



*2006-2007 Bulletin*



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*"In all ways acknowledge Him, and  
He will direct thy path."*

— - PROVERBS 3:6



# 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, foundations and individuals while receiving 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 we expect 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 127th year of operation, 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*





# OUR HISTORY

## *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, the American Republic was young. A young Presbyterian minister (an 1817 graduate of Princeton Seminary) 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 the presidency of Centre College in Kentucky 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.



*“The direction in which education starts a man will determine his future life.”* — PLATO

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 Synod 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 Synod 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

**Mr. John Blossman**  
*Chairman*  
Ocean Springs, MS

**Mr. Bo Bowen**  
Jackson, MS

**Mr. Tom Bowen**  
Jackson, MS

**Mr. Donnie Brock**  
Greenwood, MS

**Mr. Dave Fair**  
Oxford, MS

**Mr. Glenn Galey**  
Hattiesburg, MS

**Mr. Ed Gove Jr.**  
Brookhaven, MS

**Mr. Toxey Hall**  
*Vice Chairman*  
Canton, MS

**Mr. Carey Hauenstein**  
Laurel, MS

**Mr. Carson Hughes**  
*Vice Chairman*  
Jackson, MS

**Mr. Scott Kiewitt**  
Laurel, MS

**Mr. Lee Lampton**  
Jackson, MS

**Mr. Tommy Peaster**  
Yazoo City, MS

**Mr. Hugh Potts Jr.**  
Kosciusko, MS

**Mr. John Stanley**  
Corinth, MS

**Rev. Mr. Andy Wells**  
Jackson, MS





# 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 the building became too dilapidated for operation. Guthrie underwent renovation and was completed in the summer of 2006. It houses all administrative offices including a sizeable board room and office for the president on

the main floor, a staff apartment and teacher workroom on the basement level and rooms for forty to fifty 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.



*“It’s not enough that we do our best; sometimes we have to do what’s required.”* — SIR WINSTON CHURCHILL

## 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, which is one of the few remaining suspended wooden floor courts in existence. 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 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.



*“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.”* — HELEN KELLER

### 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.



### ETHERIDGE HALL

Having been constructed in 1984, Etheridge Hall remained unnamed until this year. The Board of Trustees named it in honor of MAJ Sammie C. Etheridge, in recognition of his 50 years of dedicated service to the Academy. Seventeen rooms are available for Cadets as well as upstairs and downstairs TAC officer apartments with interior and exterior entrances. Rooms are set up 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.





*“Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing.”* — ABRAHAM LINCOLN



## THE WILDERNESS AREA

*(Approximately 70 acres)*

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, named Camp Killingsworth in honor of Major Allison Killingsworth’s almost fifty years of service in the Corps of Cadet. This Wilderness area is utilized most regularly for weekly training events, Crusader Challenges and Basic Training of new Cadets.



## ATHLETIC FIELDS

Chamberlain-Hunt Academy is 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 and a swimming pool behind the Gymnasium.

*“Sports serve society by providing vivid examples of excellence.”*

— GEORGE F. WILL





# 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.

\* Herrin, Michael G. “The Need for Christian Military Schools,” published on-line at [www.chamberlain-hunt.com/docs/Military\\_Model.pdf](http://www.chamberlain-hunt.com/docs/Military_Model.pdf).





### *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 physical fitness test, two tests each semester. All Cadets are encouraged to seek high levels of physical fitness and to seek personal improvement regardless of their physical fitness level.



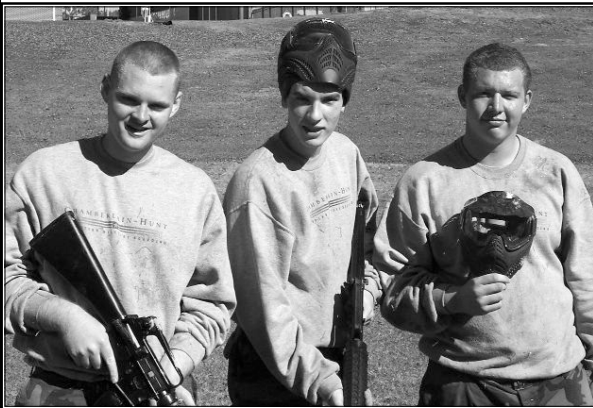
### ECB

#### *(Expert Cadet Badge)*

The Fall military exercise evaluates individual Cadets in twelve field skills. Cadets who achieve a perfect score on this evaluation are awarded the coveted **Expert Cadet Badge**.



*“The highest reward for man’s toil is not what he gets for it, but what he becomes by it.” — JOHN RUSKIN*



## CALFEX

*(Combined Arms Live-Fire Exercise)*

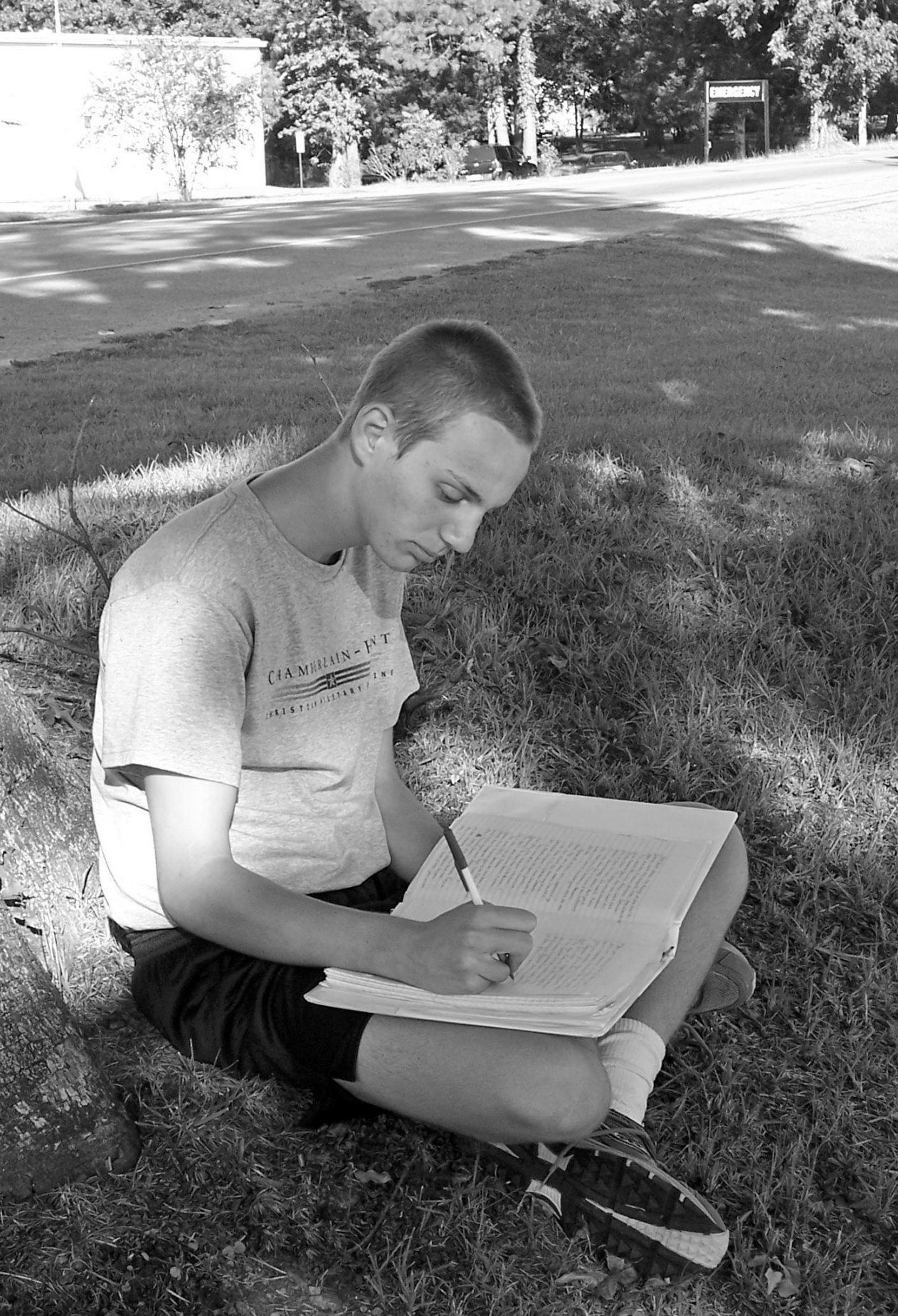
The Spring military exercise evaluates collective Cadet skills, particularly leadership, “followership” and teamwork, and consists of three-days of bivouac and maneuvers against a live OPFOR (Opposing Force) in a field setting.



## CRUSADER CHALLENGE

Cadets volunteer to compete in the Crusader Challenge, a physically and mentally intensive, five-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.





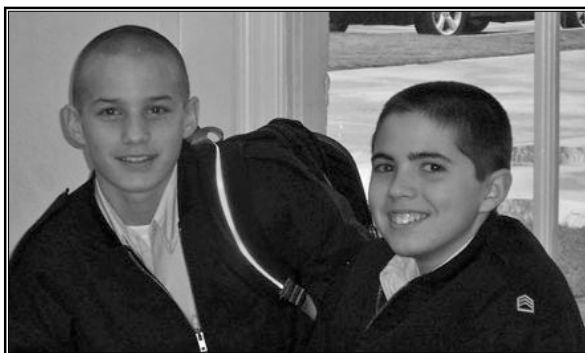
## ACADEMICS



Chamberlain-Hunt's military structure supports and encourages a studious environment on campus. Under the leadership of the principal, the Academy's academics aim to challenge Cadets intellectually.

The Junior High is organized in three sections, better to equip the younger Cadets to enter high school fully prepared. The Focus track helps boys who test below grade level gain skills in numeracy and literacy that are necessary for success in high school. The regular track helps boys who operate at the appropriate grade level to make progress, and the upper track challenges the brightest boys with Latin and logic. The High School curriculum, likewise, offers some flexibility for boys depending upon their level of achievement upon entering the Academy. Small class sizes, which generally range from two to twelve, ensure that teachers can monitor and motivate progress in every Cadet.

In addition to the content of each course, Chamberlain-Hunt teaches study skills such as note-taking, summarizing and outlining, memorizing and test-taking to help Cadets succeed in the classroom.



Academics spiritually challenge Cadets, too. At all grade levels Cadets take a Bible course, ensuring that upon graduation they will have been exposed to Bible content, theology and apologetics. However, all teachers—not just Bible teachers—explain their subject areas from a Christian worldview and help Cadets analyze truth claims made in the various academic disciplines.

Just as the mind needs to be exercised to grow strong, so does the body. Athletics are also governed by the principal's office. At Chamberlain-Hunt, we know that vigorous physical activity is necessary for a boy's well-being and maturity and, therefore, we require all boys to participate in varsity sports or afternoon intramurals, as well as other times of physical training. Nevertheless, we recognize that most boys will not compete athletically at the college level—much less, as professionals—so we take care not to let athletics dictate life at Chamberlain-Hunt.







# 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 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.



*“Prepare yourself for the world, as the athletes used to do for their exercise; oil your mind and your manners, to give them the necessary suppleness and flexibility; strength alone will not do.”*

— EARL OF CHESTERFIELD

Chamberlain-Hunt offers seven varsity 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 (7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> 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 companies. At the conclusion of a cycle, the leading company receives 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 varsity 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 16<sup>th</sup> birthday before August 1 of the current year, and for the varsity a Cadet must not have reached his 19<sup>th</sup> 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

— continued



*“Prepare yourself for the world, as the athletes used to do for their exercise; oil your mind and your manners, to give them the necessary suppleness and flexibility; strength alone will not do.”*

— EARL OF CHESTERFIELD

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 4<sup>th</sup> century, the nature of salvation on the 16<sup>th</sup> century and the sufficiency of scripture in the 19<sup>th</sup> 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 counter examples 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 110**      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.

— continued on page 32





*“Never be entirely idle; but either be reading, or writing, or praying or meditating or endeavoring something for the public good.”* — ROBERT GRAVES

**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, 19<sup>th</sup> century Realism, Naturalism and Modernism. Cadets read largely poetry and short fiction but are also 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 administered standardized examination. AP Language at Chamberlain-Hunt is designed around a study of formal rhetoric. As a result, Cadets will read selections from the great classical rhetoricians as well as a considerable number of essays and novels for both theoretical and practical application of rhetoric.

**ENG 321 - Creative Writing • Grades 10-12**

*2 Semesters – 1 Credit*

Designed as a class for high school Cadets, this course operates on the principle that talent can be nurtured but not taught. The course is structured as a seminar/workshop in which technique is discussed, put into practice and critiqued by the class and the instructor. Along the way, Cadets are exposed to an expansive and varied reading list as they read representative poems and prose works by the masters of the past.

**ENG 401 - British Literature • Grade 12**

*2 Semesters – 1 Credit*

A chronological survey of British literature, this course begins with a general historical overview. Units of study include Welsh oral tradition, Arthurian history and literature, Anglo-Saxons, High Middle Ages, Renaissance, Restoration, Age of Reason, Romantic Era, Victorian Era and Modernism. Cadets receive instruction in the historical contexts and philosophical movements that are pertinent to learning literature from a Christian worldview.

**ENG 411 - AP Literature and Composition • Grade 12**

*2 Semesters – 1 Credit*

AP Literature and Composition is a college-level course that culminates in May with a





nationally administered standardized examination. The class focuses on higher-level thinking skills and moves Cadets toward genuine literary analysis. In addition to studying poetry chronologically from 1600 through the present, Cadets read up to 20 novels throughout the course.

**ENG 422 - 20th Century Literature • Grade 12** *2 Semesters – 1 Credit*

This class exists because of the impracticality, indeed impossibility, of sufficiently studying a depth and breadth of World, American or British literature while still exposing Cadets to contemporary works. 20<sup>th</sup> Century Literature begins with the literature of the late 19<sup>th</sup> century and studies the literary manifestations of the philosophical schools that crop up in modern and post-modern times, focusing special criticism on existentialism and pluralism. This course is typically taught in conjunction with HIS 421 – 20<sup>th</sup> Century History.

**ENG 431 – Shakespeare • Grades 11-12** *2 Semesters – 1 Credit*

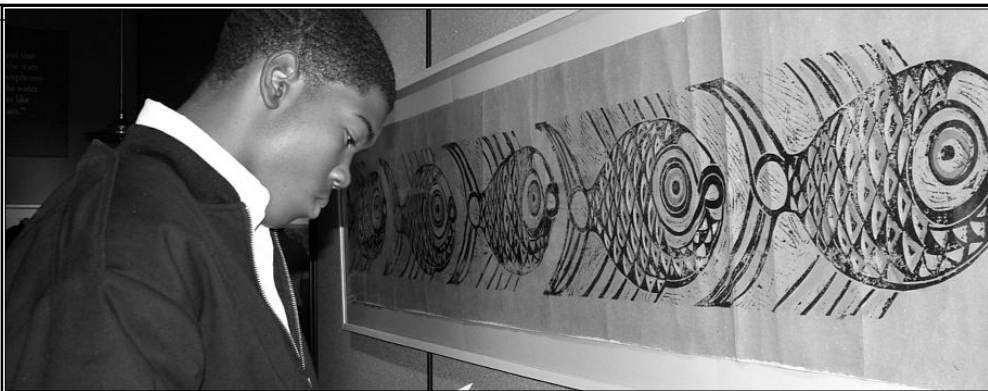
Offered to juniors and seniors, this course is designed around an intensive study of the Bard's contributions to art and history. It is a course for Cadets who desire to challenge themselves in the pursuit of knowledge and wisdom. Instruction is given on Shakespeare's sources, his known history and the historical, philosophical, economic, social and political context of Elizabethan and Jacobean England. It also offers an in-depth study of the authorship issue. Cadets are required to read numerous plays representative of the comedies, tragedies, histories and "problem plays."

**ENG 442 - Rhetoric / Public Speaking • Grade 12** *1 Semester - .5 Credit*

This class is a one-semester course for seniors. With emphasis on good composition and research, this course transitions into teaching several speech styles to prepare Cadets not only for their Senior Speech, but also for more pragmatic post-graduation concerns such as effective job performance, interviews, etc. This course emphasizes efficient and effective preparation and presentation. The final exam for this class is the Senior Speech, a graduation requirement for all who hope to attain a Chamberlain-Hunt Academy diploma.



# 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.

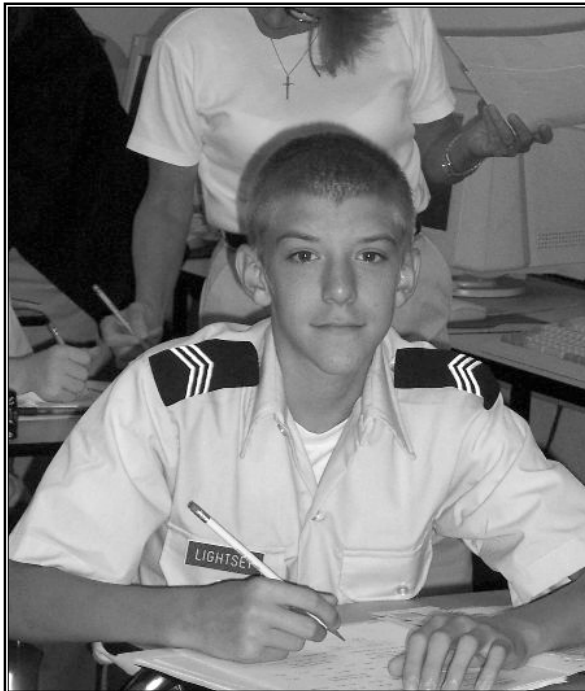
## *Course Offerings*

### **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.



# FOREIGN LANGUAGE DEPARTMENT

## *Mission*



It is a popular, yet erroneous, notion that the only reason that one should study foreign language is so that he might speak it one day in a business or social setting. The study of non-native tongues enhances the mind and aids in understanding of one's own language, which facilitates every other imaginable course of study. We study foreign languages to gain greater understanding of the world that God designed and charges us to subdue. Therefore, learning foreign languages is both practical and necessary for anyone to be educated properly.

## *Course Offerings*

### **FRE 101 - French I • Grades 8-12**

*2 Semesters – 1 Credit*

French I is an introductory course which aims at developing a basic understanding of the grammar of spoken and written French. Cadets work on developing conversation skills with the help of grammar exercises and pronunciation drills. Cadets are also exposed to French culture and history as well as the influence of French on English. Cadets are introduced to writing and translation. Course is taught in French and English.

### **FRE 201 - French II • Grades 9-12**

*2 Semesters – 1 Credit*

This course continues the work of French I with an emphasis on more advanced grammatical and syntactical structures as well as dictionary use. The Cadets work on improving their conversation, pronunciation and writing ability, and will work on translation and comprehension by means of children's literature. Course is taught in French and English.

### **LAT 101 - Latin I • Grades 8-12**

*2 Semesters – 1 Credit*

Latin I is designed to introduce Cadets to the basics of Latin grammar and vocabulary. It includes a general overview of Roman life in the days of the Empire and a significant amount of Roman mythology. Cadets establish a firm basis for Latin II as well as a deeper understanding of English vocabulary and grammar.

### **LAT 201 - Latin II • Grades 9-12**

*2 Semesters – 1 Credit*

Latin II is a continuation of Latin I. The course includes more advanced grammar such as subjunctive mood. Cadets are introduced to the writings of Caesar as well as those of other noteworthy Romans, such as Cato and Catullus. This course completes the



*“Truth which is merely told is quick to be forgotten;  
truth which is discovered lasts a lifetime.”*

— WILLIAM BARCLAY



Cadet's knowledge of Latin grammar and prepares him for Latin III. Cadets translate from Latin to English and English to Latin and continue building their vocabulary.

**SPA 101 - Spanish I • Grades 8-12**

*2 Semesters – 1 Credit*

This course in elementary Spanish is designed to give Cadets a basis for grammatical structure and provide practice in fundamental spoken Spanish. Cadets are prepared for the more complex grammatical structure they will encounter in Spanish II.

**SPA 201 - Spanish II • Grades 9-12**

*2 Semesters – 1 Credit*

Spanish II is a continuation of Spanish I, building on the use of the language. Cadets must demonstrate proficiency in speaking, reading and writing in Spanish.



# HISTORY DEPARTMENT

## *Mission*



Chamberlain-Hunt recognizes that the Triune God of the Bible is the Creator of all things and has ordained that we, his image-bearers, have dominion over the rest of His creation. Therefore, to be educated about *any* part of creation is to know better our God and the world He made. Then we may further fulfill our purpose of existence: to glorify God and enjoy Him forever. This worldview allows Cadets to learn how mankind has responded to this Genesis One command since the beginning of time.

## *Course Offerings*

### **HUM 071 - Omnibus I • Grade 7**

*2 Semesters – Jr. High Credit*

This year-long course exists to provide junior high Cadets a cohesive framework with which to enter the high school curriculum. It operates as a timeline from Creation to the early Middle Ages and covers significant art, literature, ideas, discoveries and events during every era of that period. It is designed to display the natural unity of each category of learning.

### **HUM 081 - Omnibus II • Grade 8**

*2 Semesters – Jr. High Credit*

This year-long course exists as a means to provide junior high Cadets a proper, cohesive framework with which to enter the high school curriculum. Picking-up where Omnibus I left off, Omnibus II operates as a timeline from the early Middle Ages to the present and covers significant art, literature, ideas and events during every era of that period. Likewise, it is designed to display the natural unity between each category of learning.

### **HIS 101 - Mississippi History • Grade 9**

*1 Semester - .5 Credit*

This one semester course surveys the abundant cultures and profound events in Mississippi's history. Topics covered include Indian cultures, slave culture, antebellum life, the Reconstruction, the Church, Mississippi writers and Mississippi musicians.

### **HIS 102 - World Geography • Grade 9**

*1 Semester - .5 Credit*

This one semester course highlights the physical and political landscape of the world. Emphasis is placed on map identification of major regions, cities, landforms and cultures around the world. The purpose of this required course is to provide Cadets with a geographical framework to understand better high school historical and cultural lessons.





*“The past is a source of knowledge, and the future is a source of hope. Love of the past implies faith in the future.”*

— STEPHEN AMBROSE

**HIS 201 - World History • Grade 10**

*2 Semesters – 1 Credit*

This course is a chronological study of world history beginning with the early civilizations of Sumer and Egypt, and ends with ideas and events of the late 19<sup>th</sup> century. The course emphasizes the political bodies, social settings, customs and practices (including warfare), and worldview developments of every civilization. Special emphasis is also placed on the history of the Church, which is imperative for any true understanding of the events and ideas concerning world history. This course assumes and promotes the historical accuracy of the Bible and the enduring doctrines that it teaches.

**HIS 301 - United States History • Grade 11**

*2 Semesters – 1 Credit*

The purpose of this course is to provide an outline of the events and ideas of United States history in order to understand how each event/idea logically leads to the next. This course begins with the first discoveries of America and ends with the 20<sup>th</sup> century. The recurring theme of this course is the biblical doctrine of man's depravity.

**HIS 330 - The Civil War • Grades 7-12**

*Elective - .5 Credit*

This elective course covers the many causes, battles, key figures and logistics of the American Civil War. Emphasis is placed on the character and skill of the leaders of both armies as well as the principles of warfare employed throughout the War.

**HIS 411 - 20th Century History • Grade 12**

*1 Semester - .5 Credit*

This elective course highlights profound philosophical changes of the late nineteenth and 20<sup>th</sup> centuries. As a result of world wars and technological advances, the 20<sup>th</sup> century marks the merging of America in world affairs. Emphasis is placed on the sources and defining characteristics of Modernism and Post-Modernism. This course is taught in conjunction with ENG 422 – 20<sup>th</sup> Century Literature.

**HIS 401 – Government • Grades 11-12**

*1 Semester - .5 Credit*

This one semester course explores man's need to operate under temporal authority. The need for government is explained in light of *Romans 13*, and various models of civil government are explored as temporal attempts to impose order over man's natural rebellion. In relation to American civil government, emphasis is placed on presidential leadership, the legislative process and current events as they pertain to politics.

**HIS 402 – Economics • Grades 11-12**

*1 Semester - .5 Credit*

Economics is a spring semester course that is aimed at teaching Cadets good stewardship of God's material blessings. Emphasis is placed on economic systems, supply-and-demand, need-versus-want and budgeting.





# 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.



*“The way to learn to do things is to do things.  
The way to learn a trade is to work at it.  
Success teaches how to succeed.  
Begin with the determination to succeed,  
and the work is half done already.”*

— AUTHOR UNKNOWN



# MATHEMATICS DEPARTMENT

## *Mission*



We believe each Cadet has a God-given academic potential. The main requirements for success in mathematics are a positive attitude, willingness to work, classroom attention and class preparation. Regardless of the vocational direction that each Cadet takes, Chamberlain-Hunt seeks for each to gain a greater understanding of the intricate and wondrous nature of God's created order.

## *Course Descriptions*

### **MATH 071 - BASIC MATH** • *Grades 7-8* *2 Semesters – Jr. High Credit*

This entry-level course reviews arithmetic processes including decimal, fraction and percentage problems with a view to practical applications to everyday life. Geometry, integers and statistics are introduced.

### **MATH 081 - PRE-ALGEBRA** • *Grades 7-9* *2 Semesters – Jr. High Credit*

This course covers much of the same material as Basic Math but is designed to prepare the Cadet to think algebraically. Fractions, decimals, proportions and percentage problems are thoroughly reviewed. Number theory, integers and rational numbers are introduced, and equation construction and solving is stressed. Coordinate graphing and inequalities are also introduced.

### **MATH 101 - ALGEBRA I** • *Grades 8-11* *2 Semesters – 1 Credit*

Cadets are introduced to Algebra by studying variables and expressions, properties, verbal problems, integers, operations with rational numbers, equations, inequalities, polynomials, scientific notation, factoring, rational expressions, graphing with points and linear equations and functions.

### **MATH 201 – GEOMETRY** • *Grades 9 – 12* *2 Semesters - 1 Credit*

This year-long course introduces Cadets to the language of Geometry, and includes the study of geometric proofs, parallels, congruent triangles, quadrilaterals, similarity, right triangles and trigonometry, circles, polygons and area.

### **MATH 301 - ALGEBRA II** • *Grades 10 – 12* *2 Semesters - 1 Credit*

This year-long course includes the study of equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices, polynomials, irrational and complex numbers, and quadratic equations. This course will prepare Cadets for the study of trigonometry.





**MATH 401 - ADVANCED MATH • Grade 11-12**

*2 Semesters – 1 Credit*

This year-long course prepares Cadets for the study of calculus. They will learn about linear relations and functions, systems of equations and inequalities, graphs, polynomial and rational functions, trigonometric functions, graphs and inverses of trigonometric functions, trigonometric identities and equations, vectors and parametric equations, polar coordinates and complex numbers, circles, exponential and logarithmic functions, sequences and series, combinations and probability, statistics and data analysis, graph theory, limits, derivatives and integrals.

**MATH 411 – CALCULUS • Grade 12**

*2 Semesters – 1 Credit*

Cadets study the Cartesian plane and functions, limits and their properties, differentiation and its application, and integration.

**MATH 420 - ACT Prep • Grades 10 – 12**

*Elective – .5 Credit*

This course is designed to prepare Cadets to take the ACT or, in special cases, the SAT. Cadets review topics from Elementary Algebra, Pre-Algebra, Algebra I and II, and Geometry; in addition, they practice reading and grammar skills.

**MATH 501 - College Algebra • Grade 12**

*2 Semesters – 1 Credit\**

This course is designed to both fulfill an upper-level math requirement and give select Cadets a valuable opportunity to gain college credit alongside this high school credit. The course is taught at Chamberlain-Hunt by an adjunct professor from a local college or university. Material covered includes the study of equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices, polynomials, irrational and complex numbers, and quadratic equations.

*\* If requirements are met, Cadets will additionally receive 3 credit hours at the college-level.*



# SCIENCE DEPARTMENT

## *Mission*



Chamberlain-Hunt Academy teaches science from the perspective that God created everything, including man. Knowing this, Cadets gain the framework to rightly understand their relationship to God, to other people and to everything else God created.

## *Course Offerings*

### **SCI 071 - Earth Science • Grade 7**

*2 Semesters – Jr. High Credit*

A study of our planet including matter, minerals, rocks, landforms, weathering erosion forces, earthquakes, volcanoes, plate tectonics, fossils, atmosphere, oceanography, our impact on the land, air and water, and ending with astronomy. The course focuses on the true origins of earth according to Genesis and on God's craftsmanship in ordering it.

### **SCI 081 - Life Science • Grade 8**

*2 Semesters – Jr. High Credit*

This course is a study of life beginning with the structure and processes of cells, heredity, plants, animals, ecology and the human body. This course explains the theory of Evolution; however, it stresses the biblical account of the origin of man and God's craftsmanship in designing life.

### **BIO 101 – Biology I • Grades 8-11**

*2 Semesters – 1 Credit*

This survey course builds on foundational chemical and cellular structure in the animal kingdom. It covers genetics, normal and abnormal, as well as tissue types, and microbial and multi-cellular life. A comparison of Evolution with a Creationist view is an integral part of the classroom method. Laboratory work, where appropriate, is provided, and basic biochemistry is fundamental.

### **BIO 201 - Anatomy and Physiology • Grades 9-12**

*2 Semesters – 1 Credit*

This is a survey course of human anatomy and physiology. It covers anatomical terminology, the planes of the body, body cavities and all the body systems. It also covers information regarding pathological conditions that affect the systems.

### **CHEM 101 - Chemistry I • Grades 9-12**

*2 Semesters – 1 Credit*

This course is organized around a basic premise: that structure determines function. To this end atomic theory at the micro-level is fundamental. There is an extensive presentation of chemical equations and classroom practice in balancing them. Cadets use the

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*“Knowledge of science is so much smoke apart from the heavenly science of Christ.”*

— JOHN CALVIN

chemical laboratory extensively, enabling them to master laboratory equipment. This course, when completed, will provide the Cadet with a clear basic understanding of the chemical nature of life.

**CHEM 201 - Chemistry II • Grades 10-12**

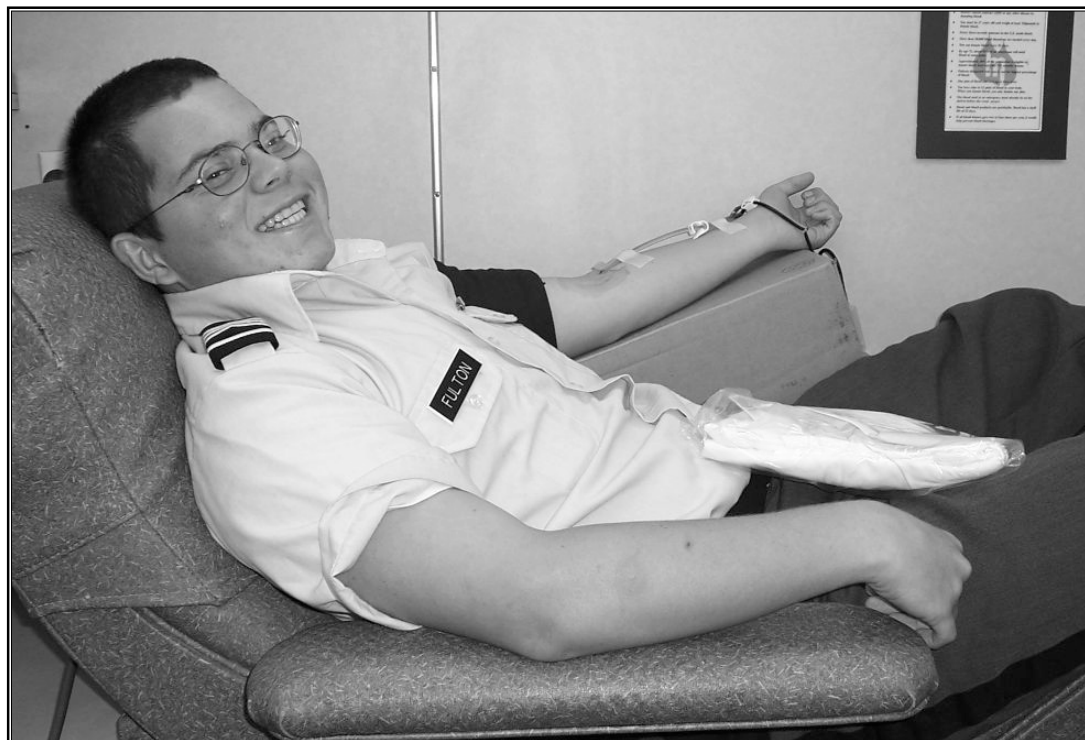
*2 Semesters – 1 Credit*

This course expands the concepts taught in Chemistry I. Cadets explore atomic level explanations and apply organic chemistry concepts. The course further expands their study into inorganic chemistry.

**PHY 401 – Physics • Grades 11-12**

*2 Semesters – 1 Credit*

This basic mathematical science course presents a study of mechanics and Newton’s laws of motion. Included here are explanation and practice concerning forces and vectors. Wave theory is presented, along with basic sound and light theory. The study of matter covers both the state of matter and fluid mechanics. Electro-magnetic theory is introduced as applied specifically to magnetism and electricity.



# 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 <sup>th</sup> grade (0-4.5 credits), 10 <sup>th</sup> grade (5-9.5 credits), 11 <sup>th</sup> grade (10-14.5 credits), 12 <sup>th</sup> grade (15-22+ credits). 3. Core Requirements fulfilled through advanced eighth grade classes are acceptable.			
CORE REQUIREMENTS	Required	Completed	Lacking
<b>ENGLISH</b> I____(1) II____(1) III____(1) IV____(1) AP Eng.____(1) Other: _____	4		
<b>FOREIGN LANGUAGE</b> Latin I____(1) Latin II____(1) Latin III____(1) Latin IV____(1) Spanish I____(1) Spanish II____(1) Spanish III____(1) Other: _____	1		
<b>SCIENCE</b> Biology I____(1) A&P____(1) <i>or</i> Adv. Biology____(1) Chemistry____(1) Physics____(1) Physical Science____(1) Other: _____	3		
<b>SOCIAL STUDIES / HISTORY</b> World Geography____(0.5) MS History____(0.5) US History____(1) World History____(1) Government____(0.5) Economics____(0.5) Other: _____	4		
<b>MATHEMATICS</b> Algebra I____(1) Algebra II____(1) Geometry____(1) Adv. Math____(1) College Algebra____(1) Sr. Math____(1) Other: _____	3		
<b>BIBLE</b> I____(1) II____(1) III____(1) IV____(1) Other: _____	4 (or one per year)		
<b>COMPUTER</b> Computer I____(0.5) Computer II____(0.5) Other: _____	0.5		
<b>ELECTIVES:</b> _____ _____ _____ _____	4.5		
<b>TOTALS</b>	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 that is conducive to holy 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



*“Character is a by-product: it is produced  
in the great manufacturer of daily duty.”*

— WOODROW WILSON

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](mailto: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](http://www.chamberlain-hunt.com/admissions.shtml)



*"It is the supreme art of the  
teacher to awaken joy in creative  
expression and knowledge."*

— ALBERT EINSTEIN

## ADMINISTRATION



**COL Shane Blanton**  
*BS, MPPA*  
**President**



**LTC Dave Granville**  
*BS*  
**Commandant**

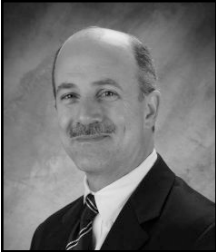


**LTC Jack West**  
*BA, MEd, MDiv, JD*  
**Director of Advancement**



**MAJ Chris Blackwell**  
*BA, MDiv*  
**Director of Admissions**

## STAFF



**Joe Bowman**  
*Admissions*



**Beth Cade**  
*Admissions*



**Roseann Davis**  
*Office*



**Alfred Frye**  
*Maintenance Director*



**Michael Herrin**  
*Chaplain*



**Anthony McCay**  
*Maintenance*



**Charles Nix**  
*Maintenance*



**Jeremy Roberts**  
*TAC*



*“A man never stands as tall as when he kneels to help a child.”* — UNKNOWN

## STAFF *(continued)*



**Teri Slagle**  
*Bookkeeper*



**Daniel Slayton**  
*TAC*



**Josh Street**  
*TAC*



**Chris Tankesly**  
*TAC*



**Ben Wahl**  
*TAC*



**Corey Watson**  
*TAC*



**Sarah Wells**  
*Administrative Assistant*



**Derrick Williams**  
*Maintenance*



**Bill Wofford**  
*Information Technology*

*“Let us with caution indulge the supposition that morality can be maintained without religion. Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.”*

— GEORGE WASHINGTON







# FACULTY



**Rochelle Abraham**  
BA  
Math



**Josh Anderson**  
BA, MDiv  
Science



**Joe Batchelor**  
BA  
English



**Jaime Coon**  
BA  
Art



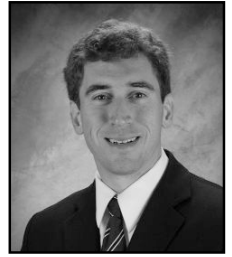
**Sam Davis**  
BS  
Science



**David Dowell**  
BS  
Science



**Sammie Etheridge**  
BS, MS  
Science



**Drew Harris**  
BS, MABS  
Bible



**Julien Jones**  
BA, MA  
Language



**Vance McGee**  
BA, MA, MDiv  
Bible



**Eamon McGraw**  
BA, MDiv  
Bible



**Peggy McLemore**  
BA, MA  
Jr. High



**Linda Montgomery**  
BA, MA  
Focus



**Steve Pollard**  
BS, MEd  
Science



**Chris Shaw**  
BA  
Jr. High



**Sheila Stone**  
BA, MS  
Language





**Flo Strawn,**  
*BA, MA*  
*Math*



**Josh Wallis**  
*BA*  
*History*



**Chandler Whitney**  
*BA*  
*English*



**Bray Wilkins**  
*BA*  
*Music*

*“There are two types of education. One should teach us how to make a living, and the other how to live.”*

— JOHN ADAMS



# TWELFTH GRADE



Lane Adger (LA)



Nicholas Arcemont (MS)



Drew Bonvillain (LA)



Tony Daily (TN)



Grant Godley (TN)



Steven Hacker (IL)



Jamie Headley (FL)



Adam Hubbard (MS)



Courtney Kearney (MS)



Joshua McCraine (MS)



Nicholas Putnam (PA)



Niven Walker (MS)





# ELEVENTH GRADE



Richard Allen (FL)



Spenser Bernard (LA)



Ryan Bisson (TN)



Justin Blatchley (TX)



Justin Bonvillain (LA)



Luke Braddock (KS)



Chris Callahan (AR)



Timothy Doiron (LA)



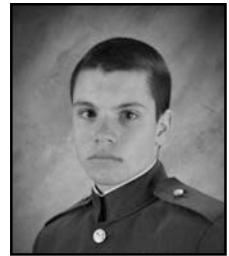
Mason Dyess (MS)



Ryan Green (LA)



Chris Hill (MS)



Thomas Hollensed (MS)





**Joshua Johanson (MA)**



**Andrew Little (MS)**



**Alex Paredes (CA)**



**Brek Pitcher (LA)**



**Jake Propst (AL)**



**Dayne Rickels (MS)**



**Kurtis Smith (CA)**



**Will Smith (IL)**



**Audrey Thompson (MS)**



**Kory White (LA)**



**Chase Whittemore (FL)**



# TENTH GRADE



Leland Barber (MS)



Nicholas Baxter (LA)



Dillon Bogenreif (CA)



Mikhail Chavoustie (CO)



Jesse Cook (MS)



Derrick Daughtry (FL)



Will Descent (FL)



Cole Evans (AR)



Brad Fitts (MS)



Thomas Fulton (CA)



CJ Gravois (AL)



Brandon Guerra (LA)



Daniel Hull (OK)



James Koers (CA)



Zachary Kuhlmann (LA)



Daniel McClure (NC)







**Amber McCraine (MS)**



**Joshua McNair (MS)**



**Anthony Mineo (MS)**



**Brendan Rainer (LA)**



**Jeffrey Remington (MS)**



**Wes Schaffner (AR)**



**Stephen Schmidt (AL)**



**David Seymour (LA)**



**Jake Walker (AL)**



**Mike Ward (TX)**



# NINTH GRADE



Paul Atkinson (NY)



Ivan Buckner (LA)



Cody Butts (MS)



Steven Cofer (MS)



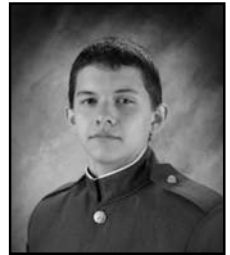
Matthew Collins (FL)



Michael Cross (SC)



Nick Dean (TX)



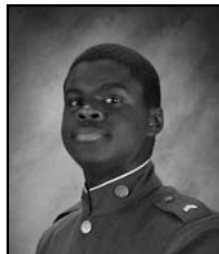
Devin Fayard (AL)



William Flake (GA)



Tyler Followell (FL)



Aaron Gammage (LA)



Taylor Giordano (GA)



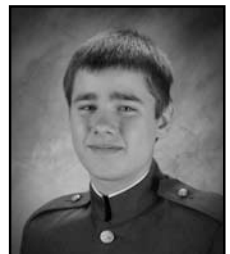
Charlie Goff (MS)



Zachary Goins (MS)



Tyler Johnson (WA)



Darby Kilpatrick (MS)





**Christian Momberg (MS)**



**Devin Neal (VA)**



**Dylan Parnell (AZ)**



**Tillman Rodabaugh (MS)**



**Aubree Sims (MS)**



**Miller Spivey (MS)**



**Winston Sykes (MS)**



**Jordan Tipton (TX)**



**Andre Thomas (CA)**



**Baker Thurlow (MS)**



**Christopher Warren (TN)**



**Kenneth Windham (MS)**



# EIGHTH GRADE



**Dario Abreu (GA)**



**Mathew Boudreaux (MS)**



**Brennen Brenke (LA)**



**Britain Davis (MS)**



**Chase Deculus (LA)**



**Sachin Diggeden (CA)**



**Reece Drummond (MS)**



**Joshua Goodwin (TX)**



**Chase Goyne (LA)**



**Ben Haskins (MS)**



**Asher Johnston (MS)**



**Christian Jones (MS)**



**Roc Kelly (LA)**



**Michael Kennedy (LA)**



**Donnie LaPresto (MS)**



**Jarrell Lewis (LA)**





**Jeremy Lightsey (MS)**



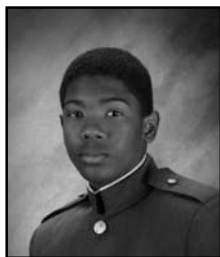
**Luke Murphy (MS)**



**Terence Rodriguez (MS)**



**Malcolm Roumain (MS)**



**Jarvis Scott (MS)**



**Kraig Smith (AL)**



**Cory Talley (LA)**



**Nathan Tucker (LA)**



# SEVENTH GRADE



**Toby Albert-Faluyi (UK)**



**Lance Aydell (LA)**



**Marcus Brown (MD)**



**Josiah Harper (MS)**



**CJ Madison (MS)**



**Ryan Mease (MO)**



**Andreas Robledo (CA)**



**Caden Sinclair (LA)**

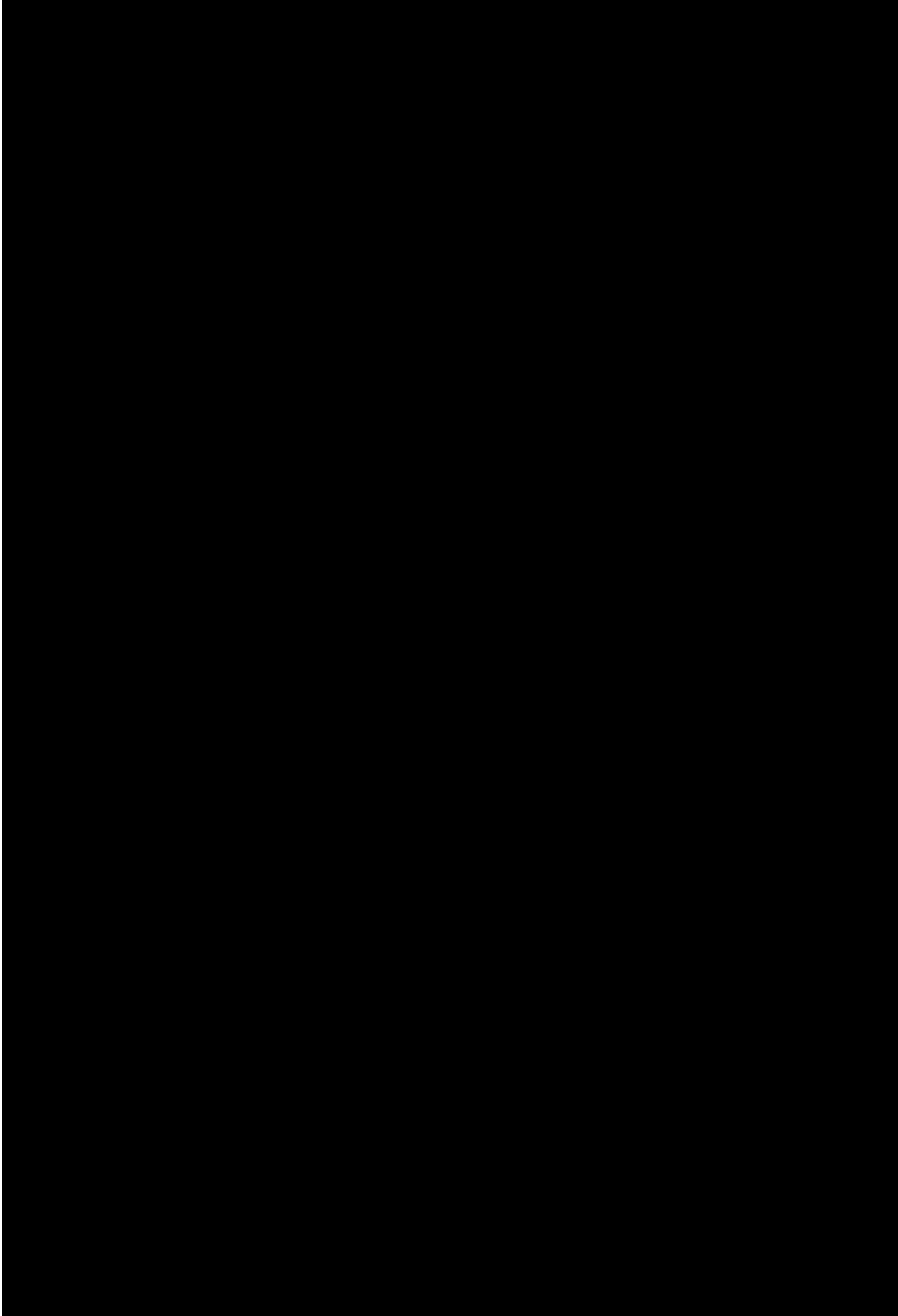


**Taylor Wegman (LA)**



**Ian Williams (MS)**







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