



BULLETIN
2004-2005

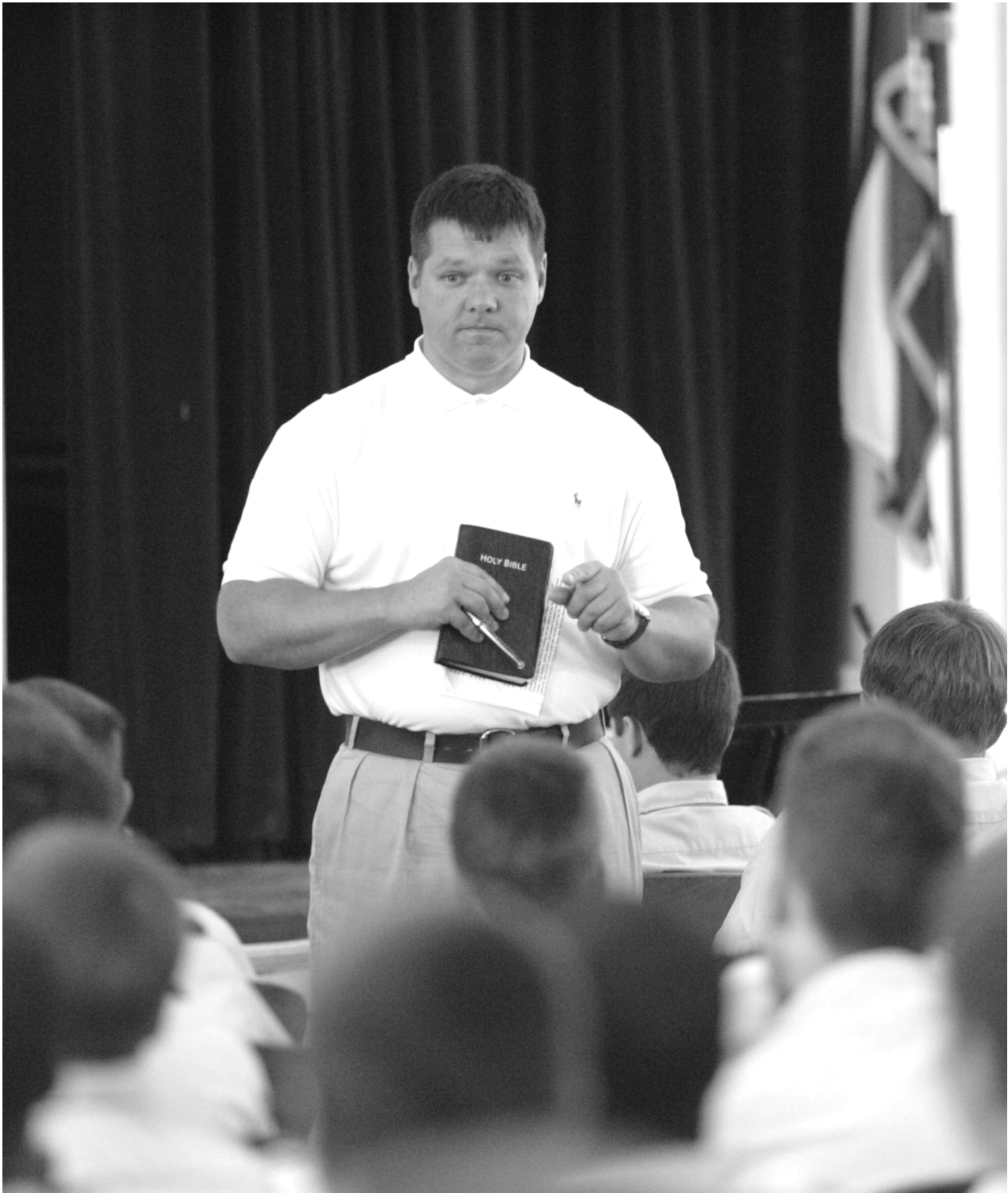


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TABLE OF CONTENTS

Introduction	1
History of Chamberlain-Hunt Academy.....	3
Board of Trustees	5
Buildings and Facilities	7
Military	14
Academics	
Athletics.....	19
Bible and Philosophy.....	24
Computer Science.....	26
English.....	27
Fine Arts	30
Focus Program	31
Foreign Language.....	32
History	33
Library	35
Mathematics	36
Science	38
Auxiliary Courses	39
Graduation Audit	40
Admissions	41
2004-05 Photos	
Administration	46
Staff.....	47
Faculty	49
Seventh Grade	51
Eighth Grade	53
Ninth Grade.....	55
Tenth Grade.....	58
Eleventh Grade.....	61
Twelfth Grade.....	63



INTRODUCTION

Chamberlain-Hunt Academy is a Christian, military boarding school dedicated to educating all her Cadets in “Knowledge and Wisdom in Submission to God” in every area of life, and maintains a safe, disciplined environment in which this can occur. The Academy operates on enrollment fees and the financial gifts of churches and individuals, and receives no federal or state tax-funded support.

Chamberlain-Hunt Academy enrolls boys as boarding Cadets in grades seven through twelve and boys and girls as day Cadets in grades seven through twelve. Both boarding and day Cadets must participate in the military program as outlined in the *Cadet Handbook*.

The Academy’s Corps of Cadets is a diverse group. It spans the spectrum of economic, ethnic, geographic and social backgrounds. The one thing every Cadet has in common is a parent or guardian who recognizes the importance of discipline and respect for biblical authority, which are necessary to successful learning and living.

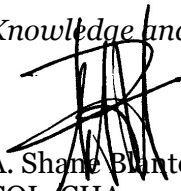
The boarding school model facilitates training through the elimination of many distractions and inconsistencies rampant in contemporary culture. Cadets living under its established routine and in compliance with the well-defined limits of Academy regulations know exactly what is expected of them. Boundaries are clear. This certainty provides security and safety, from which they can develop in mind, body and character.

The military structure simplifies daily routines and provides opportunities to develop self-discipline and leadership traits. It promotes both individual achievement and corporate responsibility.

The Christian faith, as summarized in *The Westminster Confession of Faith* and *The Larger and Shorter Catechisms*, interprets life at the Academy. It affirms that the Triune God is the Creator and, therefore, definer of Truth and reality. His Word, contained in the writings of the Old and New Testaments, teaches man how to relate to God, each other and the world around him. Whether in the classroom, on the sports field, in the Wilderness or in the dorm, Cadets learn these things.

During this 125th anniversary year, I invite you to examine carefully this bulletin and to visit the campus; consider the advantages Chamberlain-Hunt Academy offers your child. In this bulletin, we endeavor to describe what the Academy is and what it attempts to do. Remember, however, that any steps toward maturity that any Cadet makes will be his own. He may enroll as a boy, but by God’s grace, he will emerge as a man.

Knowledge and Wisdom!



A. Shane Blanton
COL, CHA
President



CHAMBERLAIN-HUNT ACADEMY
124 McComb Avenue
Port Gibson, Mississippi 39150

www.chamberlain-hunt.com

A History of Chamberlain-Hunt Academy

Chamberlain-Hunt has a proud history dating back to the early years of the nineteenth century, when the South and West were mostly unknown and undeveloped. Back in the days when the Louisiana Purchase was news, only a few Presidents had served their terms and the American Republic was young.

A young Presbyterian minister from Pennsylvania heard the call of the Southwest and saw by faith something of its future. With the same missionary spirit that took Paul into Macedonia and David Livingston into Africa, Jeremiah Chamberlain left Princeton Seminary to devote his life to educational and evangelistic work in Mississippi and Louisiana. In the early 1820's, Chamberlain opened a school in Clinton, Louisiana but decided a better location could be found further north in Mississippi. In 1830, with the help of two or three students, he felled the trees to build the first buildings on the site of the new Oakland College in Claiborne County, Mississippi. His house, which was one of the first buildings constructed, still stands.

Soon Oakland College was filled with students from every Southern state. From its roll of graduates could be listed a splendid array of the names of men who achieved more than ordinary prominence. Mississippi River steamboats brought throngs from far and near to attend the closing exercises at Oakland. Remnants of old aristocratic homes in the area suggest the pomp and ceremony with which those celebrations had been met. Notable Presbyterian minister Dr. Benjamin Morgan Palmer frequently visited Oakland and the chapel often echoed with his oratorical genius.

In 1856, Dr. Chamberlain was killed at the front gate of his home, next to the college chapel. Heated political controversy agitated the entire nation. In a passionate argument, a local man, under the influence of alcohol, stabbed him—no doubt never intending murder—and Dr. Chamberlain bled to death. Full of remorse, the murderer took his own life shortly thereafter.

Without Dr. Chamberlain at the helm and suffering from economic devastation, Oakland College never recovered from the War despite a serious effort to maintain it. In 1871, the Presbytery of Mississippi, which owned the College, sold the property to the State of Mississippi for the establishment of an agricultural college for freed slaves. This first land grant college for African-Americans in the United States is known today as Alcorn State University.

The Presbytery used the proceeds from the sale of Oakland College to establish a new school in 1879 and named it, fittingly, for two men who made Oakland great: Jeremiah Chamberlain, who founded it, and David Hunt, once the largest landowner in Mississippi, who endowed it. Chamberlain-Hunt Academy's first president was David Lecky (1879-1883). Mr. Lecky was followed by W. C. Guthrie, who holds the distinction of being the Academy's longest serving leader, from 1883 to 1907.

Housed at first in the Annex of Port Gibson's Presbyterian Church, the Academy moved to its present campus in 1900. The two original campus buildings, McComb Hall and Guthrie Hall, were designed by noted New York architect George Palliser. A military department was included in 1894, and the Academy became a full military school in 1917. It has been a member of the Southern Association of Colleges and Schools (SACS) since 1911 and is a charter member of the Mississippi Private School Association, which organized in 1968. In 2004, the Association of Christian Schools International (ASCI) received Chamberlain-Hunt into membership.

Having begun as a Presbyterian school for boys, the Academy became an independent, coeducational school in 1970. In April 1998, Chamberlain-Hunt came under the control of the Board of French Camp Academy, an historically Presbyterian boarding school about 150 miles north of Port Gibson on the Natchez Trace. This change in governance reinvigorated the Academy's Christian and military character. Today, while Chamberlain-Hunt's day program remains co-educational, its boarding program is open to boys only.



The Board of Trustees

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BUILDINGS AND FACILITIES

The Campus of Chamberlain-Hunt Academy

At the time of its founding in 1879, Chamberlain-Hunt Academy was housed in the old Brashear Academy Building, behind the First Presbyterian Church of Port Gibson. By 1898, the Board of Trustees began to plan a move to a new campus in order to expand the school's mission. The first two buildings constructed there were McComb Hall and Guthrie Hall, built in 1900, and designed by the renowned New York architect George Palliser.



McComb Hall

Over half of the academic classes at Chamberlain-Hunt are held in McComb Hall. This building is original to the present campus (circa 1900) and houses fifteen classrooms, an auditorium, library, computer lab, four administrative offices and two large storage and work areas at basement level. Photographs of McComb before the 1920s fire are available for viewing on campus.

Guthrie Hall

Also original to the present campus, Guthrie Hall survived the 1920s fire with comparatively little damage. It served as a dormitory at the main level up to the third floor until the 1990s, at which time with the building became too dilapidated for operation. Guthrie is currently under renovation and will soon house all administrative offices on the main floor including a sizeable board room and office for the president, staff apartments on the basement level and rooms for forty to fifty additional Cadets on the second and third floors.

The White House

Originally called “The Principal’s House,” this frame structure was completed in 1902. It was moved due north from its original site in front of Guthrie Hall in 1983. After serving as a residence for various administrative staff, the house was used as the girls’ dormitory for the 2001-02 school year, the last year Chamberlain-Hunt operated a female boarding program. In the summer of 2002, offices for admissions and alumni relations were moved into the house.

Redus Hall

Redus Hall was constructed around 1930 as a cost-effective option to replacing dorm space destroyed by the McComb fire. The building has TAC officer apartments with interior and exterior entrances on both floors as well as eighteen rooms for Cadets. This dormitory utilizes space by having community bathrooms on both floors.

Gage Hall

Chastened by the devastating fire of 1924, the Board of Trustees decided to build a new dormitory that would be fireproof. Gage Hall is made of concrete, steel and brick, and constructed in the International Style. It was dedicated on May 11, 1948, and named in honor of Judge R. D. Gage, Chairman of the Board of Trustees from 1924-1942 and 1944-1953. Refurbished in 2002, it currently has 26 rooms available for Cadets. Downstairs is the canteen (presently nicknamed the “Eatatorium”), which includes an auditorium equipped with audio-visual equipment.

The Kennedy Gymnasium

The Gymnasium was constructed in 1955, and its lobby was added in 1966. It was named for COL J. W. Kennedy, on the faculty since 1916 and president of the Academy from 1921 until 1942. He began his tenure as commandant of Cadets and was a tireless advocate of military training. The Gymnasium houses a basketball court upstairs. Downstairs was completely refurbished in the summer of 2004, and houses Cadet locker rooms, equipment rooms and training rooms. Also in 2004, a swimming pool was added to the rear (south) of the building, along with an entrance directly into the Cadet locker room.



The Jenkins Infirmary

This little building was dedicated in 1966, and named for Dr. W. N. Jenkins, the long-time school physician and trustee. In 1999, the sickbay and nurse's office were converted into two guest apartments.

The President's Home

This brick residence was finished in 1970. Erected on the corner of Church Street and McComb Avenue, the two-story structure was constructed to accommodate the need for both adequate living space and the president's necessity to entertain guests of the Academy.

The Science Building

This building was made possible by a capital funds drive undertaken by the Synod of Mississippi. It was dedicated on November 9, 1971, and named for Robert D. Gage Jr., Chairman of the Board of Trustees from 1954 until 1970. It provides laboratory space for chemistry and biology and houses most seventh and eighth grade classes.



Bolling Dining Hall

Dedicated on July 12, 1977, this building was named for the Rev. Mr. Richard A. Bolling, a Chamberlain-Hunt alumnus from the class of 1905, member of the Board of Trustees from 1940 until 1971, and pastor of the First Presbyterian Church of Cleveland, Mississippi from 1926 until 1962. Cadets take all their meals here.

New Dorm

This unnamed dormitory is the newest living space on campus, having been constructed in 1984. Seventeen rooms are available for Cadets as well as upstairs and downstairs TAC officer apartments with interior and exterior entrances. Rooms are setup as suites.

McKenzie Hall

Originally dedicated on January 18, 1976 as a girls' dormitory, this building was named for Kathleen McKenzie, wife of Norman B. McKenzie, president of the Academy from 1966 until 1975. During his tenure, the Academy began accepting both boarding and day girls into the Corps of Cadets. After the

girls' boarding program was discontinued in 2002, the building hosted male Cadets for the 2002-03 school year before undergoing renovation in the fall of 2003. By spring of 2004, McKenzie Hall was converted into four faculty apartments.

The Maintenance Building

The Maintenance Building was constructed just south of the Bolling Cafeteria in 1999. The building fulfilled a dire need for adequate storage and workspace in order to maintain and improve the historic campus.

Athletic Fields

Chamberlain-Hunt Academy is fortunate to be equipped with a stadium for soccer or football and track and field on the northern-most end of campus. This facility is outfitted with a large concessions building, press box and the Salassi Field House. Also, the Academy features a baseball field and a large multi-purpose field on the south end of the main campus. A large pavilion with six basketball goals, four-square boxes and other capabilities sits adjacent to two regulation sand-volleyball courts in the middle of the main campus. Lastly, Chamberlain-Hunt has two refurbished fenced and lighted tennis courts adjacent to McComb Avenue (Hwy 547) and a swimming pool behind the Gymnasium.

The Wilderness Area

Approximately seventy acres of unused woods adjacent to the Academy was reacquired by Chamberlain-Hunt in 2002 and developed into a recreational and training ground for the Cadet corps. The grounds consist of an approximately one mile limestone road along the perimeter of the land, a paintball arena, obstacle courses, shooting range, confidence course, 4.5 acre lake and high-ropes course. In addition to these, the Wilderness Area has its own open-bay barracks as well as offices, a kitchen and pavilion area for eating and instruction. This Wilderness area is utilized most regularly for weekly training events, Crusader challenges and Basic Training of new Cadets.









MILITARY

Mission

The military program exists to provide fundamental order and structure to the academic, boarding and social life of Chamberlain-Hunt Academy.

Objectives

The objectives of the military program at Chamberlain-Hunt Academy are to teach Cadets the importance of becoming disciplined individuals capable of abiding by established rules and regulations, to develop a sense of self-respect and collective responsibility, to promote initiative and ownership of civic institutions, to develop sound leadership, and to facilitate character development.

The military model used by Chamberlain-Hunt Academy is flexible for “it serves the needs of adolescents who are compliant as well as the needs of those who are rebellious. Compliant Cadets can advance in rank and authority, growing as they assume positions of leadership and greater responsibility. They can take pride in their accomplishments, but they nevertheless are constantly reminded of the need for teamwork. The esprit de corps of a smoothly functioning military unit takes advantage of an adolescent’s need for peer approval, channeling it into positive and productive directions.” *

In addition to providing a basis for discipline, command, and control of the Corps of Cadets, the military program provides a common denominator for objectively assessing leadership potential, teamwork, personal responsibility, collective responsibility and “*followership*.” A Cadet’s military grade is reflective of each of these areas.

Military Assessment

Scripture Memory and Weekly Planners –A portion of each Cadet’s military grade reflects weekly Scripture memorization, chapel and assembly notes, and weekly planner checks. Cadets are assessed for their personal preparedness and attention to detail, characteristics that are indispensable in military settings.

APFT (Army Physical Fitness Test) – Each Cadet is given a diagnostic and record physical fitness test during the academic school year. All Cadets are encouraged to seek high levels of physical fitness and to seek personal improvement regardless of their physical fitness level.

ECB (Expert Cadet Badge) Competition – The Fall military exercise evaluates individual Cadet skills taught throughout the Semester and culminating in a hands-on test in a field environment. Cadets who achieve a perfect score on this evaluation are awarded the coveted Expert Cadet Badge.

CALFEX (Combined Arms Live-Fire Exercise) – The Spring military exercise evaluates collective Cadet skills, particularly leadership, “*followership*,” and teamwork and consists of three-days of bivouac and maneuvers against a live OPFOR (Opposing Force) in a field setting.

Crusader Challenge – Cadets may volunteer to compete in the Crusader Challenge, a physically and mentally intensive, six-day course, modeled after the U.S. Army’s Ranger School. Cadets must meet certain physical requirements to enter the course and must successfully pass a PAP (Physical Assessment Phase), TAP (Tactical Assessment Phase), and Peer/Staff Evaluations in order to be awarded the coveted Crusader Tab.

* Herrin, Michael G. “The Need for Christian Military Schools,” published on-line at www.chamberlain-hunt.com/docs/Military_Model.pdf









ATHLETICS

Chamberlain-Hunt Academy is a member of the Mississippi Private School Association (MPSA), which governs all sports programs, and it competes in District 3-AA.

Chamberlain-Hunt's mission, "Knowledge and Wisdom in Submission to God," applies to all athletic programs. An athlete's skills and abilities are gifts from God. Thus, the purpose of sports participation is honoring God by developing abilities and learning skills that strengthen body and character. Cadets strive to be victorious in its athletic contests, but will accept a defeat with humility and good sportsmanship so as to honor the opponent and God. Athletics are an indispensable part of Chamberlain-Hunt's training program; however, academics will always take priority over participation in interscholastic teams. Thus, the Athletic Department reports to the Academy's principal and is under his authority.

The Academy's athletic program includes both interscholastic sports and intramurals. It judges "success" by the process rather than the result. Coaches coach to win and the athletes play to win, but the win/loss record is much less important than the achievement of individual and team discipline and the development of the character qualities of honesty, integrity and sportsmanship.

Chamberlain-Hunt offers seven different sports: cross country, baseball, basketball, golf soccer, tennis and track. Cross country starts the athletic season and begins a week after the Cadets start school. The cross country team competes each week in a meet on a 3.1 mile course. Basketball practice starts at the end of September. Its schedule of games is November through January, averaging three games per week. The basketball program offers a junior varsity team (7th, 8th and 9th graders) and a varsity team. Soccer practices begin in October; the team competes from November through January. Mid-January kicks off the busiest sports time with baseball, golf, tennis and track all beginning practice. Baseball offers a junior varsity and varsity team. Its eighteen game schedule is played February through March. Golf matches play on Mondays at public golf courses throughout the area, including Chamberlain-Hunt's own Invitational, which is held at Mosswood Country Club. The golf schedule is from February through April. Female Cadets participate in two varsity sports: Tennis and Track. Tennis plays one or two matches per week. Cadets compete in singles play, doubles play and mixed doubles from February through April. During the spring, track competes weekly, and offers many running events, discus, shot put, high jump, long jump and pole vault. All of varsity and junior varsity sports have a district meet at which the team, or individuals, can qualify to compete for recognition at the South State level and, then, the State level.

INTRAMURAL PROGRAM

Chamberlain-Hunt offers intramurals every day after academic classes. Every Cadet who is not involved in an organized activity competes in a variety of sports such as volleyball, flag football, soccer, whiffleball, swimming, dodge ball, basketball, weight lifting, softball and others. Intramural victories and outstanding effort earn points for Cadet squads. At the conclusion of a cycle, leading squads receive rewards. The goals of intramurals are to emphasize physical conditioning, learning and improving sports' skills, developing teamwork, displaying positive sportsmanship and giving our best effort all of the time. The intramural program makes use of Chamberlain-Hunt's excellent facilities, including the swimming pool, volleyball courts, tennis courts, soccer field, baseball field, pavilion and track.

ATHLETIC ELIGIBILITY

All Cadets who participate in MPSA athletic programs must meet the criteria for eligibility that is in the *Cadet Handbook*. A Cadet must maintain a 2.0 GPA and must have passed four core academic classes the previous semester of the academic year. New Cadets must have left their former school in good standing. A Cadet has only four years of eligibility from his entry date into the ninth grade. For junior varsity a Cadet must not have reached his 16th birthday before August 1 of the current year, and for the varsity a Cadet must not have reached his 19th birthday before August 1 of the current year.









BIBLE AND PHILOSOPHY DEPARTMENT

Mission

The Bible and Philosophy department seeks to revive the medieval truth that theology is the “Queen of the Sciences.” It is only through the clear vision of God’s word and works that we are fully able to understand the world over which we are commanded to have dominion.

Course Offerings

BIB 071 - Old Testament Survey **Grade 7** **2 Semesters – Junior High Credit**
This course acquaints Cadets with the Historical and Poetical literature of the Old Testament. The Cadets become familiar with the primary characters and events of the Old Testament. As the Bible is read and explained, the Cadets learn foundational interpretation skills, so that they will know how to read and understand the Bible on their own. Because the rest of the Bible assumes knowledge of the history of Israel, this class prepares Cadets for all subsequent Bible classes.

BIB 081 - New Testament Survey **Grade 8** **2 Semesters – Junior High Credit**
This course begins where Bible Survey I ended, with a survey of the prophetic literature of the Old



Testament, which will serve as a backdrop for a study of the New Testament. This course reviews the history of the apostolic church, illustrating how the Apostles obeyed Christ's command to take the gospel to the ends of the earth, making disciples of all nations. It emphasizes the life, death and resurrection of Jesus and how he fulfilled the Old Testament prophecies of the Messiah. In addition, it looks at Jesus's continued work through his Apostles and the Church in the spread of the gospel.

BIB 101 – Bible I (Covenants) Grades 9-12 2 Semesters – 1 Credit
This course is designed to teach the Old Testament covenants from an exegetical and theological approach. Focusing on a covenantal understanding of scripture, this course encourages Cadets to see Christ's work, not man's, as the focus of all of the various manifestations of God's covenant with his elect.

BIB 201 – Bible II (The Church) Grades 9-12 2 Semesters – 1 Credit
The purpose of this course is to educate Cadets on the beauty, constitution and history of the Church, which is the Bride of Christ. The course covers the role of the Church in history, covering both the glories and the faults of the Church as the temporal manifestation of Christ's covenant people. It exposes Cadets to the role that the Bible has played in the history of the Church, including controversies surrounding the deity of Christ in the 4th century, the nature of salvation on the 16th century and the sufficiency of scripture in the 19th century.

BIB 301 – Bible III (Christian Doctrine) Grades 9-12 2 Semesters – 1 Credit
This course is designed to teach the central doctrines of the Old and New Testaments through a systematic study of scripture, using the *Westminster Confession of Faith* as a concise expression of God's revealed Word.

BIB 401 – Bible IV (Worldviews) Grades 9-12 2 Semesters – 1 Credit
Worldview prepares seniors for the many and often erroneous philosophies they will face in college or their vocation. The foremost concern is to ensure that Cadets understand a consistent, biblical worldview. This course also challenges Cadets to critique various opposing worldviews and to be active observers of the cultural landscape.

BIB 410 – Apologetics Grades 7-12 Elective – .5 Credit
This class is designed to teach a biblical and philosophical defense of the Christian faith. Various schools of apologetics are addressed, including the two major schools of the Reformed tradition: classical and presuppositional. Major questions that are consistently raised against Christ are examined and explained.

PHI 081 - Logic I Grades 7-8 1 Semester – Jr. High Credit
Logic examines the laws and principles for rational thought, the science and art of reason. Logic provides rules by which we reason. God is a God of order, design and purpose. Therefore, the study of logic is a study of one of his attributes. Christians need logic to communicate rationally and to understand the world more clearly. Cadets in Logic I work with the three basic laws of thought; write and solve syllogisms for validity; analyze syllogisms based on mood and figure; write counterexamples and re-write arguments using inference, hypothetical syllogisms and enthymemes.

PHI 082 - Logic II Grades 7-8 1 Semester – Jr. High Credit
A continuation of Logic I, Logic II is pure propositional logic. In this course, Cadets confront the truth functions of conjunctions, disjunction, negation, implication, equivalence, and combinations of two functions.



COMPUTER SCIENCE DEPARTMENT

Mission

The purpose of the Computer Science department is to teach skills necessary for success in the modern business and social culture, encouraging Cadets to be creative as well as productive with technology in their lives.

Course Offerings

COM 101 – Computer I (Intro. to Computers) Grades 9-12 1 Semester - .5 Credit
This course teaches Cadets both conceptual and hands-on lessons in computer technology. Basic microcomputer and computer system concepts, an introduction to information technology, hardware structure and function, and common software applications are covered. This course moves Cadets from general computer theory to specific applications of technology in academic, business and recreational situations. During the hands-on portion of the course, Cadets work with Word, Excel and Access sections of the Microsoft Office Step-by-Step manual.

COM 201 – Computer II (Computer Applications) Grades 9-12 1 Semester - .5 Credit
This course teaches advanced Cadets similar conceptual and hands-on lessons in computer technology to those of COM 101. Common computer languages and hardware functions are analyzed for problem solving purposes. Cadets further build upon previously learned applications that become practical in academic and business settings. Special advanced projects are assigned at regular intervals.

COM 400 – Web Design Grades 9-12 Elective - .5 Credit
This elective course teaches Cadets basic theory and use of internet technology. Cadets study various forms of computer networks, common safety and security issues, Java and HTML programming languages, and Web site design. Web site design will cover elements of design, Web site usability and surfing behaviors. Cadets will be required to create a Web site.

ENGLISH DEPARTMENT

Mission

The English department recognizes that effective and creative communication is prudent, necessary and, unfortunately, rare in our time. We believe that our task is to equip Cadets with fundamental understanding of language and to teach them to be well-spoken, well-written, well-read and creative. By accomplishing this task, academic achievement in all other disciplines will be better, as English is the basis for all other learning for our Cadets.

Course Offerings

ENG 071 - Grammar and Composition I Grade 7 2 Semesters – Jr. High Credit
This course introduces systematic grammar and composition. It stresses basic language skills such as identifying and demonstrating proper use of capitalization and punctuation.

ENG 081 - Grammar and Composition II Grade 8 2 Semesters – Jr. High Credit
This course continues and expands the systematic grammar and writing taught in the seventh grade, stressing basic language skills such as identifying and demonstrating the proper use of parts of speech, identifying the parts of a sentence and demonstrating the proper use of capitalization and punctuation.

ENG 101 - World Lit I (Classical Lit.) Grade 9 2 Semesters - 1 Credit
With standard vocabulary expansion and essay-writing at its core, this English I course is designed as a study of Greek and Roman literature. Cadets study the mythologies of both as well as representative epics by Virgil and Homer. Additional topics include Greek and Roman drama, lyric poetry, rhetoric and pertinent historical context, drawn as much as possible from primary texts and classical historians. Since the vast majority of the readings are expressly pagan, special emphasis is placed on a clear understanding of biblical truth.

ENG 201 - World Lit II (Medieval to Modern Lit.) Grade 10 2 Semesters – 1 Credit
Cadets in English II course read the literature of the post-Roman world, always noting connections to classical sources. Special emphasis is placed on the historical context of the Middle Ages since the medieval worldview is foreign to most post-modern readers. Most of the literature that this course focuses on is at least nominally Christian, though often profoundly erroneous in its expression of biblical truth. Therefore, special emphasis is placed on the ability to discern truth and falsehood in Christian-era literature and thought.

ENG 301 - American Literature Grade 11 2 Semesters – 1 Credit
The American Literature course is designed to lead Cadets through an examination of the American mind by tracing America's worldviews through a history of movements and changes. After building a solid foundation of truth from God, this study begins with the events in Europe that spawned the Reformation writers and ends with various forms of post-modern literature, covering along the way: Puritan theology, Deism, Romanticism, Dark Romanticism, Transcendentalism, 19th century Realism, Naturalism and Modernism. Cadets read largely poetry and short fiction but are also be required to read five novels or longer works.

ENG 310 – Mythology Grades 9-12 Elective - .5 Credit
Mythology is a one semester course designed to introduce Cadets to the major characters of mythology, both gods and heroes. The course teaches Cadets to recognize mythological allusion in other literature and also teaches Cadets how to analyze and compare a cult religion to Christianity. It is designed to give Cadets a cultural reference point for other courses that they may take and reading they may do.

ENG 311 - AP Language and Composition Grade 11 2 Semesters – 1 Credit
AP Language and Composition is a college-level course that culminates in May with a nationally



FINE ARTS DEPARTMENT

Mission

The purpose of the arts is to reflect God's unique and creative nature, bringing glory to him through the recognition and cultivation of our nature as God's image bearers.

Course Offerings

MUS 100 - Music/Choir

Grades 9-12

Elective - .5 Credit

This course is designed to instill both a love of music and a practical understanding of how to read and perform different styles of music. Non-traditional harmonies and meters are explored, solo and group concerts are presented on a regular basis. Cadets learn the mechanics of choral music through daily study of basic theory, including part writing and ear training.

ART 101 - Art Appreciation

Grades 9-12

2 Semesters – 1 Credit

This course offers an overview of the development of art throughout history. Of foremost concern is that Cadets understand art as one means through which man reflects the image of God. Art is, when understood and performed properly, worship. Topics include cultural and historical influences, style characteristics, recurring themes within a period, major works and artists, and movements. Cadets tackle projects relating to their understanding and appreciation of artistic periods and the influence of technology on art throughout history.

ART 201 - Art Studio

Grades 9-12

2 Semesters – 1 Credit

This course is a directed study in two-dimensional art utilizing various media such as pastels, tempera, oils and acrylics in the production of a portfolio. The main focus of the class is color theory and its correct application. Cadets are required to complete a specified number of two-dimensional works in several different media demonstrating their grasp of color theory.



FOCUS PROGRAM

Mission

The Focus Program of Chamberlain-Hunt Academy is designed to equip seventh and eighth grade Cadets who fall below grade level equivalence with the skills required to succeed in the standard classroom.

Course Offerings

REM 001 – Focus Reading

Focus Reading is designed as a solution for seventh and eighth grade Cadets who test below grade level in reading comprehension. Instructors give individualized attention in the areas of vocabulary, comprehension, grammar and mechanics. Cadets are routinely aided in regular class assignments as well as tested according to effort and improvement through assigned reading materials that are accompanied by computerized tests.

REM 002 – Focus Math

Focus Math is designed as a solution for seventh and eighth grade Cadets who test below grade level. Instructors teach the necessary skills for succeeding in high school mathematics. Cadets are routinely aided in regular class assignments as well as tested according to effort and improvement through assigned math problems that are accompanied by manual and computerized tests.





LIBRARY

Mission

The library exists to support the educational program of Chamberlain-Hunt Academy.

Objectives

The library provides print and electronic resources so that Cadets may explore all areas of human knowledge in order to better understand God's world and his purpose for their lives. It is open during regular school hours, during break and evening study hall hours. Goals for the library are (1) to maintain and build on a collection to support the Academy's curriculum, (2) to provide easy access to information in a variety of formats, (3) to continue planning and implementation of a library instruction program to develop Cadet's proficiency in use of electronic and print information resources, and (4) to maintain an environment conducive to research.



AUXILIARY COURSES

Mission

In order to supplement a largely liberal arts curriculum, Chamberlain-Hunt provides opportunities for Cadets to explore other, atypical courses of learning that are equally as glorifying to God. These courses are often for in-house credit only and are treated as seriously as all other courses. Our goal is to use the gifts and resources that come to us through our staff in order to learn new things, foster relationships with Cadets and enjoy other aspects of learning—without interfering with the core curriculum.

Course Offerings

AUX 100 – Safety Education Grade 7-12 Elective - .5 Credit
This elective course acquaints Cadets with the fundamental skills and safe habits of hunting, boating, life-saving and other outdoor activities. Cadets who participate in this course receive official certification endorsements through state or other official agencies in each area of study.

AUX 110 – Welding Grades 7-12 Elective - .5 Credit
This elective course teaches Cadets basic techniques of welding. Special projects are selected each year for the class to accomplish by the end of the course.

AUX 120 – Things All Men Should Know Grades 7-12 Elective - .5 Credit
This elective course is designed to foster masculine skills that come quite naturally to Cadets. It covers topics such as basic woodworking, wiring and plumbing, engine maintenance, field-dressing game, grilling and more. Its goal is to give young men the skills and passion of manhood that will allow them to be confident leaders of future households.

GRADUATION AUDIT

CADET:			
Transfer Date:		Date Updated/By:	
Total Transfer Hours:		Total Completed Hours:	
Total CHA Hours:		Total Lacking Hours:	
1. A minimum of 22 Carnegie credits are required for graduation. 2. Classification: 9 th grade (0-4.5 credits), 10 th grade (5-9.5 credits), 11 th grade (10-14.5 credits), 12 th grade (15-22+ credits). 3. Core Requirements fulfilled through advanced eighth grade classes are acceptable.			
CORE REQUIREMENTS	Required	Completed	Lacking
ENGLISH I ____ (1) II ____ (1) III ____ (1) IV ____ (1) AP Eng. ____ (1) Other: _____	4		
FOREIGN LANGUAGE Latin I ____ (1) Latin II ____ (1) Latin III ____ (1) Latin IV ____ (1) Spanish I ____ (1) Spanish II ____ (1) Spanish III ____ (1) Other: _____	1		
SCIENCE Biology I ____ (1) A&P ____ (1) or Adv. Biology ____ (1) Chemistry ____ (1) Physics ____ (1) Physical Science ____ (1) Other: _____	3		
SOCIAL STUDIES / HISTORY World Geography ____ (0.5) MS History ____ (0.5) US History ____ (1) World History ____ (1) Government ____ (0.5) Economics ____ (0.5) Other: _____	4		
MATHEMATICS Algebra I ____ (1) Algebra II ____ (1) Geometry ____ (1) Adv. Math ____ (1) College Algebra ____ (1) Sr. Math ____ (1) Other: _____	3		
BIBLE I ____ (1) II ____ (1) III ____ (1) IV ____ (1) Other: _____	4 <small>(or one per year)</small>		
COMPUTER Computer I ____ (0.5) Computer II ____ (0.5) Other: _____	0.5		
ELECTIVES: _____ _____ _____ _____	4.5		
TOTALS	22		

ADMISSIONS

Some Advantages of a Christian Academy

Chamberlain-Hunt Academy is first and foremost a Christian institution committed to its mission: "Knowledge and Wisdom in Submission to God." While the Academy does not require Cadets to sign a statement of faith, the entire faculty and staff at Chamberlain-Hunt are Christians and believe that mankind exists for the purpose of glorifying and delighting in God. Whether it is in the classroom, in the dorm or on the playing field, faculty and staff encourage Cadets to do whatever they do as unto the Lord.

The fact that Chamberlain-Hunt is a Christian academy means that Cadets are under the care of teachers and staff who model the attributes of a Christ-like life, and view their position not as a job but as a ministry. The faculty and staff at Chamberlain-Hunt seek to cultivate an environment free from distractions and temptations and conducive to holy and right living.

Chamberlain-Hunt Academy operates under the conviction that the Bible is the "inspired, inerrant word of God and is profitable for teaching, for reproof, for correction and for training in righteousness, that the man of God may be competent, equipped for every good work" (I Timothy 3:16). Furthermore, since the fear of the Lord is the beginning of wisdom, a Christian worldview perspective governs the teaching in all classes and all Cadets attend Sunday worship, daily devotions, and Bible class. Education is not an end in itself but instrument that enables us to know God better and to develop the moral character and intellect necessary for living a life that pleases him.

Some Advantages of a Military Academy

Chamberlain-Hunt Academy renders invaluable assistance to the home for the education and proper development of young men. Cadets receive some excellent things at the Academy that they would probably not receive at home. Many parents readily admit that they require too little of their sons, often looking after every little detail for them long after they should be assuming responsibilities and learning self-reliance. Sometimes parents, for a great variety of reasons, place very few restrictions upon boys, allowing them to develop attitudes and habits that are unattractive and detrimental to their best development.

Chamberlain-Hunt Academy Cadets are accountable for their actions. The Academy expects them to follow the standards and abide by the rules, which are worthwhile in challenging growing boys toward manhood. In an effort to make a place for himself in the life of the Academy and to grow in knowledge and wisdom in submission to God, the Cadet finds incentive to do his best and to lay aside childish habits. Military standards encourage neatness, accuracy, punctuality and respect for authority. The godly men who supervise and encourage Cadets are sympathetic and patient, as well as firm. They expect Cadets to do their best. In such an environment development is often rapid and is indeed gratifying to parents and teachers and satisfying to the boys themselves.

Life Away from Home

In planning for your child to go away to school, it is wise for both parents and son to realize that some adjustments will be necessary. Your son, likely, will have periods of "homesickness." Some of his letters may request that you allow him to come home, especially during the difficult adjustments to military boarding life. Parents are often tempted to make the serious mistakes of encouraging the Cadet in his lack of adjustment or of withdrawing him entirely. Parents need to be both sympathetic and wise, not too easily upset, willing both to make adjustments in their own lives and to help their son do the same. Almost without exception, if the Cadet is encouraged to adjust and to be committed to the process, he becomes happy and eager in his work, and able to deal with the demands of life at Chamberlain-Hunt. Among the other marks of development, he also tends to show a deeper and more

mature appreciation of parents and home, which is well worth the discomfort of pressing through the adjustment period.

Chamberlain-Hunt Academy admits Cadets of any race, color or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color or national or ethnic origin in administration of its educational policies, scholarship and loan programs, athletics or other school administered programs. While its day program is open to both boys and girls in grades seven through twelve, the boarding program is open only to boys in grades seven through twelve.

Parents (or legal guardians) must consent to and support all policies and procedures as outlined in the *Cadet Handbook* for their child(ren) to be considered for enrollment.

To apply for admission to Chamberlain-Hunt's Corps of Cadets, please submit a completed application to the office of admissions along with a \$50.00 application fee. The application fee for non-resident, non-US citizens is \$200; English language proficiency is required for admission.

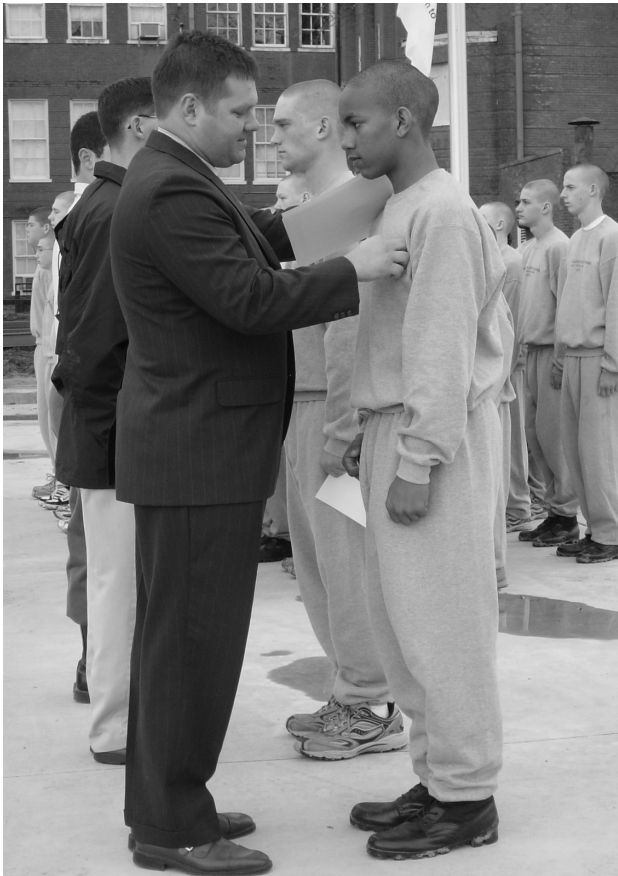
Applications, along with current enrollment fee schedules, are available either from the office of admissions or from the Academy's Web site. To obtain an application, please contact the admissions office as follows:

- Telephone 601.437.8855
- Fax 601.437.3212
- E-mail admissions@chamberlain-hunt.com
- Mail Office of Admissions
Chamberlain-Hunt Academy
124 McComb Avenue
Port Gibson, MS 39150

Or, download an application from the Web:

www.chamberlain-hunt.com/admissions.shtml







ADMINISTRATION, STAFF, FACULTY AND CORPS OF CADETS



2004 - 2005

ADMINISTRATION



Shane Blanton, President



Rob Stinson, Commandant



John Mark Whitney, Principal



Tracy Kimmel, Executive Officer



Jack West, Dir. of Advancement

STAFF



Lola Banks, Cafeteria



Beth Cade, Admissions



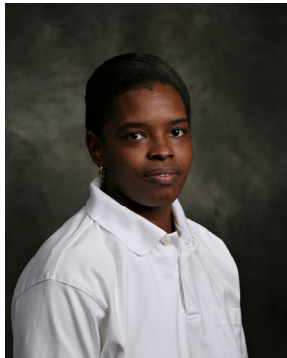
Lillie Cassell, Cafeteria Dir.



Alfred Frye, Maintenance Dir.



Josh Glasner, TAC



Latasha Goldsberry, Cafeteria



Cheryl Goods, Cafeteria



David Granville, Athletic Dir.



Gregory Harris, Maintenance



Michael Herrin, Chaplain



Kay Humphries, Admissions



Nancy Jennings, Cafeteria



Wendy McCay, Cafeteria



Anthony McCoy, Maintenance



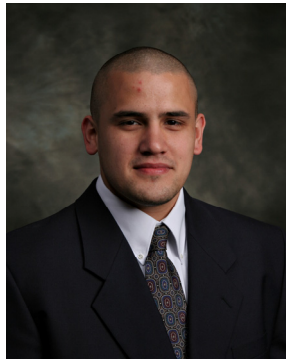
Charles Nix, Maintenance



Denise Pamudji, Office



Nancy Reed, Cafeteria



Marcus Rodriguez, TAC



Chris Shaw, TAC



Pat Starnes, Bookkeeper



Chris Tankesley, TAC



Cynthia Walker, Cafeteria



Arleane Washington, Cafeteria



Natasha Washington, Cafeteria

Not Pictured:
Merrill Meeks



Barth Whitney, Sergeant Major



Craig Winsor, Maintenance



Bill Wofford, Information
Technology

FACULTY



Rochelle Abraham, Math



Chris Blackwell, Bible



Roseann Davis, Focus



Sam Davis, Science



David Dowell, Science



Rebecca Fulwood, Jr. High



Beth Gaither, Science



John Gaither, History



Richard Hancock, Math



Drew Harris, Bible



Geary Howell, Math



Allison Killingsworth, Science



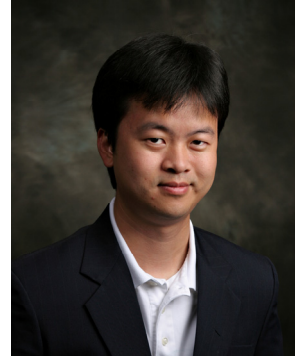
Peggy McLemore, Jr. High



Carol Miller, Library



Linda Montgomery, Focus



Yohan Pamudji, Math & Science



Ed Pennebaker, Bible



Sheila Stone, Latin & Spanish



Flo Strawn, Math



Chuck Terrell, Art



Peter Van Wyk, English



Josh Wallis, History



Carrie Greer Wallis, Library



Chandler Whitney, English

SEVENTH GRADE



Xaver Audhya (CA)



Adam Bly-Littleton (MS)



Serio Brocato (LA)



Jesse Bryan (LA)



Carlan Crotwell (MS)



Rashad Crawford (IL)



Nick Dean (TX)



Zack Fillion (MS)



Donovan Garrett (MS)



Charlie Goff (MS)



Stephen Gray (MS)



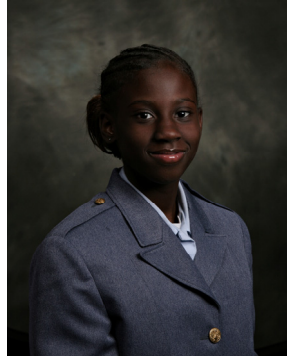
Eil Miller (SC)



Chris Momberg (MS)



David Rushing (MS)



Rosalyn Scott (MS)



Michael Shepard (WV)

Not Pictured:
Brock Collin (MS)
Drew Keith (MS)
Travis Slusher (TX)



Jordan Stauffer (CO)



Kyle Zaricor (LA)



EIGHTH GRADE



Randy Ashley (AR)



Trent Ayers (TX)



Bryce Barber (MS)



Jarrod Barker (TX)



Dustin Black (MS)



Alan Brooks (GA)



Ivan Buckner (LA)



Brennan Carter (TN)



Jesse Cook (MS)



Jacob Cothran (TN)



Michael Forrest (MS)



Ryan Halbert (MS)



Joshua Harrison (MS)



Joshua Irby (AR)



Cory Julien (GA)



Cory Lossing (TN)



Amber McCraine (MS)



Josh McNair (MS)



Anthony Mineo (NY)



Zach Powell (MS)

Not Pictured:
Chris Corbin (TX)
Charles Marsalis (MS)
Will May (MS)
Charles Smith (MS)



David Seymour (LA)



Ethan Simpson (MS)



Chris Thompson (MS)

NINTH GRADE



Lane Adger (LA)



Joshua Allen (MS)



Philip Autrey (MS)



Gregory Bassich (LA)



Justin Bonvillian (LA)



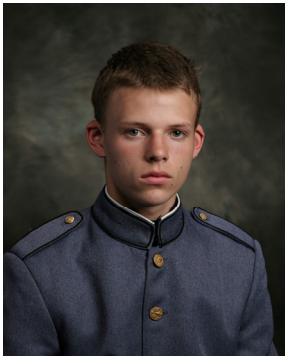
Cameron Chastain (LA)



Chris Curry (MS)



Rick Garcia (LA)



James Griggs (MS)



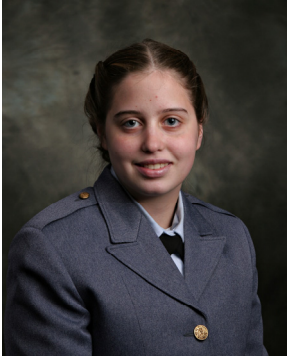
Chris Hill (MS)



TJ Hines (LA)



Mark Hoover (MS)



Amber Johnson (MS)



Cleveland Johnson (FL)



Russell Johnson (LA)



Cheyenne Kodiak (LA)



Scott Layman (AZ)



Matt Monroe (MS)



Joshua Nieberg (MS)



Andrew Olinde (LA)



Brek Pitcher (LA)



Wesley Preusch (MS)



Jacob Propst (AL)



Brett Pugh (MS)



Nicholas Putnam (PA)



Zack Ray (MS)



Devon Shaw (FL)



Art Smith (GA)



Charles Smith ()



Eric Smith (LA)



Kyle Smothers (TN)



Robbie Terrell (MS)



Audrey Thompson (MS)



Steven Williams (GA)

Not Pictured:
LeMon Arrington (MS)
Jason Meyer (MS)
Joseph Morgan (TX)
Jarred Rivera (AK)
Derrick Uloa (LA)



TENTH GRADE



Joshua Blum (LA)



Drew Bonvillian (LA)



Jeffery Brewton (LA)



Sam Brown (TX)



Alex Clark (MS)



Sean Clayton (SC)



Brett Crist (LA)



Tony Daily (TN)



Chance Davis (MS)



Daniel Edwards (MS)



Noah Fakouri (LA)



Jordan Fournet (LA)



Patrick Gardner (MS)



Grant Godley (TN)



Jonathan Grubbs (SC)



Jamie Headley (FL)



Daniel Hill (MS)



Robert Iannarelli (GA)



Chris Kassela (TN)



Kwabena Kwarteng (GA)



Brooks Maddox (MS)



Robert Malcolm (NY)



Josh McCraine (MS)



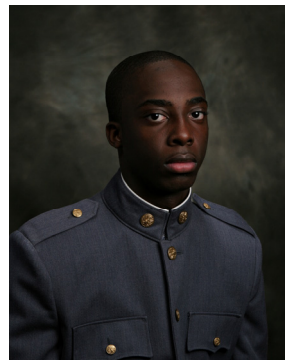
Patrick McLoud (NY)



Harrison Mercer (MS)



James Riley (CA)



Keldric Scott (MS)



David Solt (MS)



Chase St. Clair (LA)



Brent Taylor (MS)



Andrew Thomas (FL)



Ryan White (LA)

Not Pictured:

- Danny Brewer (MI)
- Chris Dykes (MS)
- Trevor Euper (LA)
- D'Wayne Flourney (LA)
- Shane Green (MS)
- Frank Hudson (MS)
- Julius Leslie (AL)
- Gus Pappas (TN)
- Ashton Perez (LA)
- Jesse Perez (LA)
- Zack Voss (VA)
- Trevor Winsett (FL)



Tucker Whittington (LA)



Michael Wilkerson (LA)



Rusty Woodman (LA)



ELEVENTH GRADE



Jake Barker (TX)



Donovan Brown (LA)



David Bush (MS)



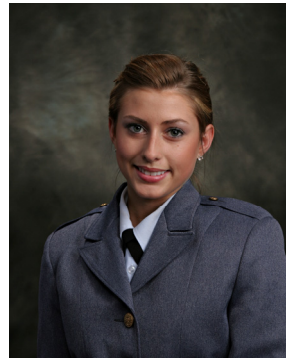
Winship Carpenter (TN)



Matt Carver (LA)



Kyle Clingan (MS)



Kaitlyn Davis (MS)



Mason Deaver ()



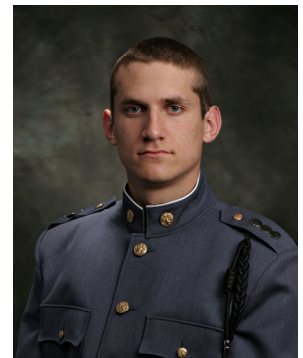
Steven Hacker (IL)



Beth Ann Hannis (MS)



Tyler Iverson (MS)



Chris Kalos (AZ)



Matthew Kassela (TN)



Dustin Kinsey (LA)



John Knox (FL)



Blake Lyon (MS)



Alex Matorkin (GA)



Jonathon Mims (MS)



Jonathan Ochoa (GA)



Dixon Sartor (LA)



James Seiler (TN)



Garrett Shaw (TX)



Joseph Stevens (LA)



Austin Tripp (LA)

Not Pictured:
Kevin Bennett (MI)
Kyle Bennett (MI)
Keith Hesselink (MI)
Clifton Lamberg (TX)
Dennis Olberg (IL)
Michael Parker (LA)
Joseph Porter (MS)
Charlie Walley (TX)



Niven Walker (MS)



Brandon Weiss (NE)

TWELFTH GRADE



Jeremy Bibbs (MS)



Christina Cribb (MS)



Andrew Irby (MS)



Mark Janzen (SC)



Thomas McDaniel (MS)



Joshua Miller (SC)



Thiago Moura (Brazil)



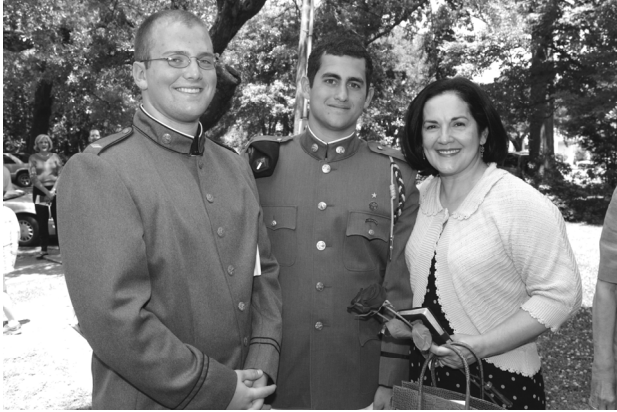
Chris Powell (MS)



Michelle Wood (MS)

Not Pictured:
Tracy Braddock (KS)
Tal Fogg (FL)
TJ Nealy (LA)
Tait Sellers (MS)
Aaron West (AR)









FINI