

Academy Lane

VOLUME 7, NUMBER 1 · FALL 2008

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Something Better

In the 19th century, Hillsdale College established itself as one of the premier liberal arts institutions in America. In his book *Historic Hillsdale College*, Dr. Arlan Gilbert writes:

Applicants for the Bachelor of Arts program were admitted to the freshman class only after satisfactory examination in the following fields: Latin grammar, Latin composition, Caesar, Cicero, Sallust, Greek grammar, Xenophon, Greek prose composition, Greek (New) Testament, algebra, English grammar, and ancient and modern geography.

Having received training in the liberal arts tradition, the men who founded Hillsdale College knew that a classical education was necessary for the preparation of self-governing citizens in a free republic. Other schools of that era held to similar convictions. The *Yale Laws of 1745* state:

That none may Expect to be admitted into this College unless upon Examination of the President and Tutors, They shall be found able Extempore to Read, Construe and Parce Tully, Virgil and the Greek (New) Testament; and to write True Latin Prose and to understand the rule of Prosodia, and Common Arithmetic, and shall bring Sufficient Testamony [*sic*] of his Blameless and inoffensive Life.

When the Yale faculty felt compelled to alter its curricula in 1828, they reaffirmed the conviction that, "A liberal education, whatever course the college should adopt, would without doubt continue to be, what it long has been., This was the sort of education held by those men who founded our American Republic as well as those men, like those of Hillsdale College, who fought to end slavery. It is the sort of education that should be everywhere revived.

Of great interest to those of us who serve the Hillsdale College mission as teachers at Hillsdale Academy is the nature of elementary and secondary education in that same period of history. How were young people trained so as to meet these entrance requirements? What were we doing right in those earlier years?

Many argue that the old "one-room schoolhouse, was the perfect place for such preparation. Younger students grew up working on their own lessons while witnessing and learning from the lessons of the older students. Dr. Jerry Fallon wrote in his book, *Will Carleton: Poet of the People*, about this famous graduate of Hillsdale College (1869). Dr. Fallon said, "Those who had attended



Dr. Kenneth Calvert,
Headmaster

a one-room school, where all subjects were taught to all grades by the teacher . . . had heard all of the lessons many times over and when they reached the higher grades were themselves teaching the younger ones in the school., In addition to this small, focused, often intense, and personal mode of instruction was the fact that many students prepared for college work at district schools or, in the case of Will Carleton, through preparatory programs established by the colleges and universities themselves. Dr. Fallon writes that "even a relatively well-prepared scholar such as Will Carleton had to take some of the courses in the preparatory program (at Hillsdale College),.

And not only is the "where, important to understand but also "what was taught, in that era. The admissions requirements of

19th century colleges suggest that students had a strong dose of arithmetic, grammar, history, geography, Latin and Greek. An eighth-grade final exam from Salina, Kansas, in 1895 tests the student in grammar, arithmetic, U.S. history (and civics), orthography and geography. One question from the test on orthography asks, "What is meant by the following: Alphabet, phonetic, orthography, etymology, syllabication?, In today's world, many adults would have trouble answering such a question. In Salina, Kansas, the 13- and 14-year-old child was expected to know such things. With this in mind, it is possible to comprehend the high expectations for admission to a college in the 19th century.

In my own experience, I have noticed the difference between an "old-fashioned, liberal arts education and what is now taught in the vast majority of schools. During the first few days of my undergraduate career in the 1980s, I realized that among my fellow students, there were a few who had received a quality of schooling foreign to my experience. Some of

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Accolades

PERFORMANCES EVALUATED

Each year, Hillsdale Academy evaluates the academic performance of its Lower School students through the Iowa Tests of Basic Skills. Students in the Upper School are assessed with data from the Michigan Merit Exam and ACT composite test scores. Currently, Hillsdale Academy ranks sixth out of 800 public and private high schools on these two indicators. While the national average ACT score is 21, Academy students average 26. Headmaster Kenneth Calvert is pleased with this rate of success, considering entrance to Hillsdale Academy is not based on IQ or entrance exams.

In August, a Google Blog Alert, *Homeschool Memoirs: Homeschool Agendas*, included information on the *Hillsdale Academy Reference Guide*. Author Heather Shanks recommends the Academy and the *Guides* that can be downloaded free of charge. She also said Hillsdale College is on her "Professor's Approved List, for those parents with older children.

In October, Mary Somerville, '08, received an "AP Scholar with Honor Award,, one of the highest awards given by the College Board for participation in the AP exams. This distinction is earned by scoring a 3.25 or better (out of 5) on all

AP exams taken by an individual student. Mary earned a 5 on both the Calculus and English Literature and Composition exams, and a 4 on the Latin: Vergil exam. This distinction speaks highly of Mary's academic efforts and the good work of her teachers as Hillsdale Academy offers no AP classes. Mary is currently enrolled at the University of North Carolina—Chapel Hill.

Academy Lane

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HILLSDALE COLLEGE
PURSUING TRUTH · DEFENDING LIBERTY SINCE 1844

Hillsdale Academy Students Pay Tribute on September 11, 2008

While many students at Hillsdale Academy are too young to remember the devastating events of September 11, 2001, a special opening ceremony around the flagpole was conducted on the seventh anniversary of that dreadful day. Over 200 people attended, including Upper and Lower School students, teachers, staff and several parents. Headmaster Kenneth Calvert led in the Pledge of Allegiance and in the singing of "God Bless America., Quinn Coupland, a second grader, recited wonderfully a portion of Henry Van Dyke's poem, "America for Me., Upper School senior Sara Gensterblum quoted "A Nation's Strength, by Ralph Waldo Emerson. Dr. Calvert ended the ceremony with a prayer for our nation, its leaders and the men and women who serve in the armed forces.

As part of the Hillsdale Academy educational program, all Lower and Upper School students must give two recitations per year to their peers during the school's opening ceremonies. Teachers help students select poetry, prose and great speeches that advocate the Hillsdale Academy mission and are sufficiently challenging and worthy of memorization.



Quinn Coupland (far right) recites "America for Me"

~
America for Me

*’Tis fine to see the Old World, and travel up and down
Among the famous palaces and cities of renown,
To admire the crumbly castles and statues of the kings,—
But now I think I’ve had enough of antiquated things.*

*So it’s home again, and home again, America for me!
My heart is turning home again, and there I long to be,
In the land of youth and freedom beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.*

Henry Van Dyke
(1852-1932)

Steven Read and The Vanguard School Receive 2008 Salvatori Prize

In September, Steven Read, ancient and U.S. history teacher at The Vanguard School in Colorado Springs, Colorado, received the 2008 Henry Salvatori Prize for Excellence in Teaching. In 2006, Cheyenne Mountain Charter Academy, a K-8 school that bases its entire curriculum on the Hillsdale Academy model, established The Vanguard School as its high school. The Vanguard School uses the *Hillsdale Academy Reference Guide* for Grades 9-12 as its model. Currently serving freshman, sophomore and junior students, the first senior class will graduate in 2010.

Before his teaching career, Lieutenant Colonel Steven Read commanded an armored brigade in the Persian Gulf War and again in the invasion of Iraq. Upon retiring from the U.S. Army in 2001, he began teaching middle school American history and pre-algebra at Cheyenne Mountain Charter Academy. In 2005, he was asked to plan the development and curriculum for The Vanguard School, while teaching Algebra I and II to eighth graders. For the first two years after The Vanguard School opened, he taught classical (ancient) history and mathematics classes. This year, with the addition of the junior class, he teaches ancient history for the freshmen, as well as regular and advanced placement U.S. history courses for the juniors, and serves as head of the history department. In addition to his work with about 70 students in his classes, Mr. Read coaches cross-country and track and sponsors the student council.

Hillsdale Academy Headmaster Kenneth Calvert said: "Steve Read is a teacher who brings his devotion to the American Founding to his classroom with a strong dose of study in Athenian Democracy and Roman Republicanism.



Headmaster Kenneth Calvert presents the 2008 Salvatori Prize to Steven Read (center) and Colin Mullaney, principal of Cheyenne Mountain Charter Academy

His service in the military has given him an understanding of what it means to defend freedom. In his class, he mixes a good bit of primary material with his lectures, so his students understand what ancient thinkers were saying. Because of his excellent command of the material, Mr. Read leads class discussions that are a pleasure to witness.,

Cheyenne Mountain Charter Academy consistently earns excellent evaluations as an outstanding K-8 school in Colorado and has earned many state awards. Built on this solid foundation, The Vanguard School was created as a public high school with a classically based, college-preparatory curriculum designed to develop academic excellence, virtue and leadership. This central mission and commitment to excellence in education were developed based on the curriculum and core principles of Hillsdale Academy. After its first year of operation (2006-2007), The Vanguard School was named the number one high school in the state by the Colorado Department of Education. In May 2008, it was also cited as "Best of the Springs, by the *Gazette* of Colorado Springs. It currently enrolls 150 students and is working toward a maximum enrollment of 400.

Following are excerpts from Mr. Read's acceptance speech, given in September at Hillsdale College.

When we began planning The Vanguard School in 2005, we looked at Hillsdale and several of the top high schools in Colorado for ideas. All roads led back to Hillsdale as the standard of excellence which we sought. We chose Hillsdale Academy as our model because we also believe that a school should: first, develop within its students the intellectual and personal habits and skills to build responsible, independent and productive lives as the basis of a free and just society; second, strive to develop character through both curricular and extracurricular activities; and third, incorporate the classically based liberal arts curriculum within a rigorous, structured environment to direct student achievement toward mastery of the basics, exploration of the arts and sciences and understanding of the foundational tenets of our country's Judeo-Christian and Greco-Roman heritage.

A classical education develops virtue and leadership skills. In the classroom, we examine the choices, values, dilemmas and struggles of historical figures. Students learn about leaders who take responsibility for self and others, and about those who lead even when it is unpopular or dangerous. Students also learn to be aware of demagogues and tyrants who would manipulate public opinion to advance their own interests. I have a "wall of liberty, in my classroom where key documents of American history, from the Mayflower Compact through the Constitution, are proudly displayed. They form the integrating theme of

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Academy Students Receive Awards at Hillsdale County Fair

Each year, about one month after classes begin, Hillsdale Academy students enjoy the Hillsdale County Fair. The 158th annual fair, which ran from September 21-28, 2008, will be remembered as a full week of sunshine and pleasant temperatures, a highly unusual occurrence in Michigan at the end of September.

Along with amusement park rides and a wide selection of food and activities, several Academy students participated, either individually or through local 4-H clubs, in livestock, agricultural and art competitions. This year, 4-H celebrated its 100th anniversary in Michigan. The following Academy students received awards:

- Lydia Knecht, a first-grade student, shared her artistic talents and earned three first-place blue ribbons in the youth division: in sculpture, for a set of four figurines in Sculpey clay depicting mermaids and centaurs; in drawing, for a set of birthday cakes drawn in marker; and in watercolor, for a painting of a rocket ship in outer space.

- Sixth grader Megan Wilcox entered two hogs in the 4-H Large Animal Show. Baconator weighed 287 pounds and took third place in his weight class. Weighing in at 297 pounds, PIB (Pig In Blanket) earned a second-place ribbon. Megan used PIB in her showmanship class and received fourth place out of 12 competitors.



Megan Wilcox and her hogs won ribbons in the 4-H Large Animal Show



Eric Lisznyai placed second in sheep showmanship

Megan also entered several cooking, craft, photography and jewelry projects. Her chocolate-covered Pilgrim Hats earned a "Best in Class, ribbon, the first such award for Megan.

- Cecelia Brady, a seventh-grade student, won the Grand Champion Pony English Equitation 4-H title with her pony, Pixie. Modern English riding descends from the old European sport of fox-hunting. Through leg, seat and rein cues, the rider directs the horse to carry itself willingly in



Sarah Pachoud successfully competed in English showmanship

any of three gaits (walk, trot, canter) in an alert, balanced and free-moving manner. The rider must also balance herself so that she does not interfere with the horse's balance or detract from its power and freedom of motion, which is important in jumps. In the ring, Ceci demonstrated proper riding form and rider/horse balance in all gaits and gait transitions. She plans to train in dressage to further her riding and jumping skills.

- Madeleine Collins and her seven-year-old paint horse, King Leo Rama (Lea), placed in five of the six classes in the gymkhana (speed) events. Madeleine's placings were: fifth in pole bending, 30.729 seconds; fourth in kegs, 16.823 seconds; fourth in down and back, 8.836 seconds; and fourth in speed and action, 12.472 seconds. Madeleine also received an "A, award for Cloverleaf (Barrels). While this premium class is not timed, a rating is given for executing the pattern properly. Madeleine is a seventh grader.

- Elyse Lisznyai, Grade 8, and Eric Lisznyai, Grade 10, entered livestock competitions with hogs, sheep and ducks. Elyse also showed her dog, Preston, and Eric showed two dogs, Kip and Daisy. They



Lucas Sparks placed second overall in both market and showmanship classes

both entered several art, flower, and plant and food projects, plus essays and written reports. Elyse earned third place in sheep showmanship and second place in dog showmanship with Preston. Eric placed third in swine showmanship and second in sheep showmanship. Eric also earned first place in dog obedience and second place in showmanship with Kip, and third place in off-leash agility with Daisy. Both Eric and Elyse won the swine skillathon, which is a written test, and received "Best in Class, honors for several of their projects.

- Tenth grader Sarah Pachoud won Reserve Champion in English showmanship for all ages after taking first place in English showmanship for her age group. Sarah also won the following ribbons for 13- and 14-year-olds: first in bareback, third in English equitation, third in Western equitation, fourth in speed and action, and fifth in Western showmanship. Sarah rode Impressive Hot Diamond (Charlie) in English, Western pleasure and gymkhana events. Charlie is owned by Madeleine Collins's mother, Jennifer.

- Junior Elizabeth Brady earned a "Best in Class, blue ribbon in drawing in the 14-year-old and older category. Her drawing depicted a house with neo-classical architecture.

- Senior Marissa Philipp received several awards for photography: black and white human interest, first place county fair, first place state fair gold ribbon, and first place sweepstakes; rural life, first place county fair; human interest, first place county fair; city life, first place county fair; seascape, second place county fair; and holidays, fourth



Back row: Hannah Moeggenberg, Kristin Vann, Cece Péwé, Joy Boakye, Jacob Vaillancourt; Front Row: Spencer Moeggenberg, Sean Vann

place county fair. Marissa has entered her photography at the Hillsdale Fair in each of the past four years, the first two in the youth class, and the past two in the adult class. For three of the four years, she won a state fair gold ribbon.

Most elementary schools from Hillsdale County decorate a fair booth. Hillsdale Academy Art Instructor Matthew Woudenberg coordinated the Academy's exhibit that included a wall mural depicting the fair's theme, "We've Got a Good Thing Growin'". According to Mr. Woudenberg, the picture illustrated the Academy building in an agricultural landscape with farmers and animals in the fields. Fifth, sixth and seventh graders painted the background. Students from

Grades 3 and 4 added corn stalks made from cardboard, construction paper and thread. First- and second-grade students drew pumpkins and made construction-paper trees, and the Kindergarten class added brightly painted sunflowers.

Each year, the Hillsdale County Fair provides Academy students with the opportunity to learn more about the vast community in which they live. Whether these lessons come through competing in the arena, submitting one's artwork to be judged, contributing to a display in the educational exhibits building, or having fun on the midway, students already look forward to next September for the annual Hillsdale County Fair.

Lydia Knecht

- First-grade student
- Earned three first-place ribbons: sculpture, drawing and painting

Cecelia Brady

- Seventh-grade student
- Grand Champion Pony English Equitation 4-H title

Madeleine Collins

- Seventh-grade student
- Placed in five of six classes in gymkhana events with her paint horse



Hillsdale Academy Fair Booth

Alumni News



Deanna Ducher, Steve and Elizabeth (Wolfram) Thill, Katy Arnn

Class of 2001

Elizabeth Wolfram, '01, and Steve Thill were married at Saint Mary Student Parish in Ann Arbor on Saturday, September 13, 2008. Elizabeth's parents are Gary Wolfram, William E. Simon Professor in Economics and Public Policy and professor of economics at Hillsdale College, and Mary Wolfram, seventh-grade teacher at Hillsdale Academy. Former Academy student Wyatt Wolfram and current seventh grader Liam Wolfram, brothers of the bride, participated in the service. Academy alumnae **Katy Arnn, '02**, and **Alice Arnn, '07**, attended, as did former Academy students John McNamara and Anne Berlucchi. Also present were Academy teachers Jackie Blood, Pam Steiner, Karen Somerville and Deanna Ducher, as well as several current and former parents of Academy students and friends of the family. Elizabeth is pursuing a Ph.D. in classical archaeology at the University of North Carolina—Chapel Hill. Elizabeth and Steve met while attending the University of Michigan. He earned his J.D. at the University of North Carolina Law School last May, and now he is clerking for Paul Newby, Associate Justice on the Supreme Court of North Carolina. The couple resides in Carrboro, North Carolina.

Class of 2004

Brian Clow, '04, graduated from Hope College in the spring of 2008 and now is enrolled at The Ohio State University College of Medicine. At Ohio State, first-year medical students are immediately

introduced to the clinical aspects of medicine. Brian said he has already worked in the dissection lab with a cadaver for his first class, gross anatomy. As part of the clinical skills laboratory, first- and second-year students practice such techniques as suturing, intubation, phlebotomy and basic life support skills with a robotic patient that pulses, breathes and reacts to medications. Brian said he is very busy in medical school, enjoys the cultural aspects of Columbus and is adjusting to a university with 50,000 undergraduates.

Kyle Eriss, '04, graduated with a degree in history from Hanover College in May 2008. He is currently studying at the University of New Hampshire in a dual master's in education and teacher certification program and expects to complete his degree in 2010.

After graduating summa cum laude and Phi Beta Kappa from Harvard University in May 2008, **Nicholas Hayes, '04**, spent the summer working as a counselor at the Great Books Summer Program at Stanford University in Palo Alto, California. While in California, he took a job with Shmoop, an online start-up company that aims to be a student educational resource for literature, history and philosophy. Nicholas and his college roommate, also employed by Shmoop, are currently living in Buenos Aires, taking two years off from school to, as Nick said, "enjoy this rare moment of freedom and live out the time-honored German tradition of *Wanderjahre*." He further noted, "Besides supporting ourselves on Shmoop, our goals are principally to learn Spanish (finally), to learn tango, and, in my case, to learn how to play tango music and pick up an instrument called the bandoneon. I also want to learn Greek, we both want to become fluent in economics, and we both want to start writing."

Melanie McElroy, '04, who lives in Lansing, worked for Mark Schauer's campaign for the state's 7th Congressional District. She traveled throughout the district to raise money and

to meet people involved in politics. After the campaign, Melanie plans to take a trip to Guatemala to visit her grandparents. A 2008 graduate of Albion College, Melanie majored in history with a concentration in public policy and public service.

Class of 2006

Krista Woods, '06, and Coburn (Coby) Strausbaugh of Seattle, Washington, were married by the bride's father, Reverend Drew Woods, at the Cement City (Michigan) Baptist Church on September 27, 2008. Maids of honor were the sisters of the bride, **Tera Woods, '08**, and **Anna Woods, '10**. **Natalie Ewers, '08**, served as bridesmaid. Other Academy alumni and former and current students in attendance for the wedding were: **Anna Leutheuser, '06**, **Joshua Risner, '06**, **Emily Buchhop, '06**, **Gwen Buchhop, '07**, **Grace Leutheuser, '10**, Alison Budd, Kara Polyblank, **Zachary Lefere, '09**, and Chelsea Detmers. Academy faculty Karen Somerville, Julie Budd and Deanna Ducher also attended. Krista and Coby met while attending the INSIGHT (Intensive Study of Integrated Global History and Theology) program in Minneapolis, a one-year program at the Bethlehem Institute for "Global History from a Christian Perspective." The couple will make their home in Washington, where Coby has a painting business. They plan to finish their undergraduate degrees in preparation for a career in ministry.



Zachary Lefere, Emily Buchhop, Anna Woods, Krista (Woods) Strausbaugh, Tera Woods, Natalie Ewers, Grace Leutheuser, Gwen Buchhop

We welcome your updates. Please send alumni news to:

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these freshmen were the products of the early homeschooling movement. Others were products of private schools. A few of them had attended public schools. All of them had studied Latin, logic, rhetoric, mathematics, the sciences, and Western and American history, as well as the foundations of constitutional government. These people were well-read, knowledgeable and hard-working. I was impressed and, to be honest, more than a little perplexed that I had not received a similar education. My education was not bad and it had certainly been rigorous. I had received a smattering of those subjects central to a truly liberal or “free, education befitting a free citizen. In fact, I was one of the few students at my high school to study Latin. Yet I recall my studies as somehow shallow and meandering. Above all, I had not received a positive account of American history and of constitutional government. I had been given the letters of Marx and Engels, but had not been asked to read the letters of Jefferson and Adams. *Das Kapital* was known to me but not the *Federalist Papers*. I had read the *Communist Manifesto* but had not been led in a close study of our Constitution. In my undergraduate years, I began to see the dramatic differences between modern and traditional education. I could see that among my peers, there were those few who were educated in a manner similar to those men who in past centuries had accomplished great things for the American Republic.

At Hillsdale Academy, we seek to resurrect the training that was once received by our forebears. We seek something better for our children than the education we ourselves received. The great, learned and faithful Americans of the past should be emulated. This emulation should begin in faith, in virtue, and in the training of our minds. The great works of the Biblical and classical past should be read and understood by every citizen. In the resurrection of this ideal, we might find more colleges and universities again seeking the same ends as Hillsdale College.

Changes in Upper School Faculty

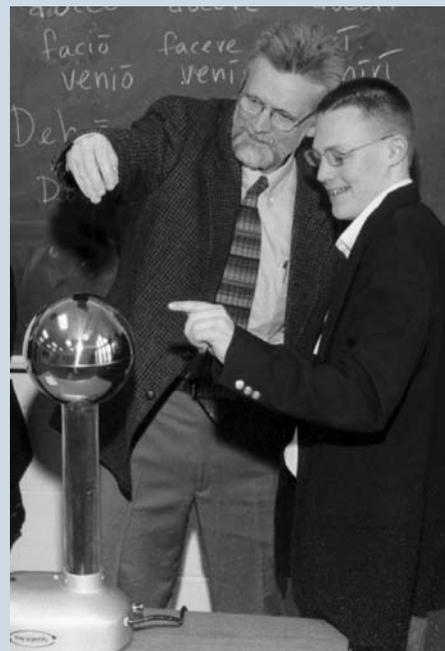
At the beginning of the school year, new faculty are often welcomed along with new students. Such was the case at Hillsdale Academy in the fall of 2008. Last spring, three teachers moved on to pursue other opportunities.

After completing a one-year position at Hillsdale Academy, biology and chemistry instructor Miss Carrie Burdzinski has returned to her family’s home in the Detroit area. Many members of the Class of 2008 appreciated her inspiration to continue their study in the sciences after graduation. This year, Dr. Amy Courtney is teaching biology and chemistry classes at Hillsdale Academy. Dr. Courtney graduated from Harvard University with a degree in biomedical engineering. She most recently taught at the West Point Military Academy.

Miss Ellen Condict is now teaching the sophomore and junior literature classes, as well as a section of first-year Latin. Before coming to Hillsdale, she taught at two private high schools and attended Baylor University, where she began work toward a Ph.D. in medieval literature. Miss Condict replaces Dr. Helen Lasseter, who taught at Hillsdale Academy for two years and is now teaching in the English Department at Hillsdale College.

Dr. Dan Hawley, mathematics and physics teacher at Hillsdale Academy, retired after ten years of excellent service. At a farewell dinner in May, Dr. Hawley was presented with a tree and a plaque, and the senior class named a star in the Milky Way in his honor. Dr. Hawley and his wife, Nan, anticipate a move to New Mexico where sunshine and warm weather are the rule.

Stepping into Dr. Hawley’s post is Dr. Michael Courtney, a graduate of the Massachusetts Institute of Technology. Dr. Courtney now teaches physics, chemistry and geometry.



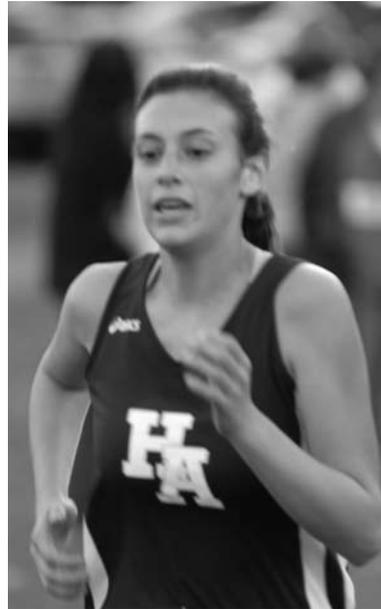
Dr. Dan Hawley instructs Justin Tyler, &01

Fall Sports Update

According to Hillsdale Academy Athletic Director Mike Roberts, the fall is the busiest time in the year for sports. He reported that approximately 90 students in Grades 6 through 12, or about 75 percent of the enrollees in those grades, competed in junior high, junior varsity and varsity sports this fall. The Colts fielded teams in boys' soccer, girls' volleyball, girls' golf, and boys' and girls' cross-country. Many of the fall schedules were not finished by the *Academy Lane* publication deadline, and additional reports will be included in the next issue.



Ethan Smith



Erin Gieseke

Boys' and Girls' Cross-Country

Both boys' and girls' cross-country teams had record-setting seasons, and for the first time, both teams qualified for the Division 4 State Meet. The boys' team earned the SCAA conference title. Seniors Tom Lundberg and Ethan Smith, juniors Ethan Gehrke and James Jordan, sophomore Andrew Alvarez and freshman Joel Calvert were named All-Conference. The boys' team finished second in regional competition, placing them in the state meet for the second consecutive year. Tom

Lundberg, Ethan Smith and Joel Calvert earned All-Region honors by placing in the top 15. The team finished the season by placing 13th at the state finals on November 1. During the regular season, Tom Lundberg set a new school record with a time of 16:49.

The girls' cross-country team competed successfully and finished third in the SCAA. All-Conference recognition was earned by sophomore Erin Gieseke and eighth graders Elyse Lisznyai and Shaley Albaugh. Elyse became the first Colt to win a varsity cross-country conference title as an individual. The girls' team, which finished second at the regionals, qualified for the state meet for the third time in seven years. Elyse Lisznyai, Shaley Albaugh and Erin Gieseke earned All-Region

honors. The girls' team finished 16th at the state finals. Elyse's outstanding performance, finishing 13th overall with a time of 19:36, earned her All-State recognition and the Hillsdale Academy record in cross-country, previously held by Mary Somerville, '08. Elyse became the 16th Hillsdale Academy athlete to earn All-State recognition.

Seventh-year head coach Katy Caspar, along with assistants Andrew Holm and Julie Budd, helped the team excel during the fall 2008 season.

Girls' Volleyball

In October, the eighth-grade girls' volleyball team finished with an undefeated season of 11-0 in the South Central Athletic Association (SCAA).

Girls' Golf

The girls' golf team finished tenth in the state for MHSAA (Michigan High School Athletic Association) Division 3. Many of the Academy's competing schools in Division 3 have enrollments of over 800 students. The girls' golf program, which is only four years old, is coached by Charles Blood, father of Academy students Connaught and Charles "Chip, Blood. Members of the varsity team included seniors Connaught Blood and Mallory Horton, junior Callie Watkins, sophomore Katelyn Wollet and eighth grader Elyse Lisznyai. Earning their way to the state championship in October in Lansing, the varsity team went undefeated in dual matches and finished third in the MHSAA regional competition. The team was the first girls' golf team to qualify for the state championship in school history. Connaught Blood finished seventh in the state with an individual two-day total of 167 and placed in the top ten in the state for all four years of her high school golf career.



Connaught Blood

Upper School Students Inspired by Victor Davis Hanson

By Marissa Philipp

As Upper School students of Hillsdale Academy, it was a privilege to have Dr. Victor Davis Hanson, a man with exceptional prestige, visit our school on October 2, 2008. When we heard that Dr. Hanson would give a lecture for the third consecutive year, we students in the 9th through 12th grades awaited his address with great eagerness.

Dr. Hanson came to Hillsdale College for the annual Fall Distinguished Visiting Fellows Lecture Series. He is the Wayne and Marcia Buske Distinguished Fellow in History. His latest book is *A War Like No Other*.

During the weeks preceding Dr. Hanson's visit to Hillsdale Academy, the students had been trying to anticipate the subject of his speech. Not even revealing the topic to Headmaster Calvert, he unveiled it to us by speaking about the "relationship between good education and the world at large,, helping to prepare us for the future.

By telling a few stories, Dr. Hanson portrayed to the students how crucial their decisions will be for the future of the United States of America. He explained the cycle of generations and how the "third generation never cuts back on consumption,, and, instead of conserving their prosperity, they invest in unnecessary expenditures. He made it evident how blessed we are to be born in America and so, to guarantee a secure future for our country, we must first obtain a liberal arts education and then work hard.

As he noted, a diversity of educational methods creates an assortment of opportunities, some good and some bad. Demonstrating this, Dr. Hanson said, "Because you are educated, it is harder and not easier to be moral., We must be observant of obtaining too much authority through education and using it for our own corrupt advantage. He specifically connected this to some of the problems in politics today. Unfortunately, many people evaluate the sincerity of a person

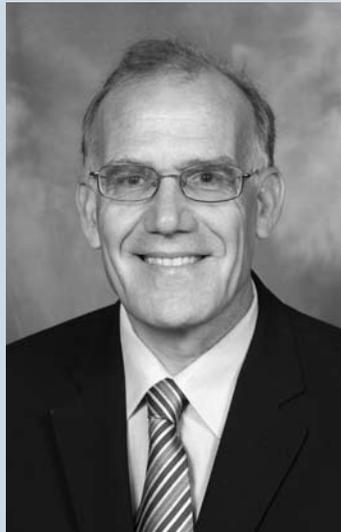
according to his level of education. To avoid this assumption, Dr. Hanson said that we need to use common sense and assure ourselves that this is "not a Republican or conservative thing; it is an American thing., Fortunately, a liberal arts education provides for this rationale.

Dr. Hanson also emphasized the importance of hard, physical work. He said that our generation will be either hardworking or lazy. If we continue to be dependent, instead of self-sufficient, then the latter will occur. To learn a trade that ensures independence, Dr. Hanson recommended that we find a summer job that requires physical labor. We also must "look at what worked in the past, so we can use it to improve the future. We must embrace Abraham Lincoln's view in the Gettysburg Address; that those people who have died for our country "shall not have died in vain., It is our responsibility to choose to accept that they died to defend our exceptional national heritage, and we too should defend this.

After this talk, it was evident that many students felt inspired to follow Dr. Hanson's advice. His realistic depiction of the world demonstrated to the students that great measures must be taken to follow his suggestions and help prevent this continuing cyclical process that is passed down through the generations. The students were motivated to hear that a solution exists as long as we are willing to achieve it.

The Upper School and especially every one of my fellow senior classmates were elated to hear that Dr. Victor Davis Hanson will be speaking at our Commencement in May 2009.

Marissa Philipp, a senior at Hillsdale Academy, is editor of the school newspaper, Veritas, and a member of the yearbook staff.



Victor Davis Hanson

Academy Students Involved in the Political Process

In order for Hillsdale Academy students to learn more about our country's political process, all students in K-12 cast their votes in a mock election for the President of the United States on Tuesday, November 4. The week prior to the election, Grade 8 students made presentations to each of the Lower School clusters and registered students to vote in the mock election. Hillsdale Academy elected John McCain as the next President with 72 percent of the vote. Barack Obama received 15 percent, and another 11 percent went to other candidates.

Pilot Program in Etiquette Offered for Grades 7 and 8

This fall, Hillsdale Academy began to offer etiquette instruction for seventh- and eighth-grade students. Mrs. Teresa Reilly of New Port Richey, Florida, teaches the course. She is the author of *Etiquette Lessons* and the mother of Rose Leilani Reilly, a freshman at Hillsdale College. The editorial staff of *Academy Lane* conducted the following interview with Mrs. Reilly.

Academy Lane: How did the pilot program in etiquette instruction come about?

Mrs. Reilly: In the summer of 2007 during my family's first trip to Hillsdale College, we happened by the Academy, and Dr. Calvert graciously gave us a tour. My husband introduced me by saying: "Teresa is an author. She has written books on etiquette for children., As it turns out, Dr. Calvert and a group of parents had discussed introducing etiquette classes to the Hillsdale Academy curriculum. One of the parents had read and recommended my first book, *Etiquette Lessons: Girls & Boys at the Table* and *Teens at the Table*, published in 2004 by iUniverse, backed by Barnes and Noble. That led to meetings and negotiations, and here we are with the pilot program.

Academy Lane: Why do you feel etiquette instruction is important?

Mrs. Reilly: Teaching etiquette lessons in school begins with reminders of familiar events of history, continues into basic etiquette training and ends with an endowment. I believe that it is the right of each generation to learn, and it is our nature to embrace and preserve core beliefs of our culture. Children seek order and want to know what is expected of them. Providing etiquette training to children in school gives our young Americans tools of their inheritance. As they learn the history of our democracy, they should be

introduced to good social behavior, table manners, meeting protocol and social grace that was practiced by the Founders. Learning and practicing proper manners heightens social awareness and interaction, builds confidence, improves attitudes and can even lift academic achievement. Thus, etiquette training helps to round out the student's education.

Academy Lane: And how do children respond?

Mrs. Reilly: Children learn quickly by "acting out, the roles of ladies and gentlemen. This is what replaces juvenile tyranny, ignorance and prejudice. They welcome etiquette training because it is traditional, familiar, relevant and rooted in history. Young people practice gaining confidence and skill together. They support one another throughout the course of lessons. They soon begin to conform to the roles of ladies and gentlemen at the table and on the dance floor.

Academy Lane: When are the sessions, and do all seventh and eighth graders participate?

Mrs. Reilly: Yes, all students are receiving seven half-hour lessons with their own classmates during lunch breaks from 11:45 a.m. to 12:15 p.m., on the first Friday of each month, alternating between the two grades. We began in September, will skip the month of December, and our last class for this year will be in May. For the eighth and final lesson, parents of both grades will be invited for a one-hour evening or weekend demonstration of skills learned. Etiquette Achievement Certificates will be presented to the eighth graders. The course spans two years.

Academy Lane: Please give us an idea of the curriculum.

Mrs. Reilly: *Etiquette Lessons*, which brings life skills to school, has helped thousands of students gain personal confidence and decorum in eight essential lessons. We cover formal dining, meeting protocol, decorum, conversation, correspondence and dance floor etiquette. We transform the learning environment into a virtual dining room. At Hillsdale, we meet at the Dow Leadership Center.

Academy Lane: Tell us how your work complements the mission of Hillsdale Academy.

Mrs. Reilly: For four years, I traveled across America teaching etiquette in private, public and home schools, and for a number of other organizations and businesses. In 2005, I developed an online Instructor Certification program, and now over 100 trained instructors are teaching my programs. Many schools have implemented my programs, and the *Etiquette Lessons* system of training is uniquely well matched to the rigorous academic education provided in the *Hillsdale Academy Reference Guide*.

Academy Lane: And how are the Hillsdale Academy students doing?

Mrs. Reilly: The students at Hillsdale Academy assured me in writing that they enjoyed their first lessons. They thanked me for teaching them proper etiquette, told me this is useful information and said they look forward to the next lessons. These typical comments are enthusiastic and insightful. As one student wrote to me in his thank-you note, "We hope you make us civilized children., We are off to a good start.

Henry Salvatori Prize for Excellence in Teaching

The late Henry Salvatori viewed America as the land of opportunity, and his life of hard work and principled convictions embodied the American spirit. Mr. Salvatori believed that America's political, economic and educational freedoms are interdependent. He developed commercial oil-exploration technology and founded Western Geophysical Company, a firm that quickly became an industry leader. Throughout his life, Mr. Salvatori invested the rewards of his enterprise in projects that teach young people about America's founding principles.

Mr. Salvatori admired Hillsdale College's mission and established a permanent endowment to recognize exceptional classroom teachers nationwide. Since 1996, the Henry Salvatori Prize for Excellence in Teaching has been awarded to a teacher that best implements the ideas and curricula found in the *Hillsdale Academy Reference Guide*. Along with this recognition, a \$25,000 check is given to the recipient's school for books, equipment and other instructional materials.

All public and independent school classroom teachers who use the *Hillsdale Academy Reference Guide* as a resource, who are committed to rigorous traditional learning, and who have high academic standards are eligible to apply for the annual award. Applications must be submitted each year by February 1. For more information regarding the application process, please call (800) 989-7323 or refer to the College Web site at hillsdale.edu/academy.



Mr. Henry Salvatori

Continued from page 3

our four years of education in the humane letters. On the first day of school, I direct the students' attention to the opening words of the Declaration of Independence, "When in the course of human events", That is what we are studying. Our journey begins thousands of years ago along the Nile, Euphrates and Tigris rivers, and culminates today along the Potomac, Mississippi and Arkansas rivers. En route, we examine human nature, natural laws and self-evident truths.

I teach both classical and American history. I believe the two are invariably and necessarily linked. We do not wander aimlessly through the centuries, searching for each student's own relative definition of truth; we begin the journey with our destination clearly in mind.

Our history program is both vertically integrated from freshman through senior years, and horizontally integrated in the humane letters approach along with English, Latin and fine arts instruction. From class to class, from year to year, the students benefit from this synergism.

The Vanguard School is committed to the same high academic expectations as at Hillsdale Academy. High standards allow our students the opportunity to earn respect and self-esteem. In extending our curriculum into high school, we kept the academic standards that made us successful in Kindergarten through Grade 8. The relatively simple priority to develop exceptional reading, communication and mathematical skills, along with an emphasis on critical thinking, all achieved through

a focus on the classics and our country's Western heritage, sets us apart from other schools.

We expect all our students to attend college and prepare them accordingly. But, even if they do not attend college, we have prepared them in a more important manner—to be good and productive citizens. We can ask no more of them. We thank Hillsdale College and Hillsdale Academy for helping us in this duty to our country.



ADDRESS SERVICE REQUESTED

2008-2009 ACADEMY SCHOOL YEAR

Monday, January 5	Classes Resume after Christmas Break
Thursday, January 22	Noon Dismissal for Mid-Term Break Parent-Teacher Conferences
Friday, January 23	No School—Mid-Term Break
Monday, February 16	No School—Winter Break
Wednesday, February 25 - Friday, February 27.....	Upper School Exams
Friday, February 27	Winter Trimester Ends
Monday, March 2	Spring Trimester Begins
Friday, March 13.....	Noon Dismissal for Spring Break
Monday, March 23	Classes Resume after Spring Break
Friday, April 10	No School—Good Friday
Monday, April 13.....	No School—Easter Monday
Friday, April 24.....	Noon Dismissal for Mid-Term Break
Saturday, May 2	SAT Exams
Thursday, May 21.....	Senior Class Night
Monday, May 25	No School—Memorial Day
Tuesday, May 26 - Thursday, May 28.....	Upper School Exams
Wednesday, May 27.....	Moving-Up Ceremony
Thursday, May 28	Spring Sports Awards Senior Athlete Night
Friday, May 29.....	Noon Dismissal for Last Day of Classes
Sunday, May 31	Commencement with Victor Davis Hanson, Speaker