banned in schools and in libraries across the country. From children's literature such as *Where the Sidewalk Ends* to classics like *Slaughterhouse Five*, we will read a sprinkling from the gamut of challenged and banned books. The whole class will read two books in common, and we will read several books independently. Ever want to read *The Outsiders*, *I Know Why the Caged Bird Sings*, or *The Satanic Verses*? Now's your chance. In reading and discussing books that some people fear, we will learn about community values, censorship, and First Amendment rights. Assignments will include reading, writing critiques, and a final test or project. (*Parental Permission is required to take this course.*)

Drawing Studio

This class is designed primarily for *students who are currently not in art or feel as if they cannot draw.* A variety of drawing media will be explored through observation and imaginative studies of people, objects, and places. A museum trip is planned. Drawing supplies will be furnished.

Family History

Have you ever wondered what sort of people are hidden in your family tree? Were there some famous people or heroes tucked away in there? Perhaps some shadowy figures that no one ever talks about? Or, more likely, were they just simple people trying their best to get by and provide for their families? In this course, we will explore the story behind your family through internet research, oral history, visits to local archives, and just digging through family papers stashed in your attics. The class promises to be lots of fun as you combine the excitement of following clues like a detective with hands-on historical research.

Fantastic Fractal Wallpapers

Learn the secret to creating beautiful backgrounds and wallpapers for your own laptop! We will study the mathematics of fractals and chaos theory, and then apply them to developing our own computer-generated works of art.

Fencing

In the 13-day class, students will learn all the basic skills needed for Olympic Fencing. The course will include extensive footwork and blade work and will cover the modern rules of competition, as well as the tactics necessary for competitive fencing. The last session will be an in-class, voluntary-participation competition, and, if scheduling permits, a team match against Vanderbilt University. All equipment will be provided, and students need only bring loose, comfortable clothes (to allow for free movement) and tennis or court shoes. For Safety and Insurance reasons, students are not permitted to wear shorts, spandex, or open-toed shoes.

Flying Machines

Students will explore the scientific principles behind flying machines, from hot air balloons to helicopters. Students will learn to build and improve upon their own designs for working models of various flying machines. The class as a whole will work together on a large dirigible project to top off the experience.

Gender Roles

Imagine a scene from childhood. little girls gather together, comb each other's hair, and play house; meanwhile, a group of boys is intent on building a fort. Maybe they will have a mud ball fight, maybe they won't. Perhaps a few little girls will join them, but how many of the boys will huddle up to play beautician? The scene may be slightly overdrawn, but questions about the nature of gender have been with us for a long time. Do we learn gender-specific behavior (if there is such a thing), or is it an inherent part of us from the time we are conceived? Come explore these and other questions as we look at gender roles from a biological, social, historical religious, and literary standpoint. We'll take care to note the dramatic changes in the roles of women (and to some extent, men) during the last century, and we'll discuss opportunities and dilemmas faced by both sexes in the foreseeable future.

The Hidden World

This course explores the hidden world around us. It introduces, through presentations, discussions, and laboratory techniques, the various types of "germs" each person encounters and lives with on a daily basis. This class is an introduction to three main types of germs: viruses, bacteria and protozoa. Their morphology, mode of infection, the diseases they cause, and how they are treated and/or destroyed will be discussed. In addition, we will study the history of some of the world's most notorious epidemics, as well as Hollywood's attempt to depict these microscopic phenomena through film.

Hitchcock 101

Before *Blair Witch Project*, before *Scream*, before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of twentieth century cinema's greatest directors. We will watch several Hitchcock classics and analyze the components of his work which make them great—the cinematography, story lines, actors, musical scores, and, of course, the signature creation of suspense. So come join us...if you dare!

Impressionism and Post-Impressionism: Monet through Van Gogh

This class will concentrate on two of the most popular periods in Art History. The last decades of the 19th century ushered in enormous cultural and sociological changes which are mirrored in the artwork of some of the most admired of all western artists. Daily discussions, slides and the cooking of a French provincial meal as a grand finale will round out your study of a fascinating, and much beloved, corner of the art world.

Improv at 110%

Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!



In Their Own Words: Women's Diaries in Civil War America

War is traditionally presented in historical literature from a male point of view. But there has always been another side to war—the woman's view. Through diaries, letters, journals, short stories, and film, this course focuses on the lives and experiences of northern and southern women during the American Civil War.

Java

JAVA is the language of the Internet. If you would like to get a start on becoming one of the selected few who know how to "make things happen" on the computer, this course is for you. Bring your laptop and join us for three weeks of a fun-filled, but deeply educational, learning experience. This course is for the true computer nerd as well as for the average student wondering





why some people are so fascinated with computers. During this course we will write a number of small programs—silly ones as well as serious ones. Join us and make this course your first stop on your way to becoming a true computer expert.

The Kennedy's: America's Royalty

Since the 1920's, the people of the United States have been fascinated with the Kennedy family. Combining the wealth of Rockefeller, the glamour of Hollywood, and the political intrigues of Machiavelli, the family has dominated American headlines and gossip columns for decades. Some see the Kennedy's as blessed, charmed with an incredible good fortune that has enabled them to rise to unparalleled levels of power and popularity. Others view them as cursed, paying for their fame and status with a string of family tragedies. We will explore the truth behind the myths and legends as we trace the Kennedy saga from humble immigrant origins, through the relentless ambitions of the family patriarch, to the peak of their allure in the 1960's when a dynastic presidency seemed to be a real possibility. Among the topics discussed will be the "Camelot" White House of Jack and Jackie, the assassinations, the scandals, the tragic deaths, and the legacy left by this remarkable family. Reading and discussion will be supplemented by films such as Oliver Stone's *JFK* and the more recent release, *Thirteen Days*.

A Life of Letters

This course offers protected time for students with literary inclinations to indulge themselves and nurture the finest lifelong habit of the educated person: reading. What will we read? A series of short works, selected chiefly on the basis of their potential for providing pleasure to the reader (i.e., insight, humor, or the sheer wonder of beautiful phrasing). Few other courses would combine the poetry of Theodore Roethke, the hilarity of P.G. Wodehouse, and the exquisite prose of James Agee. Letter writing--by hand--and possibly using antique pens--will also comprise part of the course. Perhaps the best feature of the course is that approximately one-third of each class period will be devoted solely to reading books of your own choosing. The scratch of a pen on fine paper, the heft of a good book...if that sounds appealing, come wallow in the word.

Light and Color

Make your very own art glass masterpiece and learn some math! You will use the copper-foil technique to create a 10"x12" stained-glass window.

Loving Shakespeare

"Loving Shakespeare" brings Shakespeare to life through film. *Much Ado About Nothing* represents the comedies while *Hamlet* will represent the tragedies, and *Richard the Third and Henry V* will represent the history plays. To complement the study, we will watch films about the plays, including *Looking for Richard*, *Renaissance Man*, and *Shakespeare in Love*. Students will choose, direct, and perform scenes of their own, and these will be videotaped. (*Parental permission is required since some of the films have an adult rating*).

The Mad Hatter's Tea Party

This is a class on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set—teapot, creamer, sugar bowl, and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read *Alice in Wonderland* and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative surfaces, and a unique product! Talent is unnecessary, but laughter and enthusiasm are a must!

All in all I thought that the Winterim experience was amazing. The entire period helped me explore and look into things which I have not had a chance to really think about. –Kate Corcoran

Math Quilts

Explore the world of mathematical patterns through the medium of fabric. In this class, we will learn the basics of designing and sewing quilt blocks. Along the way, your math skills will be challenged through this new "artistic" perspective. You will also learn some very practical hand-sewing skills. Women have always found a way to express themselves in art forms such as quilt making, just as they have always found a way to use math to their own advantage! Come see how we do it!

Mental Illness: Myth vs. Reality

Hollywood writers are well aware it is no longer acceptable to portray negative stereotypes of particular racial or ethnic groups. Unfortunately, one group continues to be unfairly stigmatized: the mentally ill. Nowhere is this more evident than with murderers. Although 5% of "normal" television characters are murderers, 20% of "mentally ill" characters are killers. In reality, researchers have found that a person with mental illness is less likely to be violent than the rest of society. What is a psychological disorder? What are the symptoms, causes and treatments for various disorders? Do characters like "Hannibal the Cannibal" really exist? What is it like living with someone who suffers from a psychological disorder? By examining media stereotypes and medical research, this course will attempt to educate students about the myths and realities surrounding mental illness.

Mississippi Freedom Summer

Mississippi Freedom Summer was the turning point of the Civil Rights movement in the South. In 1964, determined to break the back of segregation and end the intimidation of black voters in Mississippi, approximately 700 college students risked their lives to participate in Freedom Summer. Despite the murder of three civil rights workers by the KKK in June of 1964, the volunteers were undeterred. This course examines the events of Mississippi Freedom Summer and evaluates the long-term significance of this campaign for the South and the nation.

Modern Art, Introduction

Modern Art has often baffled and disturbed its audience, but it has also produced a rich tradition of painting which is unprecedented in its diversity of individual styles. This course will provide an overview of developments in painting in the 20th century. The format will be slide/lecture with an emphasis on class discussion. Students will present a report to the class on some aspect of the course.



Painter's Studio

This course offers you the opportunity to explore painting processes through tempera, watercolor, and acrylic paints. We will cover drawing basics and beyond, so this is the perfect class for the *beginner*. A museum visit is planned. Painting supplies will be furnished.

Philosophy to Go

This course on the history of philosophy will examine ideas from Socrates to Sartre. Using the novel *Sophie's World*, by Jostein Gaarder, as well as short readings, students will learn the basic tenets of the world's philosophies and perhaps find one they can "own" by the end of the course.

Religious Beliefs in a Scientific Age

Can religion and science be incorporated into a unified world view? Is scientific "truth" any better than religious "truth"? Can science lead to a deeper faith or faith lead to a scientific insight? These are just some of the probing questions that students will explore in this class. Students will try to find a way to harmonize their own beliefs with current scientific perspectives. They will learn more about the reason embedded in religion and the faith underlying many scientific endeavors.

Science Olympiad

This course is designed as preparation for competition in the Science Olympiad program. Science Olympiad involves concepts in the various scientific disciplines. Events involve scientific knowledge, lab skills and science applications such as design and construction of devices as varied as bridges and musical instruments. Students in the course will have the opportunity to participate in competitions after the Winterim period. Teams can compete on regional, state, and even national levels.



Sewing 101

Learn the basics of machine sewing while you make a skirt and blouse that you will actually be able to wear. We will also learn how to read a pattern, choose appropriate fabric, and apply some very useful hand sewing skills like hemming and sewing on buttons. The class will meet at Marguerite's Sewing School near 100 Oaks Mall. Each student will need to purchase a sewing kit of basic supplies and a pattern and fabric for approximately $50. Be the first on your block to design and sew your own projects with the skills you will learn in this class!



The Sixties

This course will focus on certain aspects of American culture during the turbulent decade of the 1960's. Among the topics will be the Vietnam conflict, the assassinations of John F. Kennedy and Martin Luther King, Jr., the growth of liberation movements (Black, Hispanic, Native American, and female), campus unrest, the emergence of a youth counterculture, and new developments in art, literature, and music.

Songwriting for Guitar

Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. Each student, however, should own her own guitar. Students will design and record a CD of original songs as a final project.

Techie 2005

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim productions and run tech for the Winterim show. This is a great opportunity to stage manage—run light board, run sound board, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim.

Three Faces of Eve

Explore the evolving feminine spirit as portrayed in contemporary films such as Gosford Park, Thelma and Louise, Dangerous Liaisons, Mulan, Enchanted April, and Cold Mountain. Students will be expected to respond to films in journals and class discussions, complete one outside reading, and present a project at the end of Winterim. *Since some of the films studied contain adult material, parental permission is required to take this course.*

Tool Time

Ever wield a hammer, loosen a lug nut, or use a ratchet? Anticipating your first car? Learn the importance of routine maintenance; learn how to change a tire; and see how the car was built. Then design, build, and finish your own wood project for your room—a shoe shelf or book shelf or CD rack.

I really liked working with the kids at Holly Street Daycare Center. I not only experienced what it was like to work with pre-K kids, but I also learned a lot about a world outside mine. —Beth

Tour of Italy

Join us as we tour Italy in all her splendor and glory. You will have the opportunity to explore Italian culture, art, music, cuisine, language, cinema, history, and attractions. Make your own pasta. Copy a master with your own canvas and brush. Sit back and enjoy listening to guest artists perform Vivaldi's Four Seasons. Through hands-on activities, special guests, lectures, and classroom presentations, students will gain a broad knowledge of western culture's Italian heritage and prepare for future travels to this treasured land. A final presentation on a specific topic will culminate the course.

Women and Finance

Imagine yourself after four years of college: you have just landed your dream job. Will this "dream job" pay millions or minimum wage? Either way, you need to know how to invest your money and still live the good life. This course begins with the basics—balancing your checkbook; paying taxes; your social security; how to save money; how to spend money. The course culminates with sound investing advice on stocks, bonds, and mutual funds. If you want your future to be financially secure, this course is for you.

World Cinema

It has been said that most American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films, made in Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to drama, suspense, and fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you'll actually care about. Students should come prepared not only to be entertained, but also to think, discuss, and write.

Yoga

This class provides just what you need to balance your stressful day—a calm, relaxing yoga class. This course will be aimed at bringing the body, mind, and spirit into balance through a group of exercises called asanas that help tone muscles, calm the mind, increase concentration, and ease tension. Find out some theory of yoga and the Sanskrit names of asanas as you use yoga as a self-disciplinary tool. Dress for comfort and body awareness.

Girl Meets World: Service Learning



Perhaps the richest form of learning is through serving others. Through Harpeth Hall's long-standing tradition of a service-learning course, students have an opportunity to serve Nashville children in many ways. We will explore powerful ways to impact community through writing legislation, leading fundraising projects, and petitioning for causes. Through games, conversations, and daily service at non-profit organizations, we will explore the basics of community building, project management, and team leadership. We will even create our own community-action projects that reflect our spirit of service. Students are guaranteed to learn lessons that will last for life! This course will occupy two periods.



Note: If you wish to take this course, you must mark it as your first choice. Since space is limited, a lottery, held one day after registration forms are due, will determine who will take the course. Both freshmen and sophomores are eligible, although more spaces are allotted for sophomores.

OFF-CAMPUS OPPORTUNITIES

For Juniors and Seniors

Three Options: An Introduction

Juniors and seniors at Harpeth Hall are offered three options for study in Winterim:

WORK/STUDY INTERNSHIP
ACADEMIC TRAVEL
INDEPENDENT STUDY

Each of these options is designed to broaden a student's experience through learning outside the traditional classroom. To be successful in any of these endeavors, students must display responsibility, alacrity, and reliability. Additionally, although they are working off-campus, students are expected to act as ambassadors of Harpeth Hall and to uphold the tenets of the school.

Off-Campus Expectations:

Off-campus behavior guidelines described in the student *Handbook and Directory* will apply to all off-campus Winterim programs and trips. Of particular interest are those guidelines pertaining to alcohol and tobacco products.

OPTION #1

The Work/Study Internship

During Winterim, students have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by this practical experience, but of equal value is the realization that a career interest is, in fact, unsuitable.

The Work/Study program is an internship arrangement with our community and depends upon the willingness and concern of the prospective community sponsor. Every year Work/Study participants must prove their seriousness and their responsibility to their sponsors and to the community at large so that these opportunities remain available. In addition to genuine interest and enthusiasm, it is essential that students demonstrate initiative, promptness, reliability in attendance, and conscientious performance of tasks.

While many work experiences offer hands-on activities for Harpeth Hall interns, other placements are valuable for the opportunity to observe professionals at work. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective Work/Study Community Sponsors is important. During a required interview prior to Winterim, students and community sponsors must become familiar with each other's understanding of the program and each other's expectations.

The faculty supervisor and Winterim Director will make every effort to help the student assess her interests and capabilities, establish reasonable expectations, and arrange a meaningful Work/Study placement.



Harpeth Hall interns at Channel 5 with Harry Chapman and Lelan Statom.

My Harpeth Hall experience came in handy, and based on my assumption that projects, like homework, were due the next day, I finished many of my tasks before they expected me to. – Victoria Schwab

Guidelines

The following guidelines help ensure a successful Work/Study Internship. Students, their parents, the faculty supervisor, and the Community Sponsor must follow them without exception.

- Participation in the program requires work and daily attendance. Students are expected to be present a minimum of six hours daily.
- Placements are voluntary, and students must not receive pay for work during Winterim.
- Placements should have educational benefits; non-educational experiences do not meet the requirements of the Winterim program.
- Students must seek Work/Study placements outside their families. Only under unusual circumstances will placements with family members be approved. The Winterim Director must review such requests.
- Students must not apply for placement with any Community Sponsor with whom the student has been employed or has worked regularly as a volunteer. Failure to adhere to this guideline will result in an automatic F.
- Transportation arrangements demanded by the location of the placement are the responsibility of the student and her parents. Also, if road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should opt instead for an Academic Trip, an Independent Study, or On-Campus Courses.



Attendance

Any student participating in an off-campus Work/Study program will be present for the duration of the daily schedule of that placement. Any student who is absent without the Community Sponsor's permission and both her parents' and the school's knowledge and permission will be suspended and placed on probation. One unexcused absence for any portion of the day will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. If the student's place of work is open, the student must be present.

The Proper Procedure

While Harpeth Hall encourages students to practice networking and communication skills, it is important that they work closely with the Winterim Director or faculty supervisor in setting up their internships. The Work/Study Internship requires a delicate balance of student initiative, business cooperation, and faculty facilitation. In each of the areas below, students are encouraged to explore possible opportunities for placement and then meet with the Winterim Director, who will then negotiate the internship. We do this to avoid communication problems with the business community who are so integral to the success of this program.

WORK/STUDY AREAS

Science and Medicine

This program is designed for the student with a strong science background and a career goal in a science-related field. The variety of experiences available includes basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

Law and Government

This program offers students interested in a law career the opportunity to observe firsthand and gain valuable experience in a variety of placements. The sponsor will help each student focus on her interests and identify a suitable position. These placements include the following: assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing various law enforcement agencies.

Music Industry and Business

This program is designed for students interested in gaining work experience in the world of business. Placement opportunities include positions in record production companies, financial institutions, web design companies, and investment companies.

Education

This program is designed for students interested in exploring the teaching profession. Students will work in local schools under the direct supervision of the Cooperating Teacher. Students should indicate preference of grade and subject areas of interest, if any, but specific requests cannot always be met. The ideal placement would engage a student's interest while expanding her understanding of education beyond her previous experience.

Art

This program places students who are interested in a career that relates to art, including internships in the studios of working artists and work with the city's art museums.

Media, Public Relations, and Journalism

This program is designed for students interested in a career in media and/or communications. Possible placements in this area include local radio or television stations, newspapers, magazines, public relations or marketing firms, and advertising agencies.

Non-profits

This program places students who are interested in understanding how non-profits work to raise funds, promote their goals, manage their clientele, and maintain balance between service and good business practices.

It took me a while to get used to the tension-filled, noisy trading room that I would be in for the next three weeks. I gradually became more comfortable and began getting involved by answering the phones and updating trades into the computer and onto the boards and eventually made my way up to making a few transactions myself.

— Ellen Green

Work/Study Internships: *Nuts and Bolts*

The process of developing a Work/Study Internship involves the student, the parent/s, the faculty supervisor, and the community; it may take many weeks to finalize. The following components make up the process:

Clarification of Internship/Area of Commitment

Each student must begin early to assess her Work/Study interests, goals, and expectations. Girls should narrow their choices to one or two areas of work. Due September 20.

Application

Once a placement has been identified, students complete the Work/Study application (make a copy). The parent/s must sign the application to denote approval. Students should not contact the agency until they have completed the application, and only with the approval of the Winterim Director. Students submit one copy to the Winterim Office and keep another. Due October 1—EARLIER IF POSSIBLE.

Resumé

Each student will prepare a personal resumé based on a model provided in her folder. The resumé documents the student's skills and accomplishments. Proofreading by the applicant is important, as the resumé must be without error. The resumé presents the first and lasting impression of the individual girl and of Harpeth Hall School. Once the resumé is completed successfully and copied on resumé-quality paper, the Winterim Director will mail a confirmation letter to the Community Sponsor. This letter will include details of the arrangement and a copy of the student's resumé. Draft is due September 27. Final is due October 15 OR EARLIER.

Interview with Community Sponsor

Each student must have a personal interview (not by telephone unless the placement is out of town) with her Community Sponsor soon after the placement has been confirmed. At that time, students learn important details about their new position: where to park, how to dress, where and to whom to report, with whom they will work, and in what kinds of tasks they will be engaging. Interviews must be complete by December 9.

Interview Summary

Following the interview, the students submit an Interview Summary to the Winterim Office. This one-page typed essay summarizes the student's responsibilities and outlines as specifically as possible the expected job activities. Failure to complete the interview or submit the Interview Summary will result in the student's enrolling in classes on campus during Winterim. This summary is due December 10.

*All items should be turned in to Ms. Harmon in the Winterim Office. Meet deadlines: tardiness will earn demerits and affect the overall Winterim grade. Early papers will be accepted happily!

Expectation

Students should expect at least one visit from her Faculty Supervisor during the Work/Study assignment.

Absences

Absences should be reported daily to the Community Sponsor and the Harpeth Hall Upper School office by 8:30 a.m.

Work/Study Deadlines

Clarification document
Monday, September 20

Work/Study Resumé draft Monday, September 27

Work/Study Application
Friday, October 1

Work/Study Final Resumé
Friday, October 15

Interview Summary
Friday, December 10

Internship January 3-20

**Daily Journal
Wednesday, January 19 *drop it by the school or send it electronically*

**Evaluation Summary
Monday, January 24

The Journal

Each student is required to keep a dated daily journal of her Winterim experience. Each entry, averaging 200 words per day, should describe events of the day and the student's emotional and intellectual response to them. These journals should be recorded on the students' laptops and presented in a professional-looking word-processed document. This journal is due in the Winterim office Wednesday, January 19. New York and Washington, D.C., students will give the journals to their chaperones after work January 19. The chaperones will turn them in to the Winterim Office.

The Summary Evaluation

This final entry serves two purposes: to reflect more broadly on the Internship experience and to evaluate the quality of the placement itself. This report should be neatly word-processed. This summary is due in the Winterim office Monday, January 24.

Long-Distance Work/Study Internships

In the past, some girls have preferred to work in another city to accomplish their goals. Under special conditions, Harpeth Hall will consider allowing a student to complete a Work/Study Internship elsewhere. These students must write a two-page essay describing their desired placement, their goals, and the arrangements they are making for supervision and housing. The Winterim Director and Mrs. Mulgrew will scrutinize such proposals for their academic and intellectual merit. Only in exceptional cases will approval be granted. All the requirements and guidelines apply to these internships as well. In general, however, the student and her family need to arrange the following themselves, in consultation with the Winterim Director:

- the business partnership
- housing
- transportation

Harpeth Hall sponsors two out-of-town internships: one in Washington and one in New York. If a student wishes to intern in one of these cities, she must be a part of the faculty-chaperoned group. Descriptions of these options will follow this section.

INTERNSHIPS IN NEW YORK CITY AND WASHINGTON, D.C.

Each group is chaperoned by two Harpeth Hall faculty members.



The Work/Study program in our nation's capital offers Harpeth Hall students an experience in the businesses that make our nation run. While government appointments are a staple to the program, students may also work in museums, art galleries, or non-profit organizations. Some students work on Capitol Hill, while others may work at the Smithsonian, the Folger Library, The National Archives, or other organizations.

In New York, senior students may secure positions as interns in businesses, arts organizations, and service in a fast-paced urban environment. Past students have found learning to navigate a large city empowering, and working in the industries that the city has to offer gives students a real-life perspective on what appears to be a glamorous and exciting world.



The internship opportunities in Washington and New York provide a study in real life. Students live in a suite hotel and are responsible for money management, grocery shopping, budgeting, transportation to work, cooking, and getting along with one another. Students work full-time five days a week, but have their weekends free to discover the many cultural and historical offerings of the cities. This program is designed for mature, responsible students, and it is limited to 15 participants each.

Requirements

Students will keep a daily journal, recording observations, activities, and personal responses to these experiences. Journal entries should be a minimum of 200 words per day, a total of 3600 words minimum.

Application

Students first meet with the trip sponsors and the Winterim Director to clarify the type of work they would like to pursue in Washington or New York. They should then submit the appropriate clarification form by September 20, and the application form, including a 1-2 page essay outlining the student's purpose and goals, by October 1. Selection to the program is based on essay content and disciplinary standing at Harpeth Hall. Student applicants will be notified by October 15. A deposit of $300 is due October 1. Due dates for payments are November 1 and December 1.

New York cost: $2600 Cost includes round trip airfare, lodging at the Embassy Suites Battery Park with complimentary breakfast, two meals out, two theater evenings, unlimited ride metro passes, most museum entry fees, and gratuities. Cab fares are not covered. Students will be responsible for the remainder of their meals. Suites have refrigerators and microwave ovens. Note: Cost is based on 15 participants. It will be adjusted up or down depending on number of participants.

Washington cost: $2615

Cost includes roundtrip airfare, lodging in the Doubletree Suites on NewHampshire, a dinner evening, a theater evening, Mt. Vernon excursion with light meal, unlimited metro passes, and gratuities. Cab fares are not covered. Students will be responsible for the remainder of their meals. Suites have refrigerators and microwave ovens. Note: Due to the Inauguration in January, all prices in the area are higher this year. Cost is based on 15 participants. It will be adjusted up or down depending on number of participants.



OPTION #2
ACADEMIC TRAVEL PROGRAMS

This year, we are offering four chaperoned, academic trips:

Britain for Booklovers
Florida Natural History
New York Theater
Venetian and Byzantine World: Venice, Ravenna, and Greece

In addition, students may independently choose a national wilderness program such as Outward Bound or National Outdoor Leadership School (NOLS).

Why Travel?

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills first introduced in the classroom, the experience is invaluable. The types of trips are rotated to provide the broadest possible experiences.

General Requirements

All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged to prepare the student for the sites, culture, and experiences of her trip. Failure to attend these meetings could result in the student's exclusion from the program. Any refund of payment will be made at the school's discretion.

Each student is required to keep a daily journal describing her insights and reflections on her experiences. The journal should be submitted to the chaperones one of the last few days of the trip, and the summary evaluation must be submitted to the Winterim office on January 24.

Travel Costs

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months in advance. Because of the fluctuations of the dollar on the foreign exchange and the daily variations of air fare, as well as other variables, all costs for travel are the best approximation we can make at the time of print. As a result, there may be some changes in the cost printed in the catalog before the December date for final payment.

Harpeth Hall travel offerings are learning programs, and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality of the program.

Deadlines, Commitments, and Payments

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate; therefore, each student interested in travel must submit two things: a $300 deposit and an application accompanied by a one-page essay outlining her goals for the trip. These are due to the Winterim Office by Friday, October 1.

A committee will review all essays and will notify students by October 15. Selection will be based on the essay and trip objectives and the student's disciplinary standing at Harpeth Hall. Each student selected to participate in a travel program is required to bring a parent to the Travel Preparation Meeting in November. There, Ms. Teaff, Ms. Mulgrew, and Ms. Harmon will cover general guidelines for travel and have parents sign the release statements provided with the catalog. Then, parents and their daughters will meet with the trip sponsors for a meeting specific to that trip.

ALL THE WORLD'S A STAGE: NEW YORK THEATRE

Dates: Jan. 3-20, with travel from January 6-14
Sponsor: Janette Klocko

Theatre students will have the wonderful opportunity to learn and explore their love of theatre. There will be workshops, led by New York professionals, designed to focus on the auditioning process, characterization, the joy of singing, scene study, and the aesthetic experience itself.



Preparatory classes will meet daily for the first week of Winterim for intensive preparation for what we will experience in the "Big Apple." Prior to this week, students will be required to read the scripts of the shows they will see. Time will be spent discussing and analyzing the shows and preparing any monologues or scenes for the workshops in New York.



With footlights in our eyes and eager anticipation, we will dive head first into the big city. We will see three Broadway musicals, one Broadway comedy or drama, and one off-Broadway performance. We will have the opportunity to meet with cast members, technicians, and other members of the creative staff. We will tour Lincoln Center, NBC Studios, the Museum of Modern Art, Greenwich Village, South Street Seaport, Soho, the United Nations Building, the Empire State Building, and Fifth Avenue! We will also eat at one of New York's famous theatre restaurants.

When we return we will spend our final days discussing, analyzing, and absorbing all that we have seen and learned. Students will keep a journal throughout the entire Winterim period to document their preparatory work, their actual experiences in New York, and their creative ideas, thoughts, and insights. Students will also write a critique of each show.

Dramatic creativity will be challenged by workshops and nurtured by Broadway performances. If you love theatre, then this will be the time of your life!

Requirements

Students will keep a daily journal of their experiences, insights, and reflections, to give to the sponsor January 19, and will write a summary evaluation of the trip to submit to the Winterim Office January 24.

Costs

$3000. This amount includes Air fare, hotel accommodations, all workshops and seminars, theatre tickets, transfer taxes to and from the airport, dinners, and all entrance fees. Not included are city transportation, breakfast and lunch, and spending money.

BRITAIN FOR BOOKLOVERS (ON A BUDGET!)





Dates, January 3-20 with travel January 6-20
Sponsors: Nancy Grimes, Karen Roark

Follow the footsteps of your favorite authors throughout England and Scotland. Explore Dickens' London, Shakespeare's Stratford, Austen's Bath, the Romantic poets' Lake District, and the Highlands of Robert Burns, Walter Scott and Robert Louis Stevenson.

Visit museums, libraries, galleries, cathedrals, castles and dungeons.

Highlights

Enjoy theatre in London and Stratford, Evensong in York (and high tea at Betty's!), a walking tour in Bath, and a stroll down the Royal Mile in Edinburgh. Experience the passion for Britain that has fired the literary imagination of Anglophiles for centuries. Memoirs from this trip may one day become the text of your own literary masterpiece!

Eligibility

Juniors and seniors with good academic and citizenship standing

Requirements

Students will keep a daily journal of their experiences, insights, and reflections, to be submitted to trip sponsors **January 19**, and will write a summary evaluation of the trip to hand in to the Winterim Office **January 24**.

Cost

$2650 (subject to change with exchange rate)
Includes air fare, accommodations, transportation in Britain, two theatre tickets, major admission fees, and one meal a day

FLORIDA NATURAL HISTORY

Dates: January 3-20, with travel January 7-18
Sponsors: Gary Schott, Jennifer Cox

We will study the diversity of Florida ecosystems through readings, discussion, and field study. We will spend the bulk of our time in Florida visiting sites of particular interest, including coastal dunes, fresh and saltwater marshes, springs, mangroves, a coral reef, a hardwood hammock, and pinelands. We will start our studies in the northeast around St. Augustine, work our way down, looking at various coastal and inland habitats, and end up in Key West. Our return trip will take us to the Everglades and possibly Sea World. Each student will keep a journal in which she describes the habitats we visit. To keep costs down, we will camp most nights, preparing our own food, and travel in a van. This will not be Club Med! There may be times when it is cold, or hot, or wet, or buggy. However, we will see a lot of interesting places and hope that the weather cooperates.





Highlights

The Natural History of areas around
St. Augustine
Florida's East Coast
Key West
The Everglades
Sea World

Eligibility

Juniors and seniors with good academic standing and good citizenship are eligible.

Requirements

Book: *Florida Wildlife Viewing Guide*. Students will keep a journal of their observations which they will give their chaperones January 19, and will write a summary evaluation of the trip to hand in to the Winterim Office January 24.

Cost

Anticipated expenses will be $850, to cover travel fees, lodging/camping, food, and entrance fees.

VENETIAN AND BYZANTINE WORLD:

THREE WEEKS IN VENICE, RAVENNA, AND GREECE

Dates: Travel January 2-20
Sponsors: Derah Myers, Joyce Ward

Travel to the Byzantine world, where east and west meet in a flourishing of art and culture. We will explore Athens, Corinth, Mycenae, Epidaurus, Delphi, Arakova, Nauplion, and Olympia, as well as the Byzantine North of Greece where tourists seldom go and where 9th and 10th century Byzantine churches are still in use. Cross the Adriatic Sea to northeastern Italy; and see Ravenna's breathtaking mosaics, Venice's palaces, churches, piazzas, and hidden corners gilded with the treasures of eastern trade ships. Visit, if time allows, the Palladian villas and gardens on the mainland.

Highlights

Greece
Athens: the National Museum, Greek taverna with folk dancing, the Parthenon and Acropolis, the island of Aegina (if weather permits)
Corinth: where Paul preached
Mycenae: home to Homer's Greek heroes
Epidaurus: most perfectly preserved Greek theater
Delphi: Oracle of Apollo and nearby museum with the famous "Charioteer of Delphi"
Arakova: mountain village famous for handmade sweaters, leather goods, and embroideries
Nauplion: jewel on the "Greek Riviera"
Olympia: home of the Olympic games
Byzantine North: a rare trek into little visited areas

Italy
Ravenna's mosaics, Venice's Doge's Palace, the Basilica of San Marco, the Academia, Burano's lace-making, and Murano's glass-making; a possible tour of Palladian villas

Eligibility

Juniors and seniors with good academic and citizenship standing.

Requirements

Students will keep a daily journal of their experiences, insights, and reflections, to be submitted to trip sponsors on January 19, and will write a summary evaluation of the trip to hand in to the Winterim Office January 24.



Cost

$3000 (subject to change with exchange rate)
Includes air fare, accommodations, land transportation in a deluxe bus, a full-time guide and courier in Greece and Italy plus major admission fees, and two meals a day.



INTERNATIONAL LEADERSHIP OPPORTUNITY – SOUTH AFRICA

Dates: January 2-20, with travel January 2-16
Sponsors: Naomi Tutu, LaVoc Mulgrew

Are you interested in international relations and issues? Do you want the chance to interact with other young people who feel a passion for leadership and social justice? Then come and spend two weeks in Cape Town, South Africa, working with Non-Governmental Organizations (NGO's), and taking part in a women's leadership seminar conducted by the Desmond Tutu Peace Center. Students will take a women's leadership course at the Peace Center and serve internships at organizations such as Rape Crisis, Treatment Action Campaign (AIDS activists), Fikelela (AIDS orphanage) and at the Tutu Peace Center itself. In addition there will be a day long workshop with South African youth at the Robben Island Museum (the prison where Nelson Mandela was held for over 20 years) and other opportunities to meet and connect with young people from various backgrounds.

Students will be housed in dorms with resident chaperones and will be transported to all programs and internships.

On January 18th-20th, students will complete a photo-essay and a journal on the experience. A summary evaluation is due in the Winterim Office January 24.

Highlights

Leadership seminars
Events with South African youth
Home visits
Table Mountain
Meetings with government officials
Robben Island workshop
Day safari
Township tours
African feast

Eligibility

Juniors and seniors who have shown an interest in leadership, international affairs and issues of social justice. Students must be in good academic standing.

Requirements

Students will keep a journal of their observations which they will give their chaperones January 19, and will write a summary evaluation of the trip to hand in to the Winterim Office January 24.

Cost

The base cost is $2500.00. The final cost will be between $2500 and $3500, including airfare and room and board.



OPTION #3
OFF-CAMPUS OPPORTUNITIES
INDEPENDENT STUDY

Independent Study

Participation in an independent study project is designed for juniors and seniors who want to pursue intense study in an area they are passionate about. This choice is reserved for students who are self-disciplined, motivated, and goal-oriented. This is not an opportunity for students to travel or work with others; rather, it is a means to allow individual students the chance to focus solely on an area of interest. In recent years, students have pursued areas such as music, photography, creative writing, and science research.

Sometimes, students have formed independent study groups to read and discuss books by a particular author or from a particular period or on a particular subject. Another idea is to form a writers' group to offer an interchange of ideas and feedback for a writing project. Several teachers have indicated willingness to mentor such a group, which could work independently, but meet periodically. If you are interested in forming such a group, speak with the Winterim director.

Those interested in independent study must acquire the approval of a faculty member willing to supervise their independent study. Such projects may be pursued on- or off-campus. Faculty supervisors require frequent reports or discussions with the student, as well as a final written presentation, portfolio, or performance.

Students who wish to pursue Independent Study should **submit a proposal**, including a 1-2-page essay outlining purposes, goals, and an activity plan, as well as the **Independent Study Application form (two copies)**. This application is due October 1, one copy to the Winterim Director and one to the faculty sponsor of the project. (The student must have discussed the project with the faculty sponsor and gotten provisional approval prior to submission of a proposal.) Students will be selected based on essay content and solidity of the study and will be notified by October 15 of their Independent Study status.



Other Programs

Other opportunities are available through organizations such as Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School (NOLS). Information is available in the Winterim Office, and interested students should make an appointment with the Winterim Director as soon as possible to discuss these programs. Use the appropriate Winterim form to apply.

A NOTE
to Students

WE ENCOURAGE YOU TO USE THIS CATALOG as a handbook. Read all the guidelines. Underline all the tasks and deadlines that pertain to you and mark them in your personal calendar. Make notes of your preferences. That way, your Winterim record will reflect organization and responsibility, and your Winterim experience will be excellent. Winterim offers much to look forward to, and your informed inquiries and comments will help to make it rich and rewarding for you!

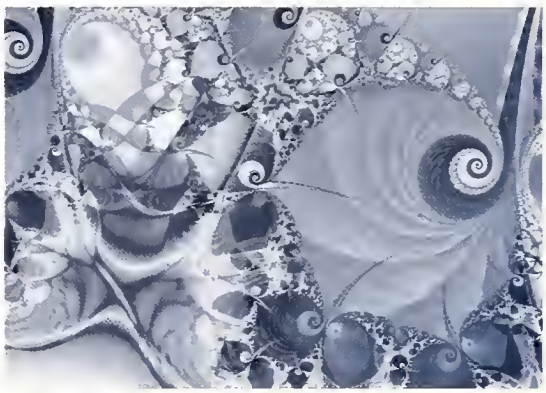
G'anne Harmon
Director of Winterim



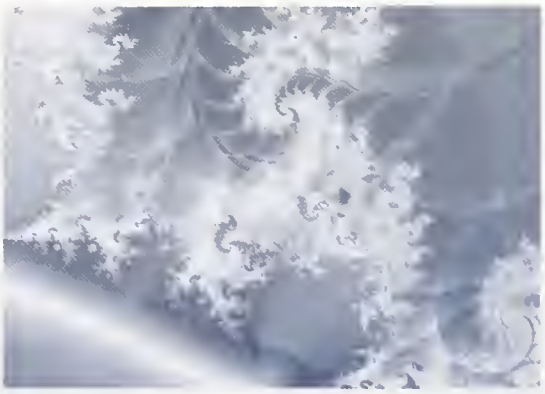
NOTES











Fractals by students of Tad Wert.

DATES & DEADLINES

FRESHMEN AND SOPHOMORES:

Monday, September 20	Turn in course request duly signed, to Winterim Office (Not accepted early; penalty for late submission
January 3-20	Winterim

JUNIORS AND SENIORS:

Monday, September 20	Work/Study Internship Clarification due, including New York and Washington, D.C., applicants Independent Study Intentions due
Friday, September 27	W/S Resume draft due to Winterim Office
Friday, October 1	Applications, essays, and deposits due ($300) for Academic Travel and New York and Washington, D.C., Internships Independent Study Application and Essay due
Friday, October 1	Work/Study Application due in Winterim Office
Friday, October 15	Work/Study Final Resume due
Monday, November 1	$1000 trip payment due for Washington, D.C, New York, Britain, Italy/Greece, NY Theatre; $500 due for Florida.
Friday, December 10	Work/Study Interview Summary due; Thank-you note due
Monday, December 1	Remainder of Academic Trip fee due Remainder of New York and Washington D.C. fee due
January 3-20	Winterim
January 19	Journal due in Winterim office or to Faculty Sponsor
Monday, January 24	Summary Evaluation due to Winterim Director



The Harpeth Hall School
3801 Hobbs Road
Nashville, TN 37215


Courses
Guidelines
Internship
Travel
WINTERIM 2006

MISSION STATEMENT

Harpeth Hall, an independent college preparatory school for young women, challenges each student to develop her highest intellectual ability, to discover her creative talents, and to make a meaningful contribution to her community. The School sustains a tradition of excellence in academics, the arts, and athletics. Our goal is to teach our students to think critically, to lead confidently, and to live honorably.











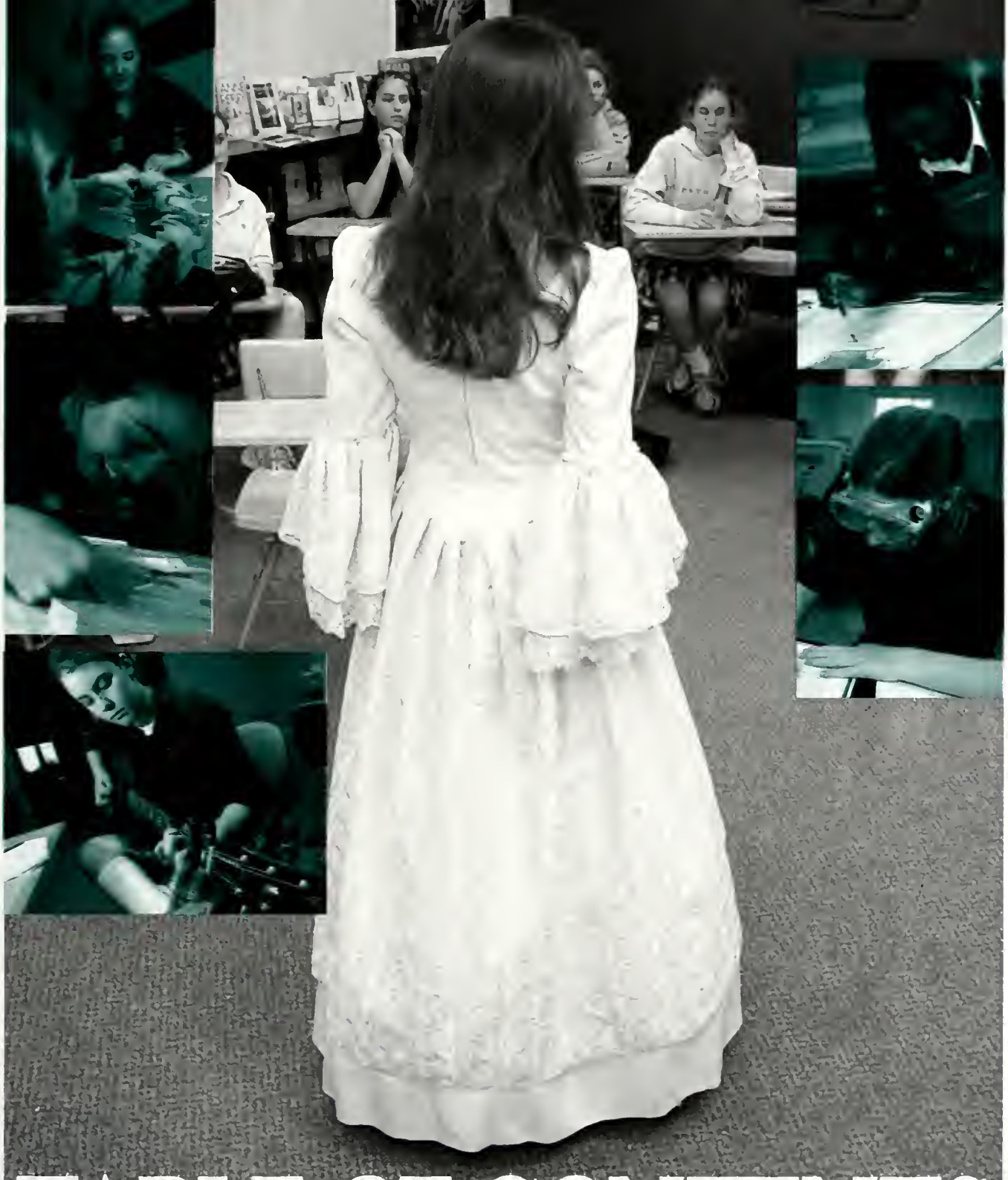


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30 Calendar

A Message from Ann Teaff



The Harpeth Hall Winterim program makes a unique contribution to our students' experiences. It is grounded in the conviction that designating time during the academic year for a challenging alternative curriculum helps us fulfill the mission of the school. Through Winterim we reaffirm our belief that important learning is neither limited to the classroom and laboratory, nor to traditional offerings in our academic day. Further, we expect our students to discover their connection to the larger community through intensive learning, service, internship, and travel.

The program, both on-campus and off-campus, provides opportunities for students to experiment with new ideas and acquire new skills, as well as explore interests and career possibilities. It encourages the development of an open and inquiring spirit toward new experiences. It promotes students' independence and contributes to their self-esteem through successful achievement in nontraditional areas. Finally, it provides faculty with unique opportunities to expand and deepen their interests and methodology beyond the requirements of the academic year.

Each girl's Winterim experience will be different. Success for each requires commitment, responsibility, and flexibility. Freshmen and sophomores will design their experience from a program developed to take advantage of innovative and integrated offerings in a nontraditional schedule, as well as opportunities to learn beyond the campus in Nashville. Juniors and seniors will design their programs of work/study, academic travel, or independent study from among well-established offerings. All students will be expected to demonstrate the same hard work, integrity, and enthusiasm for learning that they do throughout the academic year.

Planning for the Winterim experience, together with parents and faculty, is essential. Please begin the conversation now in your family and soon with faculty advisors to complete your arrangements in September.

Ann Teaff
Head of School

A Message from the Director of Winterim

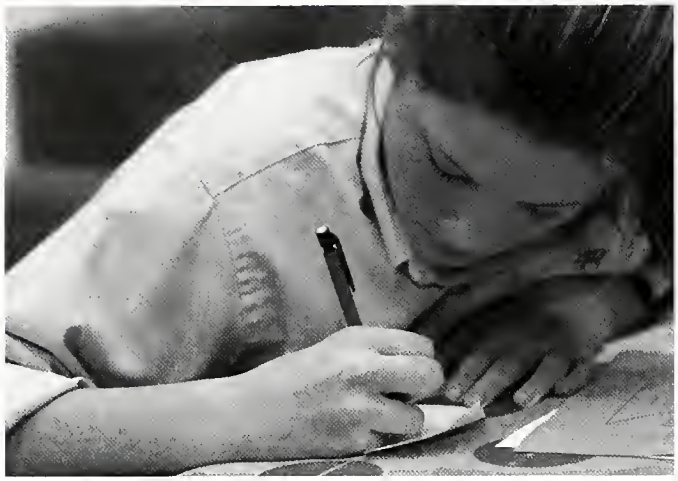
Winterim supports the Harpeth Hall Vision Statement through inventive, challenging, and spirited interaction among students and teachers. It is an experience that allows a student to develop, along unique avenues, her wonder in learning, independence of thought, honor in action, and joy in community.

Now in its thirty-third year, Winterim continues to provide students at Harpeth Hall the opportunity to rethink what education means. Freshmen and sophomores challenge themselves on campus in project-oriented classes. From gender roles in history and in literature to learning to use tools for construction and maintenance, from Java to painting, girls can enhance their learning in the academic disciplines and Service Learning.

Juniors and seniors have several options: On-Campus Courses; Work/Study Internships; Academic Trips; or Independent Study. Work/Study Internships allow Harpeth Hall girls to experience careers of interest firsthand, from medical fields to business to the arts. The Work/Study Internship has proven year after year to be a seminal experience in the career decisions students make later in life. Academic Travel allows students to immerse themselves in different environments and cultures and to connect real experience with what they have learned in the classroom. Still others pursue, through a three-week Independent Study with a faculty mentor, a subject they are passionate about, such as art, dance, music, science research, creative writing, or photography.

Whatever choice the student makes, on- or off-campus, as a freshman or a senior, her Winterim experience will no doubt challenge her intellect, expand her vision of the world, and help each girl develop into a thoughtful, independent young woman.

Karen Roark



Standards

During Winterim 2006, the school will continue to expect, both on- and off-campus, the same conduct which is expected of Harpeth Hall students throughout the school year. Please review the *Upper School Handbook and Directory* for details. Special reminders are listed below.

Dress

Students are required to come to school in their Harpeth Hall uniform. They will be given time to change attire when necessary for a particular class.

Attendance

Students participating in the on-campus programs will attend all classes, activities, and assemblies. The policy for absences during Winterim is the same as it is during the regular school year, as defined in the *Upper School Handbook and Directory*. An absence the day before or the day after a holiday counts as a double absence.

Requirements

Every student is required to earn one-half Winterim credit each year she is a Harpeth Hall student. Freshmen and sophomores may earn this credit by successfully completing the requirements of the on-campus program. These credits are included in the units required for graduation and are recorded on her transcript and in her permanent file.

Course Scheduling

Freshman and sophomore students should complete the On-Campus Course Request Form (handed out with this catalog), obtain all appropriate signatures, and submit it to the Winterim Office on Friday, September 16. Applications will not be accepted early. Incomplete and late submissions will result in loss of course choice.

While every effort will be made to schedule students into their preferred classes, students must understand that class sections do fill quickly. Sophomores will receive priority over freshmen.

Course expectations and evaluation

All Winterim courses require students to complete work that is graded and averaged into a course grade which will appear on the transcript. While each course will have different demands, some types of assignments include the following: reading, journal writing, essay writing, quizzes, tests, performances, and final projects. Homework is appropriate and to be expected during Winterim.

Grades

The grading system for the on-campus portion of Winterim is the same as the grading scale for courses taken during the regular school year. Each student will receive a letter grade for her courses.

Students who fail a Winterim course will be required to work with the Winterim Director and the Director of the Upper School to develop a plan to make up requirements of the class.

Courses On Campus

THE ARTS
HEALTH/DAILY LIVING
HUMANITIES
MATH AND TECHNOLOGY
SCIENCE
SERVICE LEARNING





Courses in the Arts

Acting and Performance Workshop
Art and Archaeology of the Ancients: Egypt, Babylon, & Sumeria
Dance! Dance! Dance!
Fantastic Fractals
Improv at 110%
The Mad Hatter's Tea Party
Songwriting for Guitar
Techie 2006
World Cinema

Courses in Health and Daily Living

Fencing
French Cooking
Math Quilts
Mental Illness: Myth vs. Reality
Science of Food and Cooking
Sewing 101
Tool Time
Women and Finance
Yoga

Courses in Math and Technology

Amazing Math
Designing Women
Fantastic Fractals
Math Quilts
Web Design
Women and Finance

Courses in Science

CSI at Harpeth Hall
Fun with Flying Machines
Hidden World
Religious Beliefs in a Scientific Age
Science of Food and Cooking
Science Olympiad

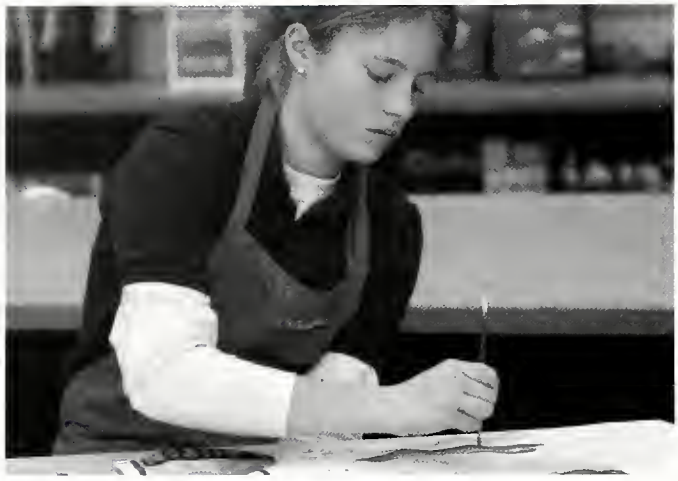
Courses in the Humanities

Art and Archaeology of the Ancients: Egypt, Babylon, & Sumeria
Bollywood: Lights, Camera, Action in India
Don't Read This Book
French Cooking
Gender Roles
Hitchcock 101
The Holocaust and Genocide in the Modern World
The Kennedys: America's Royalty
Loving Shakespeare
Mississippi Freedom Summer
Religious Beliefs in a Scientific Age
The Roaring Twenties
The Sixties
The Supreme Court and Civil Liberties: Landmark Cases of the 20th Century
Tour of Italy
World Cinema

Service Learning

Girl Meets World: Service Learning

Courses are listed alphabetically on the following pages.



Acting and Performance Workshop

Tired of being yourself all the time? Why not be someone else for Winterim and animate a work of theatre in the process? Experience in the theatre is helpful, but not required. What is required is a willingness to work with others, to commit to your character, and to take a risk on stage. Even though we're doing a play, it's not all "play." There will be lines to learn, character work to do, production positions to fill, and journal entries to write—but it's all fun. The final "project" of this course will result in a public performance, both for the school and the community at large. Remember: you can be yourself again after Winterim.

Amazing Math

Math is a lot more than solving homework problems. In this course, you will explore some of the more obscure but fascinating topics in mathematics: optical illusions, tessellations, spirals, number patterns and lots more. Be prepared to create mathematically-based works of art!

Art and Archaeology of the Ancients: Egypt, Babylon, & Sumeria

Mystery shrouds the great pyramids and temples of ancient Egypt despite our technological progress, and the "cradle of civilization" is today a war-torn desert where American Humvees rumble over bridges which cross the Tigris and Euphrates rivers. This class will attempt to give you an understanding of this fascinating period of mankind's history through art and archaeology. We will conclude our studies by flying to Chicago and spending two days visiting the rich collections in The Art Institute of Chicago and The Oriental Institute. No visit to the windy city would be complete without a night spent sampling Chicago pizza, so we'll be sure to work up an appetite before we leave! Cost: $350

Bollywood: Lights, Camera, Action in India

Films and novels from India are not only all the rage but critically acclaimed as well. This course will explore four films from the world of exotic spices and elegant saris like *Bend It Like Beckham* as well as a novel which tells of arranged marriages and life in a very different setting. Visits from Hindu storytellers, a trip to the Hindu Temple, and an excursion to Shaba's will help the movies and books take on a life of their own. By the end of the course each of us should find a bit of India in us.

Couture! Couture!

This course will examine the history of costume from the 15th-20th century and the political, social and economic matrix in which it sits. It will include the study of clothing as a mark of social status, rank, gender and wealth. We will take a look at famous historical personalities who used clothing to express their status and to create a presence and a persona. We will study textiles and their uses: seri-

culture, chintz and pieces of clothing from the great costume collections. Finally, we will explore the work of modern designers and their influence on culture and politics, and will examine techniques from theater and film as appropriate.

C.S.I. at Harpeth Hall

Enter the scene of a crime when you enter the classroom. Daily crime scene labs and investigations turn you into hands-on detectives. This forensic chemistry course will give you the opportunity to meet the burden of proof to solve crimes ranging from check forgery to murder.

Dance! Dance! Dance!

This course offers the dancer an opportunity to work daily in modern and jazz dance technique with a focus on an in-depth warm-up to realign the body's skeletal and muscular system. Daily dance combinations alternate between jazz and modern and include cross-the-floor and center combinations. This is a wonderful opportunity to improve rapidly as a dancer in a very short period of time. Prerequisite: dance experience at least at the introductory level.

Designing Women

Everyone has a "dream home" in the back of her mind—what's yours? If you've ever asked yourself, "When are we ever gonna use this?" in math class, the answer is "Right now!" You will learn all about buying and building your own house. From financing to decorating, you will find that math is involved on many levels. We will have visits from bankers, architects, and contractors who will discuss the challenges they face every day. This class will give you a head start on the biggest financial decision you may ever make in life.



Don't Read This Book!

Harry Potter and the Sorcerer's Stone, *The Catcher in the Rye*, and *Blubber* — what do these beloved books have in common? They are some of the most controversial books ever written, and they, along with hundreds of other books, have been challenged or banned in schools and in libraries across the country. From children's literature such as *Where the Sidewalk Ends* to classics like *Slaughterhouse Five*, we will read a sprinkling from the gamut of challenged and banned books. The whole class will read two books in common, and we will read several books independently. Ever want to read *The Outsiders*, *I Know Why the Caged Bird Sings*, or *The Satanic Verses*? Now's your chance. In reading and discussing books that some people fear, we will learn about community values, censorship, and First Amendment rights. Assignments will include reading, writing critiques, reporting on books, and a final project. (Parental permission is required to take this course.)

Fantastic Fractals

Learn the secret to creating beautiful backgrounds and wallpapers for your own laptop! We will study the mathematics of fractals and chaos theory, and then apply them to developing our own computer-generated works of art.





Fencing

In the 13-day class, students will learn all the basic skills needed for Olympic Fencing. The course will include extensive footwork and blade work and will cover the modern rules of competition, as well as the tactics necessary for competitive fencing. The last session will be an in-class, voluntary-participation competition, and, if scheduling permits, a team match against Vanderbilt University. All equipment will be provided, and students need only bring loose, comfortable clothes (to allow for free movement) and tennis or court shoes. For safety and insurance reasons, students are not permitted to wear shorts, spandex, or open-toed shoes.

French Cooking

Learn the basics of French life and cooking à la Julia Child! We will begin with salads, move to soufflés, and finish with a complete meal as we learn about the many regions of France and their specialties.

Gender Roles

Imagine a scene from childhood: little girls gather together, comb each other's hair, and play house; meanwhile, a group of boys is intent on building a fort. Maybe they will have a mud ball fight, maybe they won't. Perhaps a few little girls will join them, but how many of the boys will huddle up to play beautician? The scene may be slightly overdrawn, but questions about the nature of gender have been with us for a long time.

Do we learn gender-specific behavior (if there is such a thing), or is it an inherent part of us from the time we are conceived? Come explore these and other questions as we look at gender roles from a biological, social, historical, religious, and literary standpoint. We'll take care to note the dramatic changes in the roles of women (and to some extent, men) during the last century, and we'll discuss opportunities and dilemmas faced by both sexes in the foreseeable future.

The Hidden World

This course explores the hidden world around us. It introduces, through presentations, discussions, and laboratory techniques, the various types of "germs" each person encounters and lives with on a daily basis. This class is an introduction to three main types of germs: viruses, bacteria and protozoa. Their morphology, mode of infection, the diseases they cause, and how they are treated and/or destroyed will be discussed. In addition, we will study the history of some of the world's most notorious epidemics, as well as Hollywood's attempt to depict these microscopic phenomena through film.

Hitchcock 101

Before Amityville Horror, before *Nightmare on Elm Street*, before *I Know What You Did Last Summer*...there was Hitchcock. Why settle for a pale imitation when you can study the original Master of Suspense? This course introduces students to one of twentieth century cinema's greatest directors. We will watch several Hitchcock classics and analyze the components of his work which make them great — the cinematography, story lines, actors, musical scores, and, of course, the signature creation of suspense. So come join us...if you dare!

The Holocaust and Genocide in the Modern World

In many ways the 20th century was an era of progress, and yet it also contained some of the darkest chapters in human history, including several instances of mass murder conducted on a scale never before seen. This course will examine not only the Holocaust but also other cases of genocide in places such as Cambodia, Rwanda, and Bosnia in an attempt to understand the root causes of crimes of this magnitude. We will also discuss what these events might reveal about human nature, and, finally, we will look at the various steps that have been taken to prevent such atrocities from happening in the future. The format of the course will be lecture/discussion along with some films and outside speakers from time to time.

Improv at 110%

Come lose your inhibitions, expand your creative forces, and eliminate unnecessary fears! This participatory class begins with creative movement and exercises to stretch the imagination through improvisations. This will lead to some unbelievable comedy matches that rely on your newly acquired improv techniques. You'll need some comfortable clothing, a wild imagination, and a great sense of humor!

The Kennedys: America's Royalty

Since the 1920's, the people of the United States have been fascinated with the Kennedy family. Combining the wealth of Rockefeller, the glamour of Hollywood, and the political intrigues of Machiavelli, the family has dominated American headlines and gossip columns for decades. Some see the Kennedy's as blessed, charmed with an incredible good fortune that has enabled them to rise to unparalleled levels of power and popularity. Others view them as cursed, paying for their fame and status with a string of family tragedies. We will explore the truth behind the myths and legends as we trace the Kennedy saga from humble immigrant origins, through the relentless ambitions of the family patriarch, to the peak of their allure in the 1960's when a dynastic presidency seemed to be a real possibility. Among the topics discussed will be the "Camelot" White House of Jack and Jackie, the assassinations, the scandals, the tragic deaths, and the legacy left by this remarkable family. Reading and discussion will be supplemented by films such as Oliver Stone's *JFK* and the more recent release, *Thirteen Days*.

Loving Shakespeare

"Loving Shakespeare" brings Shakespeare to life through film. *Much Ado About Nothing* represents the comedies while *Hamlet* will represent the tragedies, and *Richard the Third* and *Henry V* will represent the history plays. To complement the study, we will watch films about the plays, including *Looking for Richard*, *Renaissance Man*, and *Shakespeare in Love*. Students will choose, direct, and perform scenes of their own which will be videotaped. (Parental permission is required since some of the films have an adult rating).



The Mad Hatter's Tea Party

This is a class on clay slab and coil work that will emphasize imaginative storytelling through the creation of a clay tea set—teapot, creamer, sugar bowl, and cups and saucers. These will not be standard shapes; they should reflect the impossible, and whatever you thought you couldn't make in clay will be possible. For inspiration read *Alice in Wonderland* and think of characters that could be used as functional shapes. Bring your own story, make a personal or social statement, and think of wild shapes, decorative surfaces, and a unique product! Talent is unnecessary, but laughter and enthusiasm are a must!

Math Quilts

Explore the world of mathematical patterns through the medium of fabric. In this class, we will learn the basics of designing and sewing quilt blocks. Along the way, your math skills will be challenged through this new "artistic" perspective. You will also learn some very practical hand-sewing skills. Women have always found a way to express themselves in art forms such as quilt making, just as they have always found a way to use math to their own advantage! Come see how we do it!

Mental Illness: Myth vs. Reality

Hollywood writers are well aware it is no longer acceptable to portray negative stereotypes of particular racial or ethnic groups. Unfortunately, one group continues to be unfairly stigmatized: the mentally ill. Nowhere is this more evident than with murderers. Although 5% of "normal" television characters are murderers, 20% of

"mentally ill" characters are killers. In reality, researchers have found that a person with mental illness is less likely to be violent than the rest of society. What is a psychological disorder? What are the symptoms, causes and treatments for various disorders? Do characters like "Hannibal the Cannibal" really exist? What is it like living with someone who suffers from a psychological disorder? By examining media stereotypes and medical research, this course will attempt to educate students about the myths and realities surrounding mental illness.

Mississippi Freedom Summer

Mississippi Freedom Summer was the turning point of the Civil Rights movement in the South. In 1964, determined to break the back of segregation and end the intimidation of black voters in Mississippi, approximately 700 college students risked their lives to participate in Freedom Summer. Despite the murder of three civil rights workers by the KKK in June of 1964, the volunteers were undeterred. This course examines the events of Mississippi Freedom Summer and evaluates the long-term significance of this campaign for the South and the nation.

Philosophy to Go

This course on the history of philosophy will examine ideas from Socrates to Sartre. Using the novel *Sophie's World*, by Jostein Gaarder, as well as short readings, students will learn the basic tenets of the world's philosophies and perhaps find one they can "own" by the end of the course.

Religious Beliefs in a Scientific Age

Can religion and science be incorporated into a unified world view? Is scientific "truth" any better than religious "truth"? Can science lead to a deeper faith or faith lead to a scientific insight? These are just some of the probing questions that students will explore in this class. Students will try to find a way to harmonize their own beliefs with current scientific perspectives. They will learn more about the reason embedded in religion and the faith underlying many scientific endeavors.

The Roaring Twenties

This class will be a seminar on the decade of the 1920s in the United States. All aspects of the decade will be covered: flappers, speakeasies, Al Capone, iconic movie stars such as Charlie Chaplin, sports figures such as Babe Ruth, the Lost Generation, Freud and Einstein, Jazz, the Harlem Renaissance, the Monkey Trial and more. These topics will be covered in a non-traditional way with seminar discussion based on a variety of texts including poems, photographs, essays, films, and musical recordings. There will be no lectures, so only those who are willing to participate in a lively discussion about such diverse topics as fashion, science, sports, literature, history, and film should sign up for this class. This experimental class is open to 11th and 12th graders who will be on campus during Winterim as well as ambitious 9th and 10th graders.

The Science of Food and Cooking

Ever wonder what makes that cake rise? What caramelization is? How a cow converts grass into milk? If any of these questions keep you up at night, this is the class for you. Join us as we cook up some treats and figure out how it happens.

Science Olympiad

This course is designed as preparation for competition in the Science Olympiad program. Science Olympiad involves concepts in the various scientific disciplines. Events involve scientific knowledge, lab skills and science applications such as design



and construction of devices as varied as bridges and musical instruments. Students in the course will have the opportunity to participate in competitions after the Winterim period. Teams can compete on regional, state, and even national levels.

Sewing 101

Learn the basics of machine sewing while you make a skirt and blouse that you will actually be able to wear. We will also learn how to read a pattern, choose appropriate fabric, and apply some very useful hand sewing skills like hemming and sewing on buttons. The class will meet at Marguerite's Sewing School near 100 Oaks Mall. Each student will need to purchase a sewing kit of basic supplies and a pattern and fabric for approximately $50. Be the first on your block to design and sew your own projects with the skills you will learn in this class!

The Sixties

This course will focus on certain aspects of American culture during the turbulent decade of the 1960's. Among the topics will be the Vietnam conflict, the assassinations of John F. Kennedy and Martin Luther King, Jr., the growth of liberation movements (Black, Hispanic, Native American, and female), campus unrest, the emergence of a youth counterculture, and new developments in art, literature, and music.

Songwriting for Guitar

Have you ever wanted to play guitar? Write your own songs? This course has two complementary aims: to help beginning guitar players learn to play and to teach novice songwriters the craft of songwriting. We will look closely at the lyrics of well-written songs, write our own, and explore the fundamentals of guitar playing. You do not have to be able to sing to be in the class, nor do you need to have had experience playing guitar. Each student, however, should own her own guitar. Students will design and record a CD of original songs as a final project.

The Supreme Court and Civil Liberties: Landmark Cases of the 20th Century

"The Supreme Court is a prism through which the entire life of our nation is magnified and illuminated, and through which we have defined ourselves as a people."

—The Oxford Companion to the Supreme Court of the United States

The ultimate venue for political, social and economic conflicts in the United States is the Supreme Court. Focusing on landmark civil liberties cases in the 20th century, this course will examine Supreme Court decisions involving the First and Fourteenth amendments as well as cases concerning the right to privacy, capital punishment and affirmative action. Students will learn important legal terminology and will learn how to write modified legal briefs. Class time will be spent examining cases and discussing the political and social impact of specific Supreme Court decisions.

Techie 2006

If you love theatre and want to learn what goes into building a set and running a show, then this is the class for you! You will learn how to use power tools, swing a hammer, drill, paint, wash brushes, build a flat, leg a platform, etc. This class will help build the sets for the Middle School and Winterim productions and run tech for the Winterim show. This is a great opportunity to stage manage, run light board, run sound board, or even master the spotlights. CAUTION: You are expected to be at all tech rehearsals and evening performances after school the last week of Winterim.

Tool Time

Ever wield a hammer, loosen a lug nut, or use a ratchet? Anticipating your first car? Learn the importance of routine maintenance; learn how to change a tire; and see how the car was built. Then design, build, and finish your own wood project for your room—a shoe shelf or book shelf or CD rack.

Tour of Italy

Join us as we tour Italy in all her splendor and glory. You will have the opportunity to explore Italian culture, art, music, cuisine, language, cinema, history, and attractions. Make your own pasta. Copy a master with your own canvas and brush. Sit back and enjoy listening to guest artists perform Vivaldi's *Four Seasons*. Through hands-on activities, special guests, lectures, and classroom presentations, students will gain a broad knowledge of western culture's Italian heritage and prepare for future travels to this treasured land. A final presentation on a specific topic will culminate the course.



Web Site Design to Touch the World

Are you interested in learning how to design and implement a working Web site? *Web Site Design to Touch the World* can help you do just that. Harpeth Hall's Web Coordinator will present a class designed to introduce students to the world of Web design and the business practices of Web technologies. Students will design and implement a fully functional Web site to serve as a community service tool. Through the course, students will learn Web site navigation, design principles, client target research, marketing through Web sites, Web site administration, team building, and on-line customer service.

Women and Finance

Imagine yourself after four years of college: you have just landed your dream job. Will this "dream job" pay millions or minimum wage? Either way, you need to know how to invest your money and still live the good life. This course begins with the basics—balancing your checkbook; paying taxes; your social security; how to save money; how to spend money. The course culminates with sound investing advice on stocks, bonds, and mutual funds. If you want your future to be financially secure, this course is for you.

World Cinema

It has been said that most American movies, with huge budgets and lavish special effects, are nothing more than video games with actors. Rarely does that occur in foreign films, which often have a more humane, personal touch. This course will give students an opportunity to sample a broad range of such films, made in Asia, Europe, and Australia (non-English films will be subtitled, and we will carefully avoid any pretentious, tedious movies). The subject matter will also vary widely, from romantic comedy to drama, suspense, and fantasy. Underlying our cross-cultural study, however, will be the recognition that all human beings share the same basic hopes and fears, and that we are more alike than we sometimes realize. These imaginative and often visually stunning films have characters you'll actually care about. Students should come prepared not only to be entertained, but also to think, discuss, and write.

Yoga

This class provides just what you need to balance your stressful day—a calm, relaxing yoga class. This course will be aimed at bringing the body, mind, and spirit into balance through a group of exercises called asanas that help tone muscles, calm the mind, increase concentration, and ease tension. Find out some theory of yoga and the Sanskrit names of asanas as you use yoga as a self-disciplinary tool. Dress for comfort and body awareness.

❄ ❄ ❄

Girl Meets World: Service Learning

Perhaps the richest form of learning is through serving others. Through Harpeth Hall's long-standing tradition of a service-learning course, students have an opportunity to serve Nashville children in many ways. We will explore powerful ways to impact community through writing legislation, leading fundraising projects, and petitioning for causes. Through games, conversations, and daily service at non-profit organizations, we will explore the basics of community building, project management, and team leadership. We will even create our own community-action projects that reflect our spirit of service. Students are guaranteed to learn lessons that will last for life! This course will occupy two periods.

Note: If you wish to take this course, you must mark it as your first choice. Since space is limited, a lottery, held one day after registration forms are due, will determine who will take the course. Both freshmen and sophomores are eligible, although more spaces are allotted for sophomores.



Daily Schedul

Period 1
7:55-9:20
Break
Period 2
9:30-10:45
Activity
10:55-11:30
Lunch
11:30-12:15
Period 3
12:20-1:35
Break
Period 4
1:45-3:00

Off-Campus Opportunities

Three Options:

Juniors and seniors at Harpeth Hall are offered three options for study in Winterim:

Work/Study Internship
Academic Travel
Independent Study

Each of these options is gned to broaden a student's perience through learning tside the traditional class- m. To be successful in any these endeavors, students ust display responsibility, alacrity, and reliability. ddditionally, although they are king off campus, students are cted to act as ambassadors of Harpeth Hall and to uphold the tenets of the school.



Option #1

The Work/Study Internship

During Winterim, students have the opportunity to explore career interests, to develop decision-making skills, and to increase their ability to work well with other people. Most participants find their initial interests in a career field reinforced by this practical experience, but of equal value is the realization that a career interest is, in fact, unsuitable.

The Work/Study program is an internship arrangement with our community and depends upon the willingness and concern of the prospective community sponsor. Every year Work/Study participants must prove their seriousness and their responsibility to their sponsors and to the community at large so that these opportunities remain available. In addition to genuine interest and enthusiasm, it is essential that students demonstrate initiative, promptness, reliability in attendance, and conscientious performance of tasks.

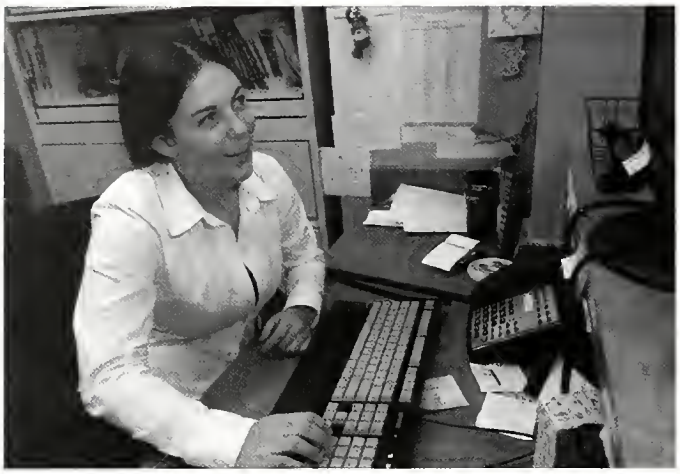
While many work experiences offer hands-on activities for Harpeth Hall interns, other placements are valuable for the opportunity to observe professionals at work. Because the activities, responsibilities, and limitations of the placements vary widely, clear communication between the students and their prospective Work/Study Community Sponsors is important. During a required interview prior to Winterim, students and community sponsors must become familiar with each other's understanding of the program and each other's expectations.

The faculty supervisor and Winterim Director will make every effort to help the student assess her interests and capabilities, establish reasonable expectations, and arrange a meaningful Work/Study placement.

Guidelines

The following guidelines help ensure a successful Work/Study Internship. Students, their parents, the faculty supervisor, and the Community Sponsor must follow them without exception.

- Participation in the program requires work and daily attendance. Students are expected to be present a minimum of six hours daily.
- Placements are voluntary, and students must not receive pay for work during Winterim.
- Placements should have educational benefits; non-educational experiences do not meet the requirements of the Winterim program.
- Students must seek Work/Study placements outside their families. Only under unusual circumstances will placements with family members be approved. The Winterim Director must review such requests.
- Students must not apply for placement with any Community Sponsor



with whom the student has been employed or has worked regularly as a volunteer. Failure to adhere to this guideline will result in an automatic F.

- Transportation arrangements demanded by the location of the placement are the responsibility of the student and her parents. Also, if road conditions are such that one's personal automobile cannot be driven or a ride cannot be obtained, the student is expected to use public transportation. If the student is not willing to accept this responsibility, she should opt instead for an Academic Trip, an Independent Study, or On-Campus Courses.

Attendance

Any student participating in an off-campus Work/Study program will be present for the duration of the daily schedule of that placement. Any student who is absent without the Community Sponsor's permission and both her parents' and the school's knowledge and permission will be suspended and placed on probation. One unexcused absence for any portion of the day will result in a failing grade. If the student's place of employment is closed due to weather, the day will not be counted as an absence. If the student's place of work is open, the student must be present.

The Proper Procedure

While Harpeth Hall encourages students to practice networking and communication skills, it is important that they work closely with the Winterim Director or faculty supervisor in setting up their internships. The Work/Study Internship requires a delicate balance of student initiative, business cooperation, and faculty facilitation. In each of the areas below, students are encouraged to explore possible opportunities for placement and then meet with the Winterim Director, who will then negotiate the internship. We do this to avoid communication problems with the business community who are so integral to the success of this program.

Work/Study Areas

Science and Medicine

This program is designed for the student with a strong science background and a career goal in a science-related field. The variety of experiences available includes basic medical research, industrial science, environmental science, veterinary medicine, and engineering.

Law and Government

This program offers students interested in a law career the opportunity to observe firsthand and gain valuable experience in a variety of placements. The sponsor will help each student focus on her interests and identify a suitable position. These placements include the following: assisting in the governor's office, clerking for city judges, interning in city and state government departments, and observing various law enforcement agencies.

Music Industry and Business

This program is designed for students interested in gaining work experience in the world of business. Placement opportunities include positions in record production companies, financial institutions, web design companies, and investment companies.



Education

This program is designed for students interested in exploring the teaching profession. Students will work in local schools under the direct supervision of the Cooperating Teacher. Students should indicate preference of grade and subject areas of interest, if any, but specific requests cannot always be met. The ideal placement would engage a student's interest while expanding her understanding of education beyond her previous experience.

Art

This program places students who are interested in a career that relates to art, including internships in the studios of working artists and work with the city's art museums.

Media, Public Relations, and Journalism

This program is designed for students interested in a career in media and/or communications. Possible placements in this area include local radio or television stations, newspapers, magazines, public relations or marketing firms, and advertising agencies.

Non-profits

This program places students who are interested in understanding how non-profits work to raise funds, promote their goals, manage their clientele, and maintain balance between service and good business practices.

Work/Study Internships: Nuts and Bolts

The process of developing a Work/Study Internship involves the student, the parent/s, the faculty supervisor, and the community; it may take many weeks to finalize. The following components make up the process:

Clarification of Internship/Area of Commitment
Each student must begin early to assess her Work/Study interests, goals, and expectations. Girls should narrow their choices to one or two areas of work. **Due September 19.**

Application

Once a placement has been identified, students complete the Work/Study application (make a copy). The parent/s must sign the application to denote approval. Students should not contact the agency until they have completed the application, and only with the approval of the Winterim Director. Students submit one copy to the Winterim Office and keep another. **Due October 5**—EARLIER IF POSSIBLE.

Resumé

Each student will prepare a personal resumé based on a model provided in her folder. The resumé documents the student's skills and accomplishments. Proofreading by the applicant is important, as the resumé must be without error. The resumé presents the first and lasting impression of the individual girl and of Harpeth Hall School. Once the resumé is completed successfully and copied on resumé-quality paper, the Winterim Director will mail a confirmation letter to the Community Sponsor. This letter will include details of the arrangement and a copy of the student's resumé. **Draft is due September 28.** Final is **due October 12** OR EARLIER.

Interview with Community Sponsor

Each student must have a personal interview (not by telephone unless the placement is out of town) with her Community Sponsor soon after the placement has been confirmed. At that time, students learn important details about their new position: where to park, how to dress, where and to whom to report, with whom they will work, and in what kinds of tasks they will be engaging. Interviews must be complete by **December 7.**

Interview Summary

Following the interview, the students submit an Interview Summary to the Winterim Office. This one-page typed essay summarizes the student's responsibilities and outlines as specifically as possible the expected job activities. Failure to complete the interview or submit the Interview Summary will result in the student's enrolling in classes on campus during Winterim. This summary is due **December 7.**

*All items should be turned in to the Winterim Director. **Meet deadlines:** tardiness will earn demerits and affect the overall Winterim grade. Early papers will be accepted happily!

Expectations

Students should expect at least one visit from her Faculty Supervisor during the Work/Study assignment.

Absences

Absences should be reported daily to the Community Sponsor and the Harpeth Hall Upper School office by 8:30 a.m.

Work/Study Deadlines

Clarification document
Monday, September 19

Work/Study Resumé draft Wednesday, September 28

Work/Study Application
Wednesday, October 5

Work/Study Final Resumé
Wednesday, October 12

Interview Summary and Thank-You Note
Wednesday, December 7

Internship January 3-19

****Daily Journal**
Friday, January 20

****Evaluation Summary**
Monday, January 23

The Journal

Each student is required to keep a dated daily journal of her Winterim experience. Each entry, **averaging 200 words per day,** should describe events of the day and the **student's emotional and intellectual response to them.** These journals should be recorded on the students' laptops and presented in a professional-looking word-processed document, if feasible. This journal is due to the Faculity Supervisor **Friday, January 20.** New York and Washington, D.C., students will give the journals to their chaperones after work January 19. The chaperones will turn them in to the Winterim Office.

The Summary Evaluation

This final entry serves two purposes: to reflect more broadly on the Internship experience and to evaluate the quality of the placement itself. This report should be neatly word-processed. This summary is due in the Winterim office **Monday, January 23.** Send to Desktop Conferences folder.

Long-Distance Work/Study Internships

In the past, some girls have preferred to work in another city to accomplish their goals. Under special conditions, Harpeth Hall will consider allowing a student to complete a Work/Study Internship elsewhere. These students must write a two-page essay describing their desired placement, their goals, and the arrangements they are making for supervision and housing. The Winterim Director and the Upper School Director will scrutinize such proposals for their academic and intellectual merit. Only in exceptional cases will approval be granted. All the requirements and guidelines apply to these internships as well. In general, however, the student and her family need to arrange the following themselves, in consultation with the Winterim Director:

- the business partnership
- housing
- transportation

Harpeth Hall sponsors two out-of-town internships: one in Washington and one in New York. If a student wishes to intern in one of these cities, she must be a part of the faculty-chaperoned group. Descriptions of these options will follow this section.



New York City and Washington, D.C. Internships

Each group is chaperoned by two Harpeth Hall faculty members.

The Work/Study program in our nation's capital offers Harpeth Hall students an experience in the businesses that make our nation run. While government appointments are a staple to the program, students may also work in museums, art galleries, or non-profit organizations. Some students work on Capitol Hill, while others may work at the Smithsonian, the Folger Library, The National Archives, or other organizations.

In New York, students may secure positions as interns in businesses, arts organizations, and service in a fast-paced urban environment. Past students have found learning to navigate a large city empowering, and working in the industries that the city has to offer gives students a real-life perspective on what appears to be a glamorous and exciting world.

The internship opportunities in Washington and New York provide a study in real life. Students live in a suite hotel and are responsible for money management, grocery shopping, budgeting, transportation to work, cooking, and getting along with one another. Students work full-time five days a week, but have their weekends free to discover the many cultural and historical offerings of the cities. This program is designed for mature, responsible students, and it is limited to 18 participants each.

Requirements

Students will keep a daily journal, recording observations, activities, and personal responses to these experiences. Journal entries should be a minimum of 200 words per day, a total of 3600 words minimum.

Application

Students first meet with the trip sponsors and the Winterim Director to clarify the type of work they would like to pursue in Washington or New York. They should then submit the appropriate clarification form by September 19, and the application form, including a deposit and a 1-2 page essay outlining the student's purpose and goals, by October 5. Selection to the program is based on essay content and disciplinary standing at Harpeth Hall. Student applicants will be notified as soon as possible. Due dates for payments are November 2 and November 30.

New York cost: $2800

Cost includes round trip airfare, lodging at the Embassy Suites Battery Park with complimentary breakfast, two meals out, two theater evenings, unlimited ride metro passes, most museum entry fees, and gratuities. Cab fares are not covered. Students will be responsible for the remainder of their meals. Suites have refrigerators and microwave ovens. Note: Cost is based on 15 participants. It will be adjusted up or down depending on number of participants.

Washington cost: $2600

Cost includes roundtrip airfare, lodging in a suite hotel, a dinner evening, a theater evening, Mt. Vernon excursion with light meal, unlimited metro passes, and gratuities. Cab fares are not covered. Students will be responsible for the remainder of their meals. Suites have refrigerators and microwave ovens. Cost is based on 18 participants and 2 faculty chaperones. It will be adjusted if fewer students participate.

Option #2

Academic Travel Programs

This year, we are offering five chaperoned, academic trips:

Florida Natural History
New York Theatre
Homestay in France
Spanish Language Homestay, Culture, Service, and Ecology in Ecuador
History, Culture, and Biology in Australia

In addition, students may independently choose a national wilderness program such as **Outward Bound** or **National Outdoor Leadership School (NOLS).**

Why Travel?

The philosophy that there is no substitute for direct experience supports the academic travel option offered during Winterim. Whether students are observing different cultures or refining skills first introduced in the classroom, the experience is invaluable. The types of trips are rotated to provide the broadest possible experiences.

General Requirements

All participants of an academic travel program are required to attend and actively contribute to pre-departure orientation sessions. These meetings are a vital part of the total learning experience and are arranged to prepare the student for the sites, culture, and experiences of her trip. Failure to attend these meetings could result in the student's exclusion from the program. Any refund of payment will be made at the school's discretion.



Each student is required to keep a daily journal describing her insights and reflections on her experiences. The journal should be submitted to the chaperones. The summary evaluation must be submitted to the conferences folder on the First Class Desktop January 23.

Travel Costs

Even with careful pre-planning and continual rechecking, the exact cost of an academic travel program is difficult to establish six months in advance. Because of the fluctuations of the dollar on the foreign exchange and the daily variations of air fare, as well as other variables, all costs for travel are the best approximation we can make at the time of print. As a result, there may be some changes in the cost printed in the catalog before the December date for final payment.

Harpeth Hall travel offerings are learning programs, and great care is taken to provide a comprehensive, confirmed itinerary which takes maximum advantage of the educational options available in a given location. Any travel program designed for this purpose, given a pre-arranged itinerary of the same length and volume as ours, is an expensive undertaking. Please know that every effort is made to keep the program cost as low as possible while preserving the quality of the program.









Deadlines, Commitments, and Payments

In planning a travel program, it is vital that we have a firm commitment from those who wish to participate; therefore, each student interested in travel must submit an intention form, due **September 19,** and a $300 deposit and an application accompanied by a one-page essay outlining her goals for the trip. These are due to the Winterim Office by **Wednesday, October 5**.

A committee will review all essays and will notify students by **October 12**. Selection will be based on the essay and trip objectives and the student's disciplinary standing at Harpeth Hall. Each student selected to participate in a travel program is required to bring a parent to the travel preparation meeting in December. There, the Head of School, the Director of the Upper School, and the Winterim Director will cover general guidelines for travel and have parents sign the release statements provided in the catalog folder. Then, parents and their daughters will meet with the trip sponsors for a meeting specific to that trip.



France

Dates: January 3-20

Sponsors: Jennifer Cox and Paul Tuzeneu

Our travel to France this Winterim will take us first to Paris where we will visit museums, monuments, and enjoy the city for four days. During this time we will also visit the city of Chartres and its cathedral. Next, we are off by TGV to Rennes where our French families will await us. During our homestay, we will take time to visit Carnac and the town of St. Malo. We then travel to Caen, Nashville's Sister City and home to William the Conqueror, for visits to the D-Day beaches, the American Cemetery, the Museum for Peace, and the Bayeux Tapestry. To complete our trip, we will return to Paris for a day before flying home to Nashville.

Highlights

Paris museums, monuments, and city sights
Chartres
Homestay in Rennes with family, including a teen, with participation in school
Carnac
St. Malo
Mont St. Michel
Caen

Eligibility

Juniors and Seniors who have completed, or almost completed, two or more years of French by departure and who are in good academic and disciplinary standing at school



Requirements

Students will keep a daily journal of their experiences, insights, and reflections, to give to the sponsor January 20, and will write a summary evaluation of the trip to submit to the Winterim Office January 23.

Cost

Price Includes

- Roundtrip airfare Nashville-Paris
- Hotel accommodations
- Family stay arrangements (all meals included during this time, 10 days)
- Airport, train transfers
- Train/bus travel
- Most entrance fees
- Medical insurance + limited cancel protection (we recommend purchasing coverage separately)

Price Does Not Include

- Lunches during travel portions
- Public transportation
- Spending money (we recommend $30/day during travel time, about 8 to 9 day's worth)





Florida Natural History

Dates: January 3-19, with travel January 9-19

Sponsors: Dr. Gary Schott and colleague

We will study the diversity of Florida ecosystems through readings, discussion, and field study. We will spend the bulk of our time in Florida visiting sites of particular interest, including coastal dunes, fresh and saltwater marshes, springs, mangroves, a coral reef, a hardwood hammock, and pinelands. We will start our studies in the northeast around St. Augustine, work our way down, looking at various coastal and inland habitats, and end up in Key West. Our return trip will take us to the Everglades and possibly Sea World. Each student will keep a journal in which she describes the habitats we visit. To keep costs down, we will camp most nights, preparing our own food, and travel in a van. This will not be Club Med! There may be times when it is cold, or hot, or wet, or buggy. However, we will see a lot of interesting places and hope that the weather cooperates.

Highlights

The Natural History of areas around
St. Augustine
Florida's East Coast
Key West
The Everglades
Sea World

Eligibility

Juniors and seniors with good academic standing and good citizenship

Requirements

Book: *Florida Wildlife Viewing Guide*. Students will keep a journal of their observations which they will give their chaperones January 20, and will write a summary evaluation of the trip to hand in to the Winterim Office January 23.

Cost

Anticipated expenses will be $850, to cover travel fees, lodging/camping, food, and entrance fees.

New York Theatre

Dates: Jan. 3-19, with travel from January 9-17

Sponsor: Janette Klocko



Theatre students will have the wonderful opportunity to learn and explore their love of theatre. There will be workshops, led by New York professionals, designed to focus on the auditioning process, characterization, the joy of singing, scene study, and the aesthetic experience itself.

Preparatory classes will meet daily for the first week of Winterim for intensive preparation for what we will experience in the "Big Apple." Prior to this week, students will be required to read the scripts of the shows they will see. Time will be spent discussing and analyzing the shows and preparing any monologues or scenes for the workshops in New York.

With footlights in our eyes and eager anticipation, we will dive head first into the big city. We will see three Broadway musicals, one Broadway comedy or drama, and one off-Broadway performance. We will have the opportunity to meet with cast members, technicians, and other members of the creative staff. We will tour Lincoln Center, NBC Studios, the Museum of Modern Art, Greenwich Village, South Street Seaport, Soho, the United Nations Building, the Empire State Building, and Fifth Avenue. We will also eat at one of New York's famous theatre restaurants.

When we return we will spend our final days discussing, analyzing, and absorbing all that we have seen and learned. Students will keep a journal throughout the entire Winterim period to document their preparatory work, their actual experiences in New York, and their creative ideas, thoughts, and insights. Students will also write a critique of each show.

Dramatic creativity will be challenged by workshops and nurtured by Broadway performances. If you love theatre, then this will be the time of your life!



Requirements

Students will keep a daily journal of their experiences, insights, and reflections, to give to the sponsor January 20, and will write a summary evaluation of the trip to submit to the Winterim Office January 23.

Cost

$3000. This amount includes air fare, hotel accommodations, all workshops and seminars, theatre tickets, transfer taxes to and from the airport, dinners, and all entrance fees. Not included are city transportation, breakfast and lunch, and spending money.



Ecuador

Language and Natural Science in the Cities, Rainforests, and Mountains of Ecuador and Galapagos

Dates: January 3-19

Sponsors: Elizabeth Allen and Scott Myrick

Spanish is the language of our neighbors in Latin America, and this year, students will have an opportunity to know the people of Ecuador, practice the language whether at the beginning or advanced levels, and explore the riches of the land. Both advanced Spanish students and beginners will receive extensive language instruction, live a few days with families, and work with native speakers. They will experience life in the city, and then will travel deep into the Amazon rainforest to explore, observe, work, and learn. As well, they will take an excursion to the Andean Highlands, and finally, a five-day cruise among the islands of the Galapagos.

Highlights

Quito: Language training and 5-day homestay; sports activities, salsa lessons, cooking, conversation

Rainforest in the Amazon basin: projects including reforestation (collecting seeds, classifying seeds, nursery work, planting); individually chosen project; trail maintenance, cleaning water system; community service (teaching English to children); guided hikes to learn about biodiversity, natural history, and ecology; rafting; practical experience with Spanish language

Cotopaxi: Weekend excursion to the Andean Highlands with horseback riding

Galapagos: Guided excursion through Southern Galapagos Islands and study of the species found there

Eligibility

Juniors and seniors with good academic and citizenship standing

Requirements

Students will keep a daily journal of their observations, experiences, insights, and reflections, to be submitted to trip sponsors on January 19, and will write a summary evaluation of the trip to hand in to the Winterim Office January 23. In addition, students are required to attend orientation classes with faculty prior to the trip. Further academic assignments will be made at these classes.

Cost

$4300

Includes all accommodations, all transportation, all meals, naturalist guides, language instruction, homestays, guidebook, t-shirt

Australia

Dates: January 4-17

Sponsors: Tony Springman and Lisa Keen

Students will explore the cities and natural areas of Australia with a focus on social studies and natural science. With faculty specialists they will investigate political systems, history, customs, and the natural environment, especially noting the intersection of society and the land. They will spend several days in Sydney, Melbourne, and environs, and travel to tropical Far North Queensland, including the city of Cairns and wild lands beyond.

Highlights

Sydney

Sydney Harbor catamaran cruise
Rocks Walking Tour and Skytour
Sydney Tower and Expedition Centre, including aboriginal cave drawings
Sydney Opera House
Ocean World
Blue Mountains Tour
Koala Park
Manly

Cairns

Kuranda Scenic rail to a village in the rainforest
Butterfly Sanctuary and Bird World
Skyrail above the rainforest canopy
Barron Falls and the Rainforest Interpretative Centre
Tjapukai Aboriginal Cultural Park
Great Barrier Reef—snorkeling
Daintree and Cape Tribulation river cruise and rainforest walk With observation of estuarine crocodiles, reptiles, and birds
Phillip Island



Melbourne

Cook's Cottage
Melbourne Museum
Melbourne Aquarium
Old Melbourne Gaol
Como Historic House

Eligibility

Juniors and seniors with good academic and citizenship standing

Requirements

Students will keep a daily journal of their observations, experiences, insights, and reflections, to be submitted to trip sponsors on January 19, and will write a summary evaluation of the trip to hand in to the Winterim Office January 23. In addition, students are required to attend orientation classes with faculty prior to the trip. Further academic assignments will be made at these classes.

Cost

$4500 (subject to change with exchange rate fluctuation)
Includes air fare, accommodations, transportation within the country, 12 full breakfasts and 3 lunches, and all admissions.



Option #3

Independent Study

Participation in an independent study project is designed for juniors and seniors who want to pursue intense study in an area they are passionate about. This choice is reserved for students who are self-disciplined, motivated, and goal-oriented. This is not an opportunity for students to travel or work with others; rather, it is a means to allow individual students the chance to focus solely on an area of interest. In recent years, students have pursued areas such as music, photography, creative writing, and science research.

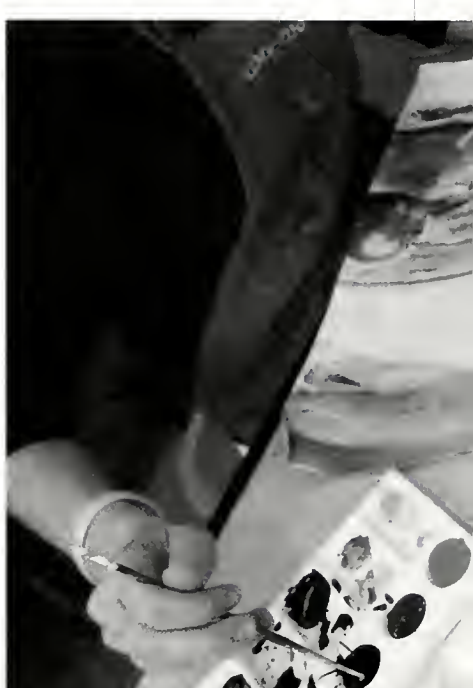
Sometimes, students have formed independent study groups to read and discuss books by a particular author or from a particular period or on a particular subject. Another idea is to form a writers' group to offer an interchange of ideas and feedback for a writing project. Several teachers have indicated willingness to mentor such a group, which could work independently, but meet periodically. If you are interested in forming such a group, speak with the Winterim director.

Those interested in independent study must acquire the approval of the Faculty Supervisor and fill out an Independent Study Intention form, due **September 19**. Such projects may be pursued on or off campus. The Faculty Supervisor requires frequent reports or discussions with the student, as well as a final written presentation, portfolio, or performance.

Students who wish to pursue Independent Study should submit a proposal, including a 1-2-page essay outlining purposes, goals, and an activity plan, as well as the Independent Study Application form (two copies). This application is due **October 5**, one copy to the Winterim Director and one to the faculty sponsor of the project. (The student must have discussed the project with the faculty sponsor and gotten provisional approval prior to submission of a proposal.) Students will be selected based on essay content and solidity of the study and will be notified by October 12 of their Independent Study status. ***All independent study students in the arts will participate in the following seminar:***

Art Independent Study and Seminar

This program provides interested juniors and seniors a chance to immerse themselves in art, largely through making art but also through thinking about the human impulse to create and discussing those ideas with fellow students. The program is open to students who wish to pursue a concentration in any of the studio arts (painting, drawing, printmaking, ceramics, sculpture), photography, design, filmmaking, or creative writing. Most of each student's time will be devoted to work in her chosen area, completing a well-planned project with clearly established goals. The seminar component has been added this year to foster a sense of artistic camaraderie and to provide insight into what it means to be an artist. On Monday, Wednesday, and Friday mornings, the entire group (all independent study art students and various faculty) will meet for two hours to discuss, debate and consider the essential nature of art and role of the artist in society today. Is this different from what it once was? What is it likely to be in the technologically-driven future? Through selected readings, films, slides and guest speakers we will think about a *life* in the arts, as opposed to the art itself. This three-week course of study comes closer than anything else you will do in high school to experiencing the real life of an artist.



Other Programs

Other opportunities are available through organizations such as Outward Bound, Earthwatch, the School of Field Studies, and the National Outdoor Leadership School (NOLS). Information is available in the Winterim Office, and interested students should make an appointment with the Winterim Director as soon as possible to discuss these programs. Use the appropriate Winterim form to apply.

Off-Campus Expectations

Off-campus behavior guidelines described in the student Handbook and Directory will apply to all off-campus Winterim programs and trips. Of particular interest are those guidelines pertaining to alcohol and tobacco products.

Winterim Calendar of Events and Due Dates

WINTERIM: JANUARY 3-19, 2006

Tuesday, September 6

Morning Meeting for Juniors and Seniors in Davis: Winterim orientation

Wednesday, September 7

At the end of lunch in Davis: Meeting for Freshmen and Sophomores for Winterim orientation

Wednesday, September 14

Advisory group—receive Winterim catalogs; read and choose courses if you are a Freshman or a Sophomore

Friday, September 16

On-campus registration due (Freshmen and Sophomores), Winterim office

Monday, September 19

Intentions and Clarifications due (Juniors and Seniors)

Wednesday, September 28

Resumé draft due from interns; once approved, submit final resume on resumé paper

Wednesday, October 5

Deposits for trips due

Applications and essays for trips, including New York and Washington, due

Internship applications due

Independent Study applications and essays due

Friday, October 7

Meeting with interns in the Richards Room to go over interviewing techniques

Wednesday, October 12

Final due date for polished resumé; internship may be canceled if all documents are not filed by this date

Wednesday, November 2

Payment due for trips (half the remainder owed)

Wednesday, November 30

Winterim schedules given out to Freshmen and Sophomores during advisory period

Wednesday, November 30

Meeting during lunch with Independent Study students and their mentors in the seminar room of the Media Arts lab

Wednesday, November 30

Final payment due for trips

Monday, December 5

Meeting in the library with parents and students who are traveling with a group during Winterim (academic travel and internships in NYC and D.C.—not independent internships in other cities)

Wednesday, December 7

Intern interview summary and thank-you note due in Winterim office
(notes stamped, addressed, but not sealed)

Friday, December 9

Meeting for interns in the Richards Room after lunch

January 3–19

Winterim 2006

Thursday, January 5

Winterim schedules available in Massey Lobby
Activity Period in Davis: Welcome to Winterim—how to navigate your Winterim 2006 successfully

Friday, January 20

Winterim journals due to faculty supervisors
Independent Study projects and journals due to mentors

Monday, January 23

Internship summaries due in Conferences folder on the First Class desktop
Academic Travel & Independent Study summaries due in Winterim office

A Note to Students: We encourage you to use this catalog as a handbook. Read all the guidelines. Underline all the tasks and deadlines that pertain to you and mark them in your personal calendar. Make notes of your preferences. That way, your Winterim record will reflect organization and responsibility, and your Winterim experience will be excellent. Winterim offers much to look forward to, and your informed inquiries and comments will help to make it rich and rewarding for you!



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