

CADET LIFE



CHAMBERLAIN-HUNT BEGINS ITS 127TH YEAR



Since 1879, Chamberlain-Hunt Academy has opened its doors to boys from across the United States. That first year was the same year Thomas Edison received a patent for the incandescent light bulb. Light bulbs today come in a variety of shapes, sizes, lumens and watts; nevertheless, their essential function remains: to dispel darkness.

To be sure, Chamberlain-Hunt is different today from its 1879 beginning; nevertheless, its essential function remains: to dispel intellectual and spiritual darkness.

Administration, faculty and staff remain committed to the motto, "Knowledge and Wisdom in Submission to God," which derives from that biblical proverb so familiar to generations of Cadets. "Trust in the Lord with all your heart and lean not on your own understanding. In

all your ways acknowledge him, and he will direct your paths."

As it had in recent years, the school year started in August with Boot Camp: haircuts and handbooks; clothing issue and Star Math and Reading tests; getting acquainted and marching for miles. Only after that do the new boys become "Cadets." New Cadets are pictured above in their Class B uniform in front of Guthrie Hall.

Built in 1900, Guthrie Hall served as a chief residence for Cadets until the early 80's. Following years of dereliction and last year's thorough renovation, this year Guthrie Hall is home to upperclassmen of Alpha and Bravo Companies.

The 127th year is off to a good start, with new Cadets representing seventeen states and Great Britain. ■

AUGUST/SEPTEMBER 2006

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SEPTEMBER IN PARIS



Upon our arrival in Paris we knew this would be an experience of a lifetime. We stepped into a new time zone, culture and language, and now it became time to adjust—to be as accepting and conforming as

possible. Just navigating the airport was difficult because of our lack of command on the French language. Once we hit the highway, we were faced with a new obstacle of reading street signs and understanding how the highway system worked. With LTC Tracy Helman at the wheel, we were in good hands.

Our starting point in the village of Branches was a new experience itself. The size of the country house where we stayed was remarkable, and the physical appeal of the style and yard was striking. The village was a lot smaller than we are used to and was very quiet during our entire stay.

During our first 3 days in France, we used the house as our main base and branched out from there to explore the area. Our journey included the towns of Auxerre and Chablis. Auxerre was the larger town so we did some shopping in the downtown area. We visited Grottes D'Arcy, where we explored caves and received an interesting guided tour in French. The chateau we saw next was very pretty and offered us an opportunity to interact with the people of the town (lots of pointing and signing).

On the 4th day we made our way into Paris. First on our agenda was the Eiffel Tower. We rode all the way up to the top and took pictures. It was impressive to see how large Paris is from that perspective. Then, we took a boat to our next stop, Notre Dame. The cathedral was big, beautiful and breathtaking! As we walked around looking at everything, we tried our best to take it all in. Luckily, we have photos to capture the memory because at the time we were just in awe of the ornate structure. At Notre Dame we also stood at the star that is the exact center of Paris.

After that, we made our way through town to the Louvre. Time ran short so we dashed straight to the Mona Lisa. It looks quite different in person, nothing like what we see in text. Then, we walked around the gallery and tried to see as much as we could before closing. To conclude the day we ate at Planet Hollywood and enjoyed an American meal.

On our way to Deauville the next day, we stopped at Versailles. It was very foggy, and we couldn't see a thing until we walked right up on the magnificent palace. The tour of Versailles' chambers and garden was a real treat. After Versailles we found our hotel and browsed the shops around Deauville. We later went to a pizzeria and had an

interesting conversation with an English couple about the war in Iraq, Tony Blair's decision to step down and sites that Northern France had to offer.

The next day, our last full day in France, we toured the D-Day memorials at Omaha and Utah beaches. We also visited the Omaha Beach D-Day Museum. Although we studied D-Day in history thoroughly, nothing compares to seeing it and being able to envision the heroic acts that took place on the beaches.

This entire trip was *by far* the best lesson we have ever experienced. Once you finish a chapter in a geography or history book it is done, but when you experience a place first hand as we did, you are filled with memories that will never be forgotten. ■

Cadets A. McCraine (sophomore) and C. Kearney (senior) were two of Chamberlain-Hunt's three female day Cadets, who were given the opportunity to spend a week of early September in France as part of their studies. They submitted this article and its photographs as a record of their trip. In October, six Cadets will enjoy a similar trip, seeing "la France en automne."



THREE TIMES A YEAR, the Board of Trustees meets with the leadership of its two schools, Chamberlain-Hunt Academy and French Camp Academy. In September, the Board convened its back-to-school meeting in Chamberlain-Hunt's White House for the last time. After meeting again in December at French Camp, the next meeting at Chamberlain-Hunt in the spring will convene around a 19th century 9'x12' oval table, a recent gift to the school, in the new board room in Guthrie Hall. The large antique table came from a Dutch tea plantation in India via Houston, TX.

FROM THE PRESIDENT'S DESK...

Cadet Life has at least two purposes: one is to give Chamberlain-Hunt's parents, alumni and friends a glimpse of what happened on campus in the past two months; the other is to let them in on things planned for the future. In this issue, you will read about Boot Camp and Cadet travels, about our Focus and Re-Focus programs and about what boys need to become men. During the last week of September, too late for coverage in this issue, we held a Crusader Challenge. You will have to wait until the next issue to find out what Cadets made it!

The next issue will also cover several other big events: varsity soccer and basketball tryouts, *Founders' Day Convocation*, another Cadet trip to France, Cadet speaking engagements in Memphis and Brookhaven, and our annual *Veterans' Day Service*. As usual, we will hold an *Alumni Day* on campus in the spring. By the time *Alumni Day* rolls around, we hope to have the plans finalized for the *new* dining facility. The new DFAC is a gift to the Cadets in memory of MSG Marvin W. Cox, a gunner in the Flying Eight Ball, which flew missions over Germany during the second World War—a gracious and much needed gift that keeps alive the memory of a man who loved his country more than life, truly a great example to us all. ■

Knowledge and Wisdom!


A. SHAME BLANTON
COL, CHAMBERLAIN-HUNT
President



SEVEN INGREDIENTS FOR MAKING A MAN

MAJ Vance McGee's second article in a series focusing on educating boys.

In the June/July issue of *Cadet Life*, I addressed boys' physiological "hard-wiring" and asserted that some of these physical factors, especially related to brain structure and chemistry, actually make a boy's task in "book learning" demonstrably more difficult than that of girls.

A second area that is vitally important in a boy's education is his *emotional* development. In the area of emotions we face some controversy, because no scientist can tell us exactly how much of a boy's emotional character is shaped by biology. Likewise, theologians cannot tell us exactly how much the human soul influences emotions, and vice versa. Perhaps this is but a fresh example of the age-old "nature versus nurture" debate.

Nevertheless, all educators agree that a boy's education does not take place in an emotional vacuum. Emotions play a vital roll in his intellectual development. Furthermore, there is a psychological component called "emotional literacy" that goes hand in hand with a student's book learning. At Chamberlain-Hunt we ask, "How can a Cadet's emotional development be helped or hindered by what we staff members do?"

One fascinating book that I closely studied for this article is *Growth into Manhood* by Alan Medinger (published in 2000). The book has little to do with education *per se*, but it has much to do with emotional development from boyhood into manhood.

Medinger writes, "Boys have a biological destiny to grow into men: men who are different from women in ways that go well beyond genital

design and reproductive functions. Societal structures have always existed to guide the process of growth from boyhood to manhood." (22) In fact, guidance through the process from boyhood to manhood is *necessary* because if a boy is left to himself it "may not work out satisfactorily." He summarizes seven ingredients that a boy must have for healthy masculine growth:

1. Physiological: At the cellular level, in the structure of the body and in the operations of the brain, there is that which is designed male and that which is designed female.
2. Separating from the mother...
3. Identifying with the father or "the man"...
4. Modeling after or imitating the father...
5. Testing his own manhood...
6. Getting affirmed: [the boy] gets feedback from his father or peers that tells him he is indeed a man...
7. Accepting his manhood: Affirmation has been sufficient for him to accept internally that he is a man. (28)

At Chamberlain-Hunt, we offer help to a boy in the last six of the seven steps! I believe that our Christian and military formula is the exact mix for successfully leading a boy through the process of becoming a man.

Historically, all cultures used rites of passage to delineate clearly the movement from boyhood to manhood. The particulars of these rites differ from place to place, but they commonly occur at puberty (and in general, they involve at least a symbolic "removal" from the mother's embrace). It is interesting that step number two in Medinger's list (i.e., separating from the mother) commences most definitively at puberty, and Chamberlain-Hunt does

not take boys younger than seventh grade (the approximate age for the onset of male puberty).

Medinger calls steps five, six and seven the "Affirmation Phase." In order for the boy to affirm masculinity as an un-qualified good, he himself must have his masculinity tested and affirmed. This testing and affirmation "does not take place one-two-three and it's done. Rather, it is circular or spiral." (34) Furthermore, it is performance oriented. The author continues,

Manhood is inseparable from 'doing'... manhood is like our vocation... Ultimately you will be affirmed for who you are, but in the early stages of growth, you must be affirmed for what you do. Otherwise, all of the affirmation in the world will ring hollow... Being told by a kind soul that you are a 'real man,' if this opinion is not backed up with real evidence, will not only be meaningless, it could be counter-productive. (59)

I am amazed to see these principles at work. For example, at Chamberlain-Hunt, we train each Cadet to know that he can and must will himself through difficult tasks. When the timid boy realizes that he, too, just completed a real and even miserable task *under his own power*, he actually transforms, visibly, into a more masculine version of himself. And it is truly overwhelming when his peers or TAC officers tell him, "Good job, man." But as Medinger tells us, this affirmation is conditional; one must do something good to earn it. The earning of it makes it valuable.

In light of my research thus far, I have come to a couple of conclusions. The first is that we at Chamberlain-Hunt have good things to offer boys on their way to manhood. In other words, what we do dovetails nicely with the needs of modern boys. Biblical and scientific

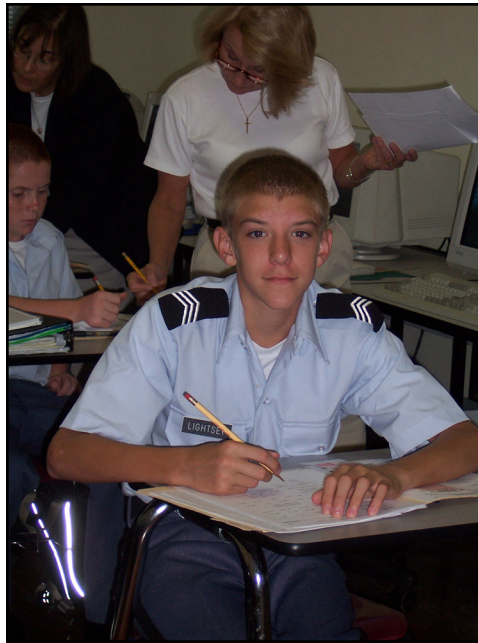
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CADETS FOCUS ON LEARNING

At Chamberlain-Hunt, Focus classes target seventh and eighth grade Cadets for the purpose of improving their study habits, organizational skills and attitudes as they learn content. These classes help make school work “clear and distinct” for Cadets by working through an intense course of basic skills carefully tailored to meet individual needs. Focus classes, therefore, function as both remedial training and as an enrichment work in the areas of reading, grammar and mathematics.

Cadets in the Focus-grammar/reading class work through a curriculum of basic grammar skills while receiving intense individualized reading instruction. This course includes a computerized reading program that facilitates gains in reading fluency and comprehension through a well-defined and structured methodology. It ensures development of critical reading skills while offering motivation and encouragement. Cadets select library books to read regularly and then are tested on comprehension by the computerized Accelerated Reader program.

Cadets in the Focus-math class receive mathematics instruction through an individualized approach to basic computation, concepts and reasoning skills, while being drilled



Cadet J. Lightsey (MS) looks up from his work as MAJ Montgomery and MAJ Davis check the progress of other Cadets in eighth grade Focus.

frequently in basic math facts. This class includes a computerized math program called Accelerated Math, which individualizes math practice according to the Cadet's needs and abilities.

The Commonweal Foundation based in Maryland awarded Chamberlain-Hunt's Focus Program a partnership grant to be distributed over a three-year period and annually evaluates the program. Chamberlain-Hunt is now in the third year of the grant. These funds provided excellent resources to implement the Focus program.

Such resources include the Star Reading and Star Math tests, which

are administered to all Cadets upon enrollment and determine those who would benefit from the Focus program. These computerized tests also track Cadets' academic progress and play a key role in the evaluation of the Focus program. Test results demonstrate great success for Cadets working in the Focus program.

“We are very pleased and gratified with the test results, but our greatest reward is in seeing the joy and newfound confidence as reflected in the Cadet's face as he experiences success,” says Focus director, MAJ Linda Montgomery. She adds, “That is why we teach, and we thank God for the opportunity.” ■

BASIC TRAINING AWARDS

IRON MAN

A. Thomas (CA)

DISTINGUISHED HONOR CADET

C. Callahan (AR)

HONOR CADET

R. Allen (FL)

HONOR CADET

N. Arcemont (MS)

HONOR CADET

Z. Goins (MS)

HONOR CADET

C. Goyne (LA)

ACHIEVEMENT RIBBON

J. Headley (FL)

RE-FOCUS DAYS FOR ALL CADETS are a new part of this year's curriculum and an outgrowth of the Planck faculty symposia that began last year. In addition to introducing Cadets to the concept of “worldview” during August's Boot Camp, teachers will use topics from *Creation Regained* by Albert Wolters on *re-focus* days throughout the year. One day each month, starting in September, the Corps meets together for seminars followed by faculty-led small group discussions to aid understanding. September's seminars were “The Idea of Story” taught by MAJ Harrison Key and “The Visual Arts” taught by MAJ Sam Davis. Following thought-provoking worldview seminars and discussions, faculty also work with Cadets reviewing basic academic skills on *re-focus* days. Review topics in September were “How to Listen/How to Take Notes” and “How to Read for Study.” Both aspects of *re-focus* days aim to hone both practical and analytical skills of Cadets to prepare them for college and for life in God's world. ■

(Continued from previous page)

research both indicate that Chamberlain-Hunt's format for educating boys meets the actual (rather than imaginary) needs of the twenty-first century American teen.

We cannot, however, be complacent in our approach. Speaking from personal experience, and in light of my research, I suggested three things regarding teaching boys to the faculty at Chamberlain-Hunt, which I will share with you in the October/November issue of *Cadet Life*. ■

Source:

Medinger, Alan. *Growth into Manhood*. Colorado Springs, Shaw. 2000.



One ritual in the Chamberlain-Hunt culture in the transition from boyhood to Cadethood to manhood is The Haircut. L. Rodriguez (MS), like all new enrollees, takes the step.



Cadets B. Pitcher (LA), C. Whittemore (FL) and T. Giordano (GA) talk about their experiences at Chamberlain-Hunt with an interested mom at the PCA's Women's Conference in September. Eager for an opportunity to get off campus, Cadets would love to speak at your church or civic club. To arrange a date, contact LTC Jack West (601.437.8855 or jackwest@chamberlain-hunt.com).

Memorial Gifts

AUGUST

Mrs. Leigh B. Allen Jr.
Mr. and Mrs. Thomas H. Bowen Jr.

Mrs. Dot Davis
Mrs. Betty Edwards

Judge Stokes V. Robertson
Mrs. Betty Edwards

SEPTEMBER

Mr. James M. Barker Jr.
Mr. and Mrs. Richard L. Chauvin Sr.

Mrs. Louise Lipscomb
Mrs. Nancy Rie Barland

Mr. Edward L. Moyers Jr.
Mr. and Mrs. Richard L. Chauvin Sr.

Mr. James Dale Roberts
Mrs. Ruth Stubbs

Mr. Herbert Selman
Mr. and Mrs. Geoff Mitchell
Mrs. Mary Carraway Mitchell

Honor Gifts

AUGUST

Mr. Andrew Irby
Mrs. Robyn Miller

SEPTEMBER

Mr. and Mrs. Tom Bowen
Mr. and Mrs. Walter Cade

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