

## HONORING LOVED ONES & HELPING CADETS

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Making a gift to Chamberlain-Hunt in honor or in memory of a loved one is an excellent way to show your affection *and* to provide much needed resources for Cadet financial aid. Roughly one third of the Cadet Corps receives need-based financial assistance; the average award for 2007-08 was \$7,500. Your gifts help make it possible for boys to receive the strong discipline and biblical instruction they need to become godly men.

MAKE YOUR GIFTS ON-LINE AT  
[WWW.CHAMBERLAIN-HUNT.COM/GIVING.SHTML](http://WWW.CHAMBERLAIN-HUNT.COM/GIVING.SHTML)

## ACT Preparation



Chamberlain-Hunt prepares Cadets for the future. With the exception of a few seniors who enter military service upon graduation, most Cadets go to college. Chamberlain-Hunt not only helps them prepare for the academic, social and spiritual demands of college, but also helps them navigate the details of applications and admissions.

On Friday, February 8, Cadets in grades 10 through 12 attended lectures on skills to help make them more successful when taking the ACT exam. ACT scores are used by many colleges

and universities as an admission criterion, so scores play a significant role in a Cadet's future.

Training groups were led by MAJ Davis, MAJ McLemore, MAJ Montgomery and MAJ Strawn. Each group spent one class period with each instructor focusing on the various testing topics of English, mathematics, reading and science, and they rotated through each class over four class periods. The next morning, 57 Cadets went to Alcorn State University to take the ACT exam.

The training paid off. Cadets who had taken the ACT previously improved their scores. The national average for seniors taking the February exam was 21.2 and Mississippi's average was 18.9; Chamberlain-Hunt's seniors' average was 22. Of the Cadets who took the exam, seven scored over 25, the minimum to be named a STAR student.

### Set Free

by Cadet B. Johnson (TN)

Bottled up inside me are words I have saved,  
feelings that I hide, lines I never gave.  
You can see it in my eyes, read it on my face.  
Trapped inside me are words I cannot replace.

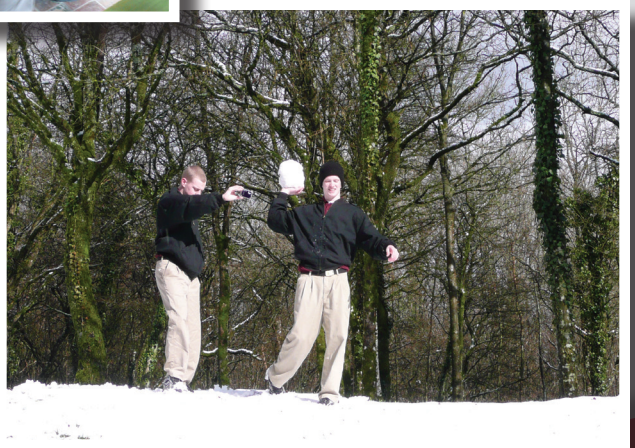
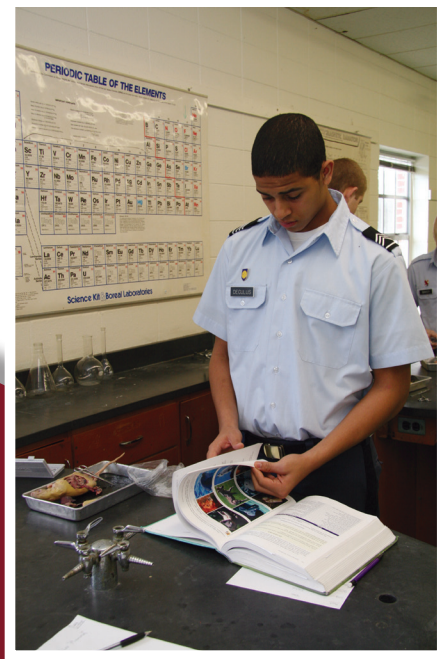
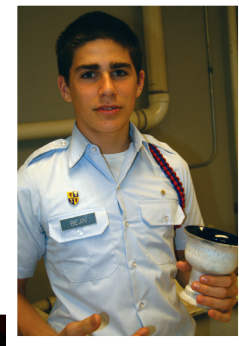
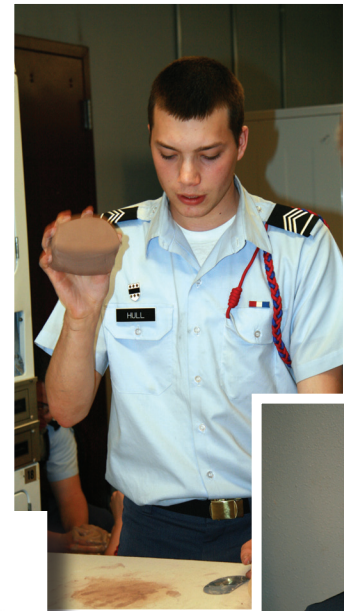
Memories linger. They don't go away.  
Why can't I be happier? Today's a brand new day.  
Yesterday is over, even though the hurting is not.  
Nothing lasts forever. I must cherish what I've got.

The hurt I'm feeling now won't disappear overnight,  
but someday, somehow, everything will be all right.  
No more wishing for the past. It wasn't meant to be.  
It didn't seem to last, so I had to set her free.

Cadet Johnson is a junior; his English teacher is MAJ Keith Fraley. MAJ Fraley says, "A prolific poet, Johnson creates a poem each day for my English class. Most of his work concerns the challenges of being away from home, particularly the sadness created by losing something."



# Winter's Discontent Made Glorious...



Shakespeare's Richard III proclaimed, "Now is the winter of our discontent made glorious summer..." A sentiment that could be uttered, though perhaps a bit less exuberantly than King Richard, by Cadets engaging in the various activities of the winter term. Port Gibson's weather is variable this time of year, but activity is constant. The activities help take the sting out of the winter doldrums. Six Cadets spent Winter Break in England, seeing the sites of London, Oxford, Eton, Bath and Salisbury. Eight Cadets spent the first week of March in France, exploring Paris, Verdun and Versailles. The Art Department got a new potter's wheel and kiln, and Cadets in advanced art learned to wedge clay and throw pots. Thirty Cadets attempted the Crusader Challenge in March; five completed it and joined the three existing Crusaders in the prestigious order. CSM Tierney arranged a visit from the Army National Guard that included a Black Hawk helicopter, a 30 ft rock climbing wall and a combat simulator, all of which the Cadets got to investigate. During the MPSA March teachers' meeting, Cadets enjoyed a day out of class playing paintball at the MOUT site. However, even in class, some excitement met the Cadets taking biology as they surveyed the organs and internal systems of rats. But the thing that turned winter's discontent most glorious was finishing 9 Weeks tests and heading out for Easter Break, a ten day break at the end of March. With only eight weeks of school left, can glorious summer be far behind?

## BOOK REVIEW: *Future Men* by Douglas Wilson

Reviewed by MAJ Vance McGee

In Christian circles, a number of good books have been written about the need for raising godly boys. And with justification, since it is easy to demonstrate that what society expects boys to be is very often different from what boys are. Douglas Wilson's *Future Men* is particularly valuable because it not only deals with the fallen world's misconceptions of what true men are, but also shows that *the church* has not always properly understood true, biblical manhood. Here is one of the examples he cites:

When Theodore Roosevelt was at Harvard, he taught Sunday school for a time at Christ Church, until he was *dismissed*. A boy showed up one Sunday with a black eye. He admitted he had been fighting, and on a Sunday, too. He told the future President that a bigger boy had been pinching his sister, and so he fought him. Roosevelt told him that he had done perfectly right and gave him a dollar. The vestrymen thought this was a bit much, and so they let their exuberant Sunday school teacher go. (pg. 10)

Wilson sees the vestrymen's reaction as a travesty—his thesis is that biblical boyhood (and thus manhood) will look so peculiar that even church leaders may not recognize it. Put simply, a Christian boy may occasionally have to punch someone in the nose. This is a controversial claim, and Wilson takes great care in building his case.

He first of all shows a key concept in biblical thinking: "Men are created to exercise dominion over the earth; they are fitted to be husbandmen, tilling the earth; they are equipped to be saviors, delivering from evil; they are expected to grow up into wisdom, becoming sages; and they are designed to reflect the image and glory of God" (pg. 13). This too can be controversial, because many within the church seem to think that boys as boys should simply be raised in a generally biblical way, but not in a *gender specific way*. *Future Men* contains chapters on how to raise hard working boys, boys who treat homework in the proper manner, who know how to respect their sisters and mothers and thus find the respect for other women to be second nature. The author makes a fine biblical case for all of his points. But the heart of *Future Men* (in its usefulness to us at Chamberlain-Hunt) is found in chapter 13, entitled "School Work." This is an innocuous sounding title, but the contents are very interesting.

For example, Wilson writes, "When boys and girls are disciplined in the same institution, living under the same rules, they respond to it differently... The response of the girls is usually far more 'friendly' to the concerns of the institution than the response of the boys will be. Put simply, the girls do not color outside the lines... The boys are not nearly so concerned to please the institution as the girls are" (pg. 110). Because the boys are not concerned for "coloring inside the lines," what looks like rank disobedience in a boy may simply be *his way of not being a girl*. Because men were created by God to exercise dominion, they do not stop being what they are just because they are sitting in chairs

in a classroom. Yes, they are in many cases "rebellious against authority," but in many cases what looks to be rebellion is simply a masculine response to boredom or fatigue. But when girls get bored or tired, they do not generally attempt to "get outside the box" by asserting authority over their male teachers. Instead, they try to be nice. Therefore, what Wilson calls "self-respecting" boys will associate niceness with femininity. Not wanting to be girlish, they assert their masculinity. And true masculinity can come across as "jerkitude" (my word).

The feminization of schools creates an implicitly adversarial relationship between the school and godly young men. Because their godliness is masculine, it does not fall in line with the goals of the school as readily. Because their masculinity is godly, it does not rebel or disrupt, but merely endures the situation patiently. But, as Wilson observes, this too shall pass. In the meantime, godly young women are *far more likely* [italics in original, pg. 111] to be recognized as such by the school than a young man is. Christians involved with schools should diligently think through this issue. Instead of "Why are there no godly young men?" Wilson suggests another question, "Why can't we see them? What is wrong with our institutional eyes?"

These are very perceptive questions. And as far as the mission of Chamberlain-Hunt Academy goes, the questions are not easily answered. It is essential, however, that we not judge our boys' spiritual progress by *merely* looking at externals (e.g., do they sit up at their desks, keep their hands neatly folded during prayers, and keep their book bags neat and tidy; and, are they kind and supportive towards people who have been hurt emotionally?)

Simply put, boys were made to be conquerors, not clerks. Wilson says, "The Christian faith is a religion of world conquest... Have we taught our sons what they are supposed to do when they grow up? Part of fulfilling the Great Commission involves climbing the beanstalk" [and confronting the giant] (pg. 104). As a school dedicated to educating boys in a Christian manner, we must remember not to extinguish their inconvenient, rambunctious and often maddening masculinity. Rather, we must focus on re-directing their "maleness" towards the service of Christ and the carrying out of the Cultural Mandate: "Be fruitful and multiply and fill the earth and subdue it and have dominion... over every living thing that moves on the earth" (Gen. 1:28).

MAJ Vance McGee has taught Cadets Bible for the past three years. A California native, MAJ McGee is an ordained minister in the Reformed Episcopal Church. He earned his MDiv at Cranmer Theological Seminary. He also holds a BA and an MA in Political Science from California State at Fullerton and an MA in Systematic Theology from Talbot School of Theology. As part of the ongoing faculty dialogue on educating boys, MAJ McGee reviewed *Future Men* and led a discussion at a recent faculty in-service session. McGee and his wife, Deb, have two young children, Allison and John.



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# Cadet LIFE

## Travel for Life

The world is a book, said St. Augustine, and those who don't travel have read only one page. Think about that: Think about having a book and reading only one page of it. One page. Over and over. Overly familiar words quickly becoming stale. Dull. Stagnant. Boring.

Add a page, or two, or three... or a whole chapter: The story unfolds. Characters develop. Events take on meaning. Things begin to make sense. Imagination begins to grow.

Travel is a priceless part of a young man's education, opening his eyes both to the wider world and to his own world. Travel makes the books he reads come alive. With travel, history becomes no longer merely words or pictures on a page; Descartes likened traveling to "talking with men of other centuries." With travel, philosophy becomes culture and *life*.

Over the past four years, Chamberlain-Hunt has been developing a travel program as a significant part of its curriculum. It has sponsored overseas trips for Cadets to The Balkans, England, France, Israel, Italy and Peru—as well as trips within the US to Colorado, Florida, Georgia, Pennsylvania, Virginia and Washington, DC and, more locally, to French Camp's observatory, Jackson's art galleries and Vicksburg's battlefields.

Closely tied to the overseas trips is the foreign language department. Taught by MAJs Sheila Stone and Julien Jones, Cadets have opportunities to learn French, Latin and Spanish as part of the regular language offerings. On an individual basis, Cadets have been tutored in Classical Greek and in Russian. In the 2008-09 school year, Chamberlain-Hunt expects to add Japanese to its regular language offerings. Knowing a people's language, history and culture fits hand-in-glove with travel.

In appreciation and support of the developing foreign language department at Chamberlain-Hunt, the Commonweal Foundation recently awarded a generous three-year grant for the purchase of educational resources including textbooks, dictionaries, maps and instructional software. The Foundation's support will also enable Chamberlain-Hunt to add an additional member to the foreign language faculty. A private foundation that values top-quality Christian education, Commonweal also provides Cadets financial aid through its *Pathways to Success* program to make sure that those who cannot afford to take advantage of the opportunities Chamberlain-Hunt offers, have the means to do so. Over the past 4 years, *Pathways to Success* has helped 72 boys attend Chamberlain-Hunt.

A Chamberlain-Hunt education is not just for the sons of the wealthy. Nearly one third of the Cadet Corps receives financial aid. Truly, Chamberlain-Hunt, the Commonweal Foundation and our many friends agree that Christian education and discipline open a future to boys who have only "one page of the book." We want to give them more pages and teach them to read with understanding. You, too, can join our mission by giving to the Scholarship Fund or by giving to support travel opportunities for deserving young men whose parents cannot afford them.

## Highlights in this issue...

- Travel for Life
- Book Review: *Future Men* by Douglas Wilson
- Winter's Discontent made Glorious
- From the President's Desk
- Memorial & Honor Gifts for February/March

Contact: [cadetlife@chamberlain-hunt.com](mailto:cadetlife@chamberlain-hunt.com) or 601.437.8855



February/March 2008

## Let Us Hear from You

We would like to know what you think of *Cadet Life*, so we invite you to e-mail us at

[cadetlife@chamberlain-hunt.com](mailto:cadetlife@chamberlain-hunt.com)

and give us your input. Every two months we publish an issue containing articles reflecting our educational philosophy, both articles about school events or programs, and book reviews. Occasionally, issues contain articles, essays or poems written by Cadets. We try, too, to include lots of photographs of Cadets and their activities and accomplishments. We aim to provide you a good representation of Cadet life during the months covered by the issue.

Let us know what you think of the articles, photographs and frequency of publication. We are eager to hear from you!

## CALENDAR OF UPCOMING EVENTS

|                     |                                  |
|---------------------|----------------------------------|
| March 31 - April 11 | Israel Trip                      |
| April 1-4           | Stanford Testing                 |
| April 5             | Alumni Day                       |
| April 17 - 19       | Crusader March                   |
| April 18 - 20       | Privilege Weekend                |
| April 20            | Phone Calls                      |
| May 1 - 2           | CALFEX                           |
| May 11              | Baccalaureate and Sports Banquet |
| May 12 - 15         | Senior Comps                     |
| May 16              | Senior Banquet                   |
| May 18              | Phone Calls                      |
| May 20-22           | Final Exams                      |
| May 22              | Senior Speeches and Awards Night |
| May 23              | Final Pass in Review             |
| June 1 -31          | Summer School                    |