

CADET LIFE



THE CADET CORPS MARCHES FORWARD

Photograph courtesy of the Vicksburg Post

October and November found the school year well underway as the Cadet Corps marched forward. Early morning PT sessions, tests and papers, Bible verse and *Westminster Shorter Catechism* memorization, study hall and afternoon activities, the Eatatorium and the auditorium—all these became routine for Cadets by the time October's 10-day autumn break arrived. The routine is punctuated by a variety of events, however. Several Cadets traveled to speak to church groups in Memphis, Brookhaven and Vicksburg; study hall groups went out to eat in Natchez and Vicksburg. MAJs Jones and McGraw took six Cadets to France. The Cross Country team won the Class A State Championship. The Corps went to Jackson to see the film *Facing the Giants* and hosted lunches on campus for Port Gibson's *Lions Club*, Southwest Mississippi Community College's *Institute for Learning in Retirement* and local veterans. Varsity teams practiced and played soccer and basketball. MAJ Key hosted supper for the seniors at the White House. Small groups enjoyed Monday night football and games at COL Blanton's house and dessert at the White House with LTC West. The Corps commemorated Veterans' Day by marching a 12' x 24' flag (above) on Church Street from the campus to the Presbyterian Church and by holding a memorial service there. Before the Thanksgiving break, each Cadet trained and attempted 10 field skills for the *Expert Cadet Badge (ECB) Challenge* and 18 earned the star for their uniform. ■

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THE DEER AND THE HUNTER

Cadet M. Dyess (MS) wrote this fable to illustrate the wise saying of Proverbs 11:2 for Junior English writing project.



There once lived a group of bucks in the thick pine woods of Mississippi. Among that group was a deer named “Brawn.” Brawn was the strongest of his friends; his antlers were thick and sharp, his body muscular and his coat an extraordinary color of shimmering bronze.

As winter moved in and the mating season grew near, the deer had to decide what to do. Instead of the usual fight for land, the deer decided to stick together. Brawn, who was used to winning the annual fight, did not like this idea and decided to find his own land—after all, he was stronger

and better looking than the other deer.

After a few miles of walking, he found exactly what he wanted: thick woods surrounding fields of golden wheat and blue-green rye grass. Brawn did not know, however, that this was a hunter’s land.

He began marking trees by shaving off the bark with his antlers, just as he did every year. He marked every tree so the does would know where to find him. When he had finished marking trees and was looking for a spot to rest, he noticed something. Stopping dead in his tracks, he realized what it was. That tantalizing smell—rich and smooth, strong and enticing. It was the smell of a doe.

Brawn raised his head, forced out his chest and began prancing in her direction. He was sure to make powerful thuds as he moved, crushing the leaves so as to let her know he was coming. Finally, he reached the end of the scent. Yet he did not see a doe. He looked around. He noticed a small puff of fog ascend from what seemed to be a pile of leaves. Then a hollow metal shaft rose from the foliage, followed by a “click.” A flash of light exploded from the end of the shaft causing a thunderous “BOOM.”

A sharp pain shot through his chest as he fell, rumbling the ground like a felled oak. A warm, berry-red fluid rose from his lungs, filling his mouth with the taste of iron. As his heart began to slow, he thought to himself, “If I weren’t so prideful in my ways, I would have stayed with my friends and lived...”

Brawn was prideful. He viewed himself as better than the other deer and left them to go out on his own. By leaving them, he also left the wisdom of the group and ended up on the hunter’s land. By marking trees to show off his size to does, instead he advertised himself to the hunter. Brawn’s pride led to his disgrace, falling for the hunter’s trick—just as Proverbs 11:2 warns, “When pride comes, then comes disgrace.”

Pride is a quality everyone possesses to some extent. When most people achieve a personal goal, they have a sense of pride. But that self-esteem is different from being vain. It is said that pride in his own beauty led to the Devil’s disgrace. Ezekiel 28:12-19 reveals God’s

thoughts on Satan’s pride. God said to him, “You corrupted your own wisdom for the sake of your splendor...” and then threw him out of heaven.

Fables and the Bible aside, I have had my own experiences of pride leading to disgrace. When I was in the ninth grade, I was terrible in history, failing close to every test. One week, when a really hard test approached, I spent hours studying for it. I ended up making a 100! Surprised at my grade, I became prideful and boasted to those who did worse than I. When the time for exams came, I ridiculed the people who were worried about the test. Instead of studying like the rest of the group, I (like Brawn) did my own thing and relaxed. When the exam came, I made a 32 and the rest of the group made A’s and B’s. Proverbs 11:2 is right: “When pride comes, then comes disgrace.” ■

By the end of the year, MAJ Harrison Key’s junior English class will complete a series of twelve writing and speaking assignments of ever-increasing complexity.

Starting in August, Cadets produced a short narrative, and by May, they will complete a longer argumentative essay. MAJ Key explains the assignment that prompted Cadet Dyess to write “The Deer and the Hunter”: “The fable is somewhere in between the two, a traditional writing assignment in classical rhetoric, where the Cadet must A) choose a verse from the book of Proverbs, B) create an original fable illustrating the moral of the verse and C) explain the fable and apply the lesson to our lives. The assignment calls on skills in storytelling and scripture interpretation, as well as the ability to create a ‘fairy-tale’ setting and then explain the metaphor to an audience in realistic terms.”

According to Key, “[Writing a fable] is not easy. The exercise is more than just sermonizing, insofar as it helps [Cadets] to think on the ‘fictional’ plane about something that’s quite non-fictional. They also had to use three of the five senses in the fable itself, which teaches them to use the concrete when illustrating the abstract.”

A graduate of Belhaven College, Key earned his PhD in playwriting from Southern Illinois University.



Boys will make a competition out of anything—like “who can build the best ice cream sundae?” at the White House. Contestants (above) are R. Bisson (TN), W. Smith (IL), Z. Goins (MS) and D. McClure (NC).

FROM THE PRESIDENT'S DESK...

Do you ever wonder what's going to become of the next generation? Undoubtedly, we live in somewhat uncertain times. Be encouraged, though. At Chamberlain-Hunt, God is doing some really great things in the lives of the boys who will be leaders in their homes, churches and communities in the future. We see glimpses of that leadership already, both on campus and off. In November, LTC West took four Cadets to a Christian men's leadership lunch at the First Presbyterian Church in Jackson. They arrived late. They were late because a tree had fallen across the Natchez Trace, blocking traffic. Rather than turn around and take an alternate route, Cadets Arcemont (MS), Bogenreif (CA) and Goins (MS) and Crusader Callahan (AR) hopped out of the car and began clearing the debris. (We give them lots of practice at that sort of thing during campus work projects.) Their work was made easier when another car that stopped had a chainsaw. As the driver cut the heavy limbs, the Cadets dragged them to the shoulder. By the time a patrol officer and the parkway crew arrived, the road was passible.

Without complaint, concern about getting dirty or fear of missing out on lunch in Jackson (which is a real treat for our boys), the Cadets took initiative and jumped into action. They exhibited leadership and an attitude of self-sacrifice often lacking in men twice their age. While you may think clearing the Trace is a small thing, do not underestimate the character these boys demonstrated. I am proud of them.

I am proud of the whole Cadet Corps. It is a great privilege to be part of what God is doing in the lives of boys as he brings them to maturity. Let me invite you to join the work here through your prayers and financial support.

On behalf of the Cadets, faculty and staff, let me wish you a Merry Christmas!

Knowledge and Wisdom!


A. SHANE BUNTON
COL, CHAMBERLAIN-HUNT
President



LESSONS FOR TEACHERS

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

In light of my study thus far, I've come to a couple of conclusions. The first is that we at Chamberlain-Hunt Academy have only good things to offer Cadets. In other words, what we do dovetails nicely with the needs of modern boys. Biblical and scientific research both indicate that Chamberlain-Hunt aims to educate according to 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 the research, I have three suggestions for Chamberlain-Hunt teachers.

First of all, we must consciously choose an active (rather than passive) teaching method. Depending on the subject, "active" teaching techniques will take a variety of forms.

Here is an example of something that worked for me. I selected a scripture reading, ten verses or so, and wrote out an introduction for the Cadet to read. "A reading from the eighth chapter of Paul's letter to the Romans, beginning with the first verse." The Cadet had to stand at my lectern, introduce the text, read the verses and close with, "Here endeth the lesson." I then "graded" the Cadet (for class participation) on how well he did. I gave some coaching on how to mark orally commas and periods, and how to read seriously without sounding like an actor. It isn't easy to do well. But consider how much healthy self-confidence a seventeen-year-old can gain by learning the old-fashioned skill of public reading.

This exercise "worked"; it was active, it felt a bit weird, and it even introduced a healthy level of stress into the classroom (a bit of stress is good for teenage boys). Whichever particular methods we use to promote active learning, we do need to move away from the 50 minute lecture format; lectures work well, but only in small doses.

Secondly, we need to remember that in a single school year, we will spend approximately 180 hours with each of our five classes. This is a lot of time, and it is okay to "waste" some of it. Cadets love to get their teachers off on the proverbial "rabbit trail" or "hobby horse"; some Cadets are masters of the irrelevant question. However, the perceptive teacher will recognize which

RE-FOCUS DAYS FOR CADETS

are a new part of this year's curriculum and an outgrowth of the *Planck* symposia that began last year. In October, the Corps met together for seminars that explored the benefits of travel and of studying other nations' histories and languages for gaining perspective on US history and culture, which MAJs Jones and McGraw taught, and leadership characteristics, which COL Blanton taught (above). Then they participated in faculty-led small group discussions to aid understanding.



Following the seminars and discussions, faculty worked with Cadets by reviewing basic academic skills. October foci were managing concentration and learning, memory and listening. Both aspects of *Re-focus* days—worldview and study skills—aim to hone Cadets' practical and analytical skills to prepare them for college and for life in God's world. MAJ McGee taught a seminar on UFOs and the paranormal during the November Re-Focus day. ■

"irrelevant" questions can be redeemed and turned in to teaching opportunities.

For instance, I once attempted to give a very serious lesson on the Bible's teachings on marriage. It didn't take long for the diversionary tactics to begin, and the Cadets did every thing they could to get me to talk about *girls*. Here I reasoned that I would give a little bit of latitude, because the subjects are related.

Finally, one very bold Cadet simply asked, "Sir, how far is too far when I'm with a girl?" He probably did want to make me squirm a bit, but I could also sense a seriousness underlying his question. Because I was teaching in a 100% male environment, I was able to talk with them about godly relationships between boys and girls. My class learned something important, precisely because we went off topic. So give yourself permission also to "waste some time" with your Cadets.

Finally, in my own experience it is rare to find a Cadet who is passionate about anything other than his own passions (*i.e.*, music, sports, cars, girls, *etc.*). As a result, we must teach Cadets how to formulate intellectual claims that offend.

My Cadets are fully capable of being offensive, but offensiveness for its own sake is disgraceful. However, there have been rare moments when, buried deep within an essay, a Cadet showed me that he had thought carefully on a particular Bible passage, remembered something he had learned previously in church or from another teacher, and then dared to disagree with me! Outstanding! In some sense, we at Chamberlain-Hunt are not merely teaching truth, but are also teaching the Cadets how to arrive at the truth. Truth is a knife that cuts away falsehood, and when a Cadet learns confidently to make real truth claims, he will be learning how to *properly* offend people! I would argue that any high school teacher who elevates his students to consistently operate at this level is a master-teacher. I wish I could say that I have met this goal.

In conclusion, it is safe to say that Chamberlain-Hunt is well prepared to meet the most fundamental needs of the modern boy. We do have a rigorous curriculum and an (almost) entirely male Cadet Corps. We do incorporate the separation and affirmation model of masculine development, and we also have teachers who have mastered the subject areas in which they teach. More research and experimentation regarding practical and effective teaching methods geared specifically for boys ought to be pursued by our staff; this ongoing process benefits all of us, beginners and veterans alike. ■

This is MAJ McGee's second year teaching Bible at Chamberlain-Hunt. He is an ordained minister, who earned his MDiv at Cranmer Theological House, a seminary of the Reformed Episcopal Church. If you have not read MAJ McGee's first and second articles in this series and would like to do so, please request copies by e-mailing cadetlife@chamberlain-hunt.com, or view them on-line at www.chamberlain-hunt.com/news.shtml.

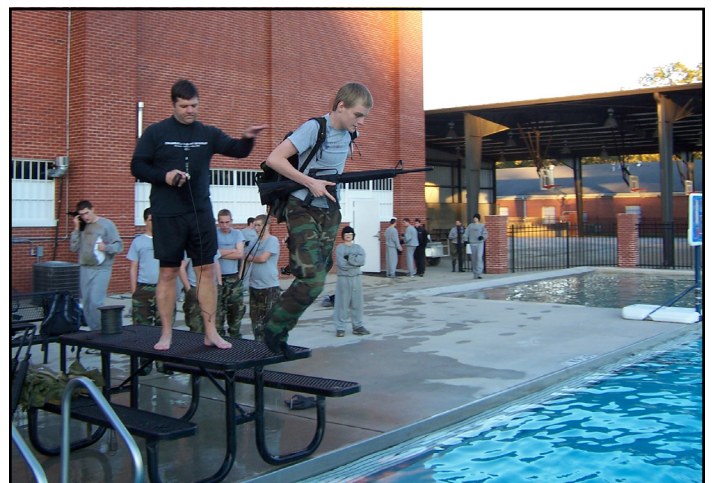
CHAMBERLAIN-HUNT ACADEMY CADETS



THE CROSS COUNTRY TEAM, consisting of G. Godley (TN), R. Green (LA), C. Kodiak (LA), T. Daily (TN), J. Headley (FL) and J. Bonvillian (LA), won the title "2006 Class A State Champions" at the October state meet.



On the chilly-but-bright Monday and Tuesday before Thanksgiving Break, the Cadet Corps took to the Wilderness and the pool for a day of training and a day of assessment in the basic field skills: Map Reading, Disassemble & Reassemble an M-4, CWST (Combat Water Survival Test), Camouflage, Hand & Arm Signals, First Aid, SALUTE Report (information of potential intelligence value), Indirect Fire, IMT (Individual Movement Techniques). Each Cadet competes against himself to earn a “go” in all areas in order to merit the *Expert Cadet Badge* (ECB). The ECB is awarded to an individual for excellence. The award is based on the individual Cadet’s physical fitness and demonstrated ability to perform to standards of excellence, observing close attention to detail, in a broad spectrum of individual common soldier skills. ■





DUTY. HONOR. COUNTRY.

The names of almost 200 Chamberlain-Hunt alumni fill the inside cover of this year's Veterans' Day card. And this list is by no means exhaustive. Last year, we began the practice of honoring-by-name those alumni whom we know served (or are now serving) in the US Armed Forces. The list began with about seventy names and an invitation to alumni and friends to send us names of Chamberlain-Hunt alumni who served or now serve. As pictured above, Cadets C. Goff (LA), B. Davis (MS), M. Chavoustie (CO) and C. Madison (MD) helped with mailing this year's card by stuffing and sealing envelopes. Since the 2006 card was mailed, we have received another dozen or so names to add to next year's "Roll of Honor."

It is not just because we are a military school that we honor veterans. We honor veterans because they exemplify General MacArthur's words, "Duty. Honor. Country." Their devotion and sacrifice are worthy of praise and emulation. Each year we hold a special Veterans' Day service at First Presbyterian Church in Port Gibson, open to the community. A number of local veterans and their spouses attend each year. Cadets get to

meet the veterans and thank them. The service follows a flag parade up Church Street and includes recognition of veterans, patriotic music (this year, Mrs. Kajsja Wilkins played the piano and we sang all four stanzas of *The Star-spangled Banner*, and Cadet D. Bogenreif (CA) played *O Beautiful for Spacious Skies* on his violin), a special speaker, Pipe Major Staer's bagpipes and *Taps*, played by Cadet C. Kearney (MS). Retired Brigadier General R. Miller Dent, a Marine veteran from the landing at Iwo Jima and a resident of Bolton, MS, addressed the Corps of Cadets and visitors with a detailed account of that long and deadly battle.

The service provided an opportunity to honor a special veteran, Pipe Major Dennis O. Staer, who faithfully serves the Cadets through volunteering his time and talents to instruct our fledgling drum corps and to play the bagpipes for weekly chapel services and special occasions. COL Blanton presented Staer with the Chamberlain Award, the Academy's highest commendation. Accepting the medal, Staer charged the Cadets with penetrating words from Ecclesiastes, "Remember thy Creator in the days of thy youth..."

Following the service, local veterans were invited to lunch at Chamberlain-Hunt's dining hall. ■



MEMORIAL GIFTS

OCTOBER

Charlene Richard
Miss Virginia M. Brickell

Matthew Holdiness
Mr. and Mrs. Tom Bowen

Lucy E. Harlan
John Jr. and Emmett Ruth Roan
John and Evelyn MacDonald
Mr. John A. MacDonald

Robert L. Wheeler
Mr. and Mrs. Sam Brand

Mrs. Frances Williams
Ms. Eloise Stokes

NOVEMBER

S. T. Abraham
Dr. Leo M. Abraham

William "Crack" Anderson
Mr. and Mrs. Johnnie W. Baker
Mrs. Katie R. Donald
Mr. and Mrs. J. W. Person Jr.

Mrs. Helen M. Gordon
Mrs. Betty Edwards

Jeanie Jones Gower
Mrs. Nancy M. Long

James Hudson
Martha S. Vaughan

Charlotte Oldenburg
Mrs. Emma T. Crisler
Mrs. Peggy McLemore
Mrs. Flo Strawn

Mrs. Nell Stubblefield
Mrs. Betty Edwards

Mr. Jim Welborn
Mrs. Betty Edwards

HONOR GIFTS

OCTOBER

Mr. Tom Bowen
The Colonial Dames of America, XV-MS

Marcus Tobola
Mr. and Mrs. John B. Pickering

NOVEMBER

Mr. H. H. Blanton
Mr. and Mrs. A. Shane Blanton

Class of 1971
Michael A. Lee

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