

HILLSDALE COLLEGE Parents NEWSLETTER

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Hillsdale's Historic Mission Cornerstone of the Good, True and Beautiful

DR. LARRY P. ARNN

President

In his remarks at the laying of the cornerstone of the New College Building at Hillsdale in 1853, Edmund Fairfield, the first President of Hillsdale College, stated, "Educational institutions are not only invaluable in preparing for the enjoyment of rational liberty, but they are equally so in perpetuating it; they are the constant allies and eternal bulwarks of all institutions of Republicanism." Today, we educate our students with this weighty responsibility in mind. Fairfield understood, as do we, that only "sound learning" can achieve this lofty goal. This requires an education based upon the pursuit of truth, with the view that that which is true is good, and the highest sort of good is beautiful.

Few institutions hold to this old and noble conception of learning. Rather, many of our nation's campuses are adrift in a sea of academic "isms," governmental regulations, green initiatives and multicultural pursuits. Nowhere is this aimlessness more evident than in the education departments of our major colleges and universities where sound learning is sacrificed in favor of the latest educational trend or bureaucratic dictate. In light of such trends and dictates, we recently ended our participation in the State of Michigan teacher certification program.

It is our belief that this decision will strengthen our ability to educate teachers. We have a long history of that here. Our



Dr. Larry Arnn

graduates become fine teachers who love and respect learning, master their subject matter, and know the proper ends to which an education aspires. A certificate from the state does not guarantee that one possesses these qualities, and, in fact, may hinder their attainment. In the place of state certification, we have established a Classical Education Minor, developed classical school internships, and conducted a highly successful placement program through our annual Classical Schools Job Fair. Over the past three years, these initiatives have proven highly successful in providing our students with the teaching opportunities they seek.

In addition to graduating great teachers, we are committed to improving K-12 education. Our Hoogland Center for Teacher Excellence provides continuing education to over 1,000 working teachers per year. Soon, the Barney Charter

School Initiative will support the opening of charter schools across the nation. These schools will need good curricula and good teachers. Unlike most colleges and universities, we can provide both.

With all this, our primary concern remains educating your children in light of the mission President Fairfield so articulately described. It is through such learning that they will impact this great nation, and live well. We are blessed to have your faith in us to do these things.

Grammar: The First Liberal Art

DANIEL B. COUPLAND, PH.D.

*Associate Professor of Education
Hillsdale College*

It may seem odd to some that Hillsdale College would offer a course in English grammar. Shouldn't English grammar be taught in *grammar* school? The sad truth of the matter is that explicit instruction in English grammar has been absent from most K-12 schools for a few generations. If American students develop an understanding of English grammar, it is often acquired implicitly through limited instruction sprinkled throughout the "language arts" curriculum. I frequently hear students make comments, such as, "I know that the sentence is wrong, but I just don't know why." These comments show a poor understanding of English grammar, and they are the result of poor grammar instruction.

Hillsdale's decision to offer a grammar course makes sense in light of its commitment to the liberal arts. After all, grammar is the first and foundational liberal art. In the twelfth century, John of Salisbury said, "[L]ess time and attention have been given to the study of grammar. As a result, we find men who profess all the arts, liberal and mechanical, but who are ignorant of this very first one, without which it is futile to go on to attempt the others." This quote begs the question: Are students, in fact, liberally educated without a solid understanding of English grammar?

The Hillsdale grammar course begins with a brief history of the liberal arts and a study of grammar's role within this history. But most of the class focuses specifically on English grammar. Yes, the course covers the basics (e.g., eight parts of speech, punctuation, relative clauses, passive voice, and participial



Dr. Daniel B. Coupland

phrases) of grammar, but it also explores more advanced topics (e.g., cleft sentences, anticipatory appositives, and nominative absolutes). The students spend a great deal of time examining the structure of English sentences by diagramming, an almost extinct—but highly effective—method of studying syntax developed in the 1800s.

While the course was originally designed for future teachers (many of whom go on to teach in classical K-12 schools), students from across the College have been drawn to the course. Last semester, the students in the grammar class represented 14 different majors, including English, music, economics, biology, and politics. Many

of these students told me that they recognized their limited understanding of English grammar as a gap in their liberal education, and they chose to complete the grammar course in order to fill this gap. In the thirteenth century, Henri d'Andeli wrote an allegory titled "The Battle of the Seven Liberal Arts," which included these lines:

*Sirs, the times are given to emptiness
Soon they will go entirely to naught.
For thirty years this will continue,
Until a new generation will rise,
Who will go back to grammar.*

Perhaps this generation of Hillsdale students is rejecting the "emptiness" of an illiberal education and finding its way "back" through the study of grammar.

Classical Schools Job Fair Draws National Interest

Hillsdale College hosted the third annual Classical Schools Job Fair and Mini-Conference on campus March 1-3, 2011. The event brought representatives from 32 classical schools across the nation together with a large number of Hillsdale students interested in teaching careers, and seeking information about opportunities at classical schools.

Providing early exposure of Hillsdale students to prospective employers, this job fair has led to an increasing number of job offers. This fall, Hillsdale graduates are teaching in classical schools in such cities as Boston; Phoenix; Greensboro, North Carolina; and Longmont and Colorado Springs, Colorado.

Coordinated by Dr. Daniel Coupland, the Career Services Office and the Barney Charter School Initiative, the event drew 14 schools the first year, and 17 schools the second year. Hillsdale staff have been increasingly impressed with the interest shown by our students, and by the visiting classical schools. One prospective employer enjoyed "meeting students and seeing how their minds work after four years at Hillsdale." Both visitors and Hillsdale students commented on the merits of holding such an event.

The fourth annual Classical Schools Job Fair will be February 29-March 2, 2012. If your student is interested in attending, he or she should contact the Career Services Office on the Hillsdale campus.

The Barney Charter School Initiative

Good Education for the Common Good

PHILLIP KILGORE

Director of Charter School Development Program
Hillsdale College

The Barney Charter School Initiative has advanced closer toward the founding of several classical K-12 charter schools. The establishment of these schools will promote a liberal and civic education in America's public schools. Many at Hillsdale College are excited about the prospects this initiative brings, among them being students who wish to teach at classical charter schools.

To understand the purpose and direction of our work with charter schools, we must first revisit the mission of Hillsdale College. Since 1844, our mission has been "to furnish all persons who wish, irrespective of nationality, color, or sex, a literary and scientific education' outstanding among American colleges, 'and to combine with this such moral and social instruction as will best develop the minds and improve the hearts of its pupils'. The College considers itself a trustee of modern man's intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law. By training the young in the liberal arts, Hillsdale College prepares students to become leaders worthy of that legacy."

This mission has led us to consider how we can lead in the effort to recover our public schools from the tide of 100 years of progressivism that has corrupted our nation's original faithfulness to the previous 24 centuries of teaching the young the liberal arts in the West. The public school is arguably among the most important battlefronts in our war to reclaim our country from forces that have drawn so many away from first principles. Almost 90 percent of our nation's youth attend public schools, and there is no question that public education across America is in trouble. To abandon the majority of our children to bad education is unconscionable. American public education's origin is in the states' constitutions and from a day when those state founders still widely understood the importance of the common good, the *res publica*. Seeing the key role education plays in that common good, these state founders were compelled to provide for public schools. Finally, any victories today in a return to our nation's founding principles will be short-lived if



Phillip Kilgore

we do not educate the next generation to love those things which are lovely, and to esteem and pursue wisdom and virtue. The charter school model allows for the launch of a significant campaign of classical school planting to redeem American public education.

After soliciting proposals over the summer of 2010 from groups who plan to start classical charter schools, a review team of Hillsdale College staff and faculty members identified three groups—from Savannah, Georgia; Lewisville, Texas; and Moriarty, New Mexico—to be of significant interest and potential. These groups have now visited Hillsdale to meet with the review

team and discuss their plans and educational philosophies. Their applications must still be approved by the charter authorizers in their states, at which time they will be eligible for Hillsdale financial grants. In the meantime, the College is working with them in drafting their founding documents and on curriculum development. A search has also begun to find candidates for the schools' principals.

Supporting the establishment of these schools, Hillsdale College held its first annual charter school seminar on June 28-29, 2011. The event was designed to provide a deeper understanding to board members from these three selected schools on the nature of a liberal and civic education in a public school setting. Also in attendance were veteran classical charter school leaders as well as individuals from across the United States who are seriously exploring the possibility of founding such a school in their communities. Over 50 people attended the two-day session.

The Barney Charter School Initiative also directly supports the Classical Schools Job Fair (see page 2), and so is strengthening the full lifecycle of our educational mission for K-12 students, their teachers, and our own Hillsdale College students who seek to become teachers. This initiative is made possible by a major grant from the Barney Family Foundation and matching gifts from other friends of Hillsdale College. For more information, visit the Barney Charter School Initiative website at www.hillsdalecharter.org.

Liberal Arts Teaching Apprenticeship

The Rich Heritage of Classical Education

After several years of planning, the Education Department and Hillsdale Academy launched the Liberal Arts Teaching Apprenticeship as a pilot program in 2008. Today, it is at the forefront of the Department's effort to improve American education. The apprenticeship prepares Hillsdale students to be teachers in schools that are dedicated to the classical liberal arts tradition.

Hillsdale College is distinctly positioned as an institution that promotes the classical liberal arts. For many years, the College has successfully marketed the curriculum and school culture of Hillsdale Academy, its K-12 model school. Founded in 1990, the Academy is an extension of the College's commitment to teach students to love virtue and wisdom and to develop the habits of self-government. The College and Academy strive to develop men and women of intellect and good character.

"People looking for a specific kind of teacher candidate come to us, because the College and the Academy are nationally recognized for bucking the unhealthy national trends in education," said Dr. Jon Fennell, director and associate professor of teacher education at Hillsdale College. "The Teaching Apprenticeship enables us to prepare teachers for employment in these types of classical schools."

Headmasters seek teachers with a good liberal arts education, a depth of knowledge in their academic disciplines, and a grasp of the philosophy of education and the theory of classical education. Hillsdale College has a history of meeting these expectations. And because many Hillsdale College students come from a classical educational background, some envision returning to these schools as teachers.

Dr. Fennell from the Education Department and Dr. Kenneth Calvert from Hillsdale Academy worked together to institute elementary- and secondary-level apprenticeships that

do not lead to state certification but generally qualify students to teach in private schools and charter schools that do not require certification. They also designed the program to operate with minimal complexity and bureaucracy, so that apprentices can focus on what is really important: learning to teach.

Hillsdale College students may apply for the apprenticeship no sooner than the end of the sophomore year. Applicants

must be academically strong and well-grounded in their academic disciplines and must—at some time in their undergraduate experience—complete the "Philosophy of Education" course. Those who are selected complete their apprenticeships during their junior or senior year. Hillsdale students can complete the apprenticeship locally at Hillsdale Academy or remotely at classical schools in places like Colorado Springs and Washington, D.C. Over the course of the apprenticeship semester, they are at a qualified school between 15 and 30 hours per week to observe teachers, prepare assignments, quizzes and exams, and give lectures. Apprentices can earn academic credit (3 credit hours for a part-time placement and 6 credit hours for a full-time placement), and they are eligible for letters of recommendation and receive documented proof of their apprentice experience on their transcript.

Through the Liberal Arts Teaching Apprenticeship,

students can receive general experience in a wide variety of tasks, which in turn helps improve their ability to obtain teaching positions after graduation. This, too, is yet another valuable component of these teaching apprenticeships that has led to the success of the program. As a result, many classical schools—both public and private—across the nation need look no further than Hillsdale College as the premier location for finding appropriate new teachers to carry on the classical tradition.



Dr. Jon M. Fennell and Dr. Kenneth Calvert

The Wonder of Learning

Home-Schooling Family Finds Hillsdale “A Natural Fit”

MRS. TAMMY PETERS

*Mars Hill Academy, Third-Grade Teacher, Assistant to the Grammar School Principal
Mother of Betsy Peters Howard, '10, Michael, '12, Shelly, '15, and David
Ohio*

Being from a family of teachers, I guess I have always had a fascination with the wonder of learning. I entered the School of Education at the University of Wisconsin in 1979. I viewed college as a means to an end. I wanted to teach. Training young minds to think and engaging in the dialogue of the great thoughts of the Western civilization were the farthest from my thoughts. My classes prepared me to view the student as the center of his own knowledge. How he viewed language shaped how he spelled. How he understood his social situation defined who he was. The teacher was merely a facilitator of learning.

As years went on, the child-centered mode of instruction remained the same. Whether I taught at the elementary level or my graduate students, invented spelling, whole language, and learning through individual exploration ruled the classroom.

It wasn't until my husband and I had our four children that I began to wrestle with what it meant to teach and to be a teacher. After reading *Recovering the Lost Tools of Learning* by Douglas Wilson and *Classical Education* by Gene Edward Veith and Andrew Kern, I began to see that I had been robbed in my own education. I had never heard of classical education with the seven liberal arts (Grammar, Logic, Rhetoric, Arithmetic, Astronomy, Music, and Geometry). In the ancient world, the liberal arts instructed the “free” or “liberal” citizen to build a society, which would cultivate growth for the good of the community. The trade schools were for the slaves to learn a skill. I realized my education enslaved me.

I needed to equip myself as an educator with the tools of teaching that had been the framework for millenniums. I needed to train my students in disciplining their minds to think logically. I needed to reevaluate all that I had been taught about teaching.

Liberal education or classical Christian education became the catalyst for change from a naïve public school family to a rigorous, academically aggressive home-schooling family.

For the next two years, we retooled ourselves with reading the *Iliad* and the *Odyssey* to our elementary-aged children. I began to teach phoneme by phoneme the correct way to spell. My children learned the eight parts of speech, how to identify



Tammy and Hud Peters

the principal elements of a sentence, and to diagram. The world became big, and history became rich and colorful panning civilizations. They even learned Latin.

In 2000, our family moved to Cincinnati, Ohio, to Mars Hill Academy (MHA), a classical Christian school. I joined the staff, and the children furthered their learning. The school came alongside our family to help us raise and teach our children in a God-honoring way. The rich heritage of the classical methodology equipped our children “to think clearly and listen carefully with discernment and understanding... reason persuasively and speak precisely...” (MHA Founding Documents, www.marshill.edu).

Hillsdale College became a natural fit for higher education. Betsy, our eldest, graduated in May 2010. She returned to MHA to teach in the classical method. She brings an incredible depth to her students with her passion for teaching truth, beauty, and goodness. Our eldest son, Michael, has loved continuing his liberal arts education at Hillsdale. He will be graduating in May 2012. Our third child, Shelly, is a freshman this fall at Hillsdale. She is eager to take part in the new changes in education at Hillsdale. She wants to teach, too. Our youngest, David, is a junior in high school.

My learning continues, for I am still amazed at the wonder of learning as I teach the next generation the love of learning. T. S. Eliot says it best: “You shall not cease from exploration and the end of all our journeying will be to arrive where we started and know the place for the first time.”

Trivium Pursuit

Leads Valedictorian from “the Hill” back to Mars Hill

MRS. BETSY PETERS HOWARD, '10

Majors: English, Spanish, Religion
Ohio

Walking across Hillsdale’s graduation platform last year, I expected to teach at Mars Hill Academy in the fall with my soon-to-be-husband, Zach Howard, '10. I could not have anticipated that the culture and academics of a classical school would persuade us to start our second year of teaching by welcoming Zach’s junior high brother, Hudson, to move from Berkeley, California, to attend Mars Hill this fall.

When I graduated from Hillsdale as the valedictorian, Dr. Arnn asked why I had chosen a small classical school over graduate studies. The Hillsdale I knew had done more than defend the liberal arts for undergraduates; it was championing classical education everywhere. It seemed good to partner with the College in that endeavor starting in the classroom.

By the time I attended college, I was enamored with a classical model’s emphasis on the first three of the liberal arts—grammar, logic and rhetoric—but was not sure where to learn to teach like that. While at Hillsdale, I kept busy with majors in English, Spanish, and religion until my junior year brought an unexpected surprise: Hillsdale Academy began the Liberal Arts Teaching Apprenticeship in partnership with the College. Classical education had come to me!

That winter was brutal. As the Michigan temperatures had never seemed so cold, the daily walk down to the Academy had never seemed so long. Still a full-time student “up the Hill,” I was now observing at the Academy in upper-level history, English, and Latin. To better understand the school’s culture and what



Betsy Peters Howard, '10

motivated the faculty in the classrooms, I always stayed through lunch. From morning assembly to the Colts’ homecoming game, the faculty, staff, and students of Hillsdale Academy invited me to learn alongside them. As the semester progressed and I started writing quizzes, lecturing, and leading discussions, I could not absorb all that I was learning quickly enough.

After the Academy that summer, I searched for a classical school with the same rigor, vivacity, and gracious hospitality. Mars Hill Academy (MHA) offered a challenging welcome to a first-year teacher. When not immersed in fifth-grade Literature or

Grammar and Composition, I have been dividing my time between seventh-grade Logic, Spanish III, and AP Spanish, passing Zach in the hallway as he is running to one of his high school math classes, P.E., or eighth-grade constitutional history. As there are no strangers at a small school, we have had five of our classes to our home for dinner, movies, or games. We have skied with our students and chaperoned their field trip to play Capture the Flag after hours. Teaching at MHA was a delightful expansion of Hillsdale.

Dr. Arnn defends Aristotle’s definition of the good as something fulfilling its purpose. The goal of education is to lead a child to refine the way he takes the world’s pieces apart, understands them, and puts them back together. In this way, Hillsdale’s interest in classical education has been a good thing. The apprenticeship at Hillsdale Academy is likewise good. And teaching at Mars Hill Academy is so good that Hudson is coming to share the school with us!

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Hooked on “Explicit Phonics” Early Childhood Education Beckons Becca

REBECCA BRILL, '12

*Art Major
Indiana*

As a senior at Hillsdale College, one might think that my desire to become an educator began before I came to college, but that couldn't be further from the truth. When I first stepped on Hillsdale's campus as a wide-eyed freshman, I was a committed art and English double major. I loved writing and painting, and wanted to become a writer and illustrator of children's books.

After my first year, however, I realized that my true gifts did not lie in English. Dropping that major, I scrambled to find another major or minor I could enjoy, and which would complement my art major. A small voice in the back of my mind reminded me of people who, in the past, had told me to look into education, but I stifled that voice. I took several classes relating to several minors, but never found one that intrigued me.

Finally, nearing the end of my sophomore year, I went to a luncheon about the new Classical Education Program Hillsdale was launching my junior year. I enrolled in one of the core classes, “Philosophical Foundations of Education,” with Dr. Jon Fennell, and, captivated by the idea of a classical education model, I decided to pursue the minor. Also after taking that class, I became very passionate about teaching in the inner city of my hometown, but lacked a clear calling for a specific age group.

That question was answered the following semester when I took Dr. Daniel Coupland's class, “Explicit Phonics Reading Instruction.” Dr. Coupland was engaging, interesting, and funny. In his class, I began to understand how critical good education is to the early ages of children. They are most impressionable at that stage, and they are absorbing so much from the world around them that it is generally up to the teacher and parent to shape who the child will become.

Now, as a senior, I am going to be working at Hillsdale Academy for a semester with the kindergarten and first-grade students through the Liberal Arts Teaching Apprenticeship. I am so excited for this opportunity, and hope that through my work at the Academy and my education at Hillsdale College, I might be able, in the future, to make a difference in a child's life.



Rebecca Brill, '12

“I began to understand how critical good education is to the early ages of children”

“Good Morning, Ms. Demianiuk!” Her Work is Her Passion

LAUREN DEMIANIUK, '11

*German and History Major
Arizona*

At this time four years ago, I was only a couple of essays into my first semester at Hillsdale, and still nervous about adjusting to college-level course work. That first semester I decided to major in history and German, and spent the next four semesters working my way through Hillsdale's core curriculum and the history and German major requirements, as well as preparing to spend the second part of my junior year in Germany. Although I neither applied for Hillsdale's Teacher Education Program (TEP) nor took any education classes in those first three years, I knew, as I had since high school, that I wanted to teach after college graduation.

Before studying abroad, I spoke with a number of professors regarding my desire to teach. One in particular, Dr. Daniel Coupland, explained some of the options for students who want to teach but are not state certified. Dr. Coupland also informed me of Hillsdale's Liberal Arts Teaching Apprenticeship, which involves serving as an apprentice to an experienced teacher at a classical school for one semester. I applied and apprenticed during my last semester under two high school history teachers at Hillsdale Academy. I was so grateful for the opportunity to gain classroom experience even though I was not part of the education program. At the end of my second week as an apprentice, I drove home thinking, “This is what I want to do with the rest of my life.”

Although I did not participate in the College's TEP, my four years at Hillsdale cultivated my love and passion for education and helped prepare me to teach. I took classes from professors who were not only experts in their fields, but who were passionate about teaching as well. In addition, I was blessed with the opportunity to take part in the apprenticeship program—an experience I consider invaluable to my education. Hillsdale takes the task of preparing future teachers, including those outside of the TEP, very seriously and even holds a Classical Schools Job Fair every spring for students interested in teaching. This past spring over 30 headmasters from classical schools across the country came to interview soon-to-be Hillsdale graduates. My Hillsdale experience led me to a teaching position at Archway Classical Academy Veritas, a Great Hearts Academy located in Phoenix.

Four years after those first paper assignments and freshman nerves, I feel quite similar to that first semester... a little nervous as I am only a few math lessons, spelling tests, science projects, and “Good Morning, Ms. Demianiuks” into my first year of teaching.



Lauren Demianiuk, '11

We Are All Socrates Hillsdale Junior Prepares for a Teaching Career

ABIGAIL NEWMAN, '13
Michigan

“**T**he only thing I know is that I know nothing” declared Socrates, one of the icons of knowledge and education at Hillsdale College. Through one of the prerequisite courses of the Classical Education Minor, I realized the stimulating (albeit humbling) truth of this statement. Dr. Jon Fennell’s “Philosophical Foundations of Education” studies the works of various influential authors to establish one transcendent truth: We as humans not only have the gift of knowledge, but the responsibility of knowledge. Following this premise, the course supports a definition of knowledge as



Abigail Newman, '13

more than simply facts, but as a comprehensive relationship with the surrounding world. Within the throes of Dr. Fennell’s wisdom, I realized the particularly unique ability of man’s “gift of fire” (Richard Mitchell) and the consequential responsibility we have to cultivate that gift (Plato), despite the arising obstacles of moral relativism (Tancredi, Polanyi). Together, these irrefutably attest to the existence and the necessity of an objective morality, without which education is both useless and impossible (C.S. Lewis).

As I prepare for the College’s Liberal Arts Teaching Apprenticeship at Hillsdale Academy, I recall my previous belief that education is 80 percent knowledge of the material and 20 percent a relationship with the students. Yet I now understand that education echoes Richard Mitchell’s illustration of the universal Socrates—the idea that we are all students who know nothing, yet wish to know something. Education revolves around Lewis’s belief that knowledge begins with the ability to recognize and respond appropriately to moral standards. Thus my job as a teacher is not merely to impart facts, but to begin by identifying the gift of fire in each student, a fire that will grow only when guided by an established moral system. Their knowledge *becomes* the realization that they, like Socrates, know nothing, yet desire to know something. When that moment finally occurs, education ceases to be an institutional, guided task and becomes a revolutionary lifestyle.

HILLSDALE COLLEGE PARENTS PHONATHON

★ October 17 - 20, 2011 ★

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Founders Campaign

Supporting Hillsdale's Mission of Excellence and Independence

ELLEN DONOHOE

Executive Director of the Founders Campaign

The Founding Fathers understood that the success of the Republic they fought hard to create depended on future generations of Americans to preserve it. In his Farewell Address, George Washington wrote to his "Friends and Fellow-Citizens":

Promote then as an object of primary importance, Institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

The founders of Hillsdale College had faith that the frontier college they established in 1844 would educate those future generations. As patriotic Americans dedicated to our nation's first principles, they stated in the College's Articles of Association that they were "...grateful to God for the inestimable blessings resulting from the prevalence of civil and religious liberty and intelligent piety in the land, and believing that the diffusion of sound learning is essential to the perpetuity of these blessings..."

All of us working together today—faculty, students, parents, alumni, and friends—are in a sense "founders" of Hillsdale College, for today and for tomorrow. We are unified by our support for classical liberal arts education that preserves a body of ideas unique in the history of mankind. These ideas live on in our faculty and in all our students, regardless of their chosen majors or career paths. And these ideas live on in you, our partner in your child's education.

The Founders Campaign pays tribute to our nation's founders and Hillsdale's founders. The Campaign supports our annual and long-term needs for general operations, specific programs, and improvements to the core curriculum. It provides



Ellen Donohoe

endowment for scholarships, faculty chairs, and *Imprimis*, as well as funding for the construction, renovation and maintenance of campus buildings.

Two significant projects have come to the forefront of the Campaign: the Allan P. Kirby, Jr. Center for Constitutional Studies and Citizenship, located in Washington, D.C., and the Graduate School of Statesmanship, which will open on campus in the fall of 2012. Both initiatives keep us on task for educating tomorrow's leaders, and for helping them to develop that uniquely American character we all came to admire in Ronald Reagan. Both endeavors fulfill our teaching mission in service to the defense and preservation of liberty.

Throughout 2011-2012, we will work diligently toward completing the Campaign's goals. We will be raising over \$2.3 million for such needs as the Hillsdale Tradition Award program, the Center for Constructive Alternatives (CCA), the Gordon Biological Station, and the Kirby Center's expanding outreach initiatives.

Other vital Campaign goals include the Student Fitness Project and the construction of a new Track and Tennis Facility and new Turf Building. These plans are designed to enhance varsity and intramural sports, and to promote individual fitness as an important part of college life. Hillsdale parents and grandparents have helped us meet 65 percent of our fundraising goal for the Student Fitness Project. We look forward to securing the rest of the funding for what promises to be a wonderful addition to our campus.

Hillsdale College is widely hailed for its unwavering commitment to excellence and independence. With your enthusiasm and support, we will continue to achieve great things. Thank you for your partnership.

The Independence Fund at Hillsdale College

The Independence Fund is our annual fundraising campaign that supports the College's independence and excellence. Thousands of alumni, parents, and friends with a deep understanding of Hillsdale's mission and a strong commitment to privately funded liberal arts education generously contribute to the Independence Fund each year at one of the three participation levels: Independence Founders—annual gifts of \$500 to \$999; Independence Friends—annual gifts of \$250 to \$499; and Independence Patrons—annual gifts of \$100 to \$249.

As Hillsdale parents, any gift of \$100 or more that you make to Hillsdale each academic year qualifies you to become an Independence Fund member. If you would like to join the Independence Fund, please contact Mary Ewers at (517) 607-2469, or mewers@hillsdale.edu.

The President's Club Is Calling

Hillsdale has a long history of excellence and independence, holding firm to its motto, "Pursuing Truth and Defending Liberty Since 1844." We invite you to become a partner in our mission by joining The President's Club, Hillsdale's premier major donor recognition society.

There are over 2,600 memberships, each comprising an individual or a couple who pledges a minimum of \$10,000 over a maximum of ten years. Members at the Traditional level fulfill their pledges at a rate of \$1,000 per year for ten years, or \$84 a month, Silver and Gold memberships correspond with commitments of \$50,000 and \$100,000, respectively. The list below recognizes current parents and grandparents who are President's Club members. Please contact Kim Gehrke at kgehrke@hillsdale.edu if you are a member and your name does not appear below. For more information, please contact Mary Ewers, Director of Parent Relations, at (517) 607-2382, or mewers@hillsdale.edu. Remember, the Traditional membership is easily doable at \$84 a month over ten years!

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Mr. & Mrs. Gary Basinger	OH	Mr. & Mrs. Nicholas Gough	CA	Dr. & Mrs. Merrill I. Morey	IN
Mr. & Mrs. Douglas R. Behnke	IN	Mrs. Frieda Graber	PA	Mr. & Mrs. Michael L. Morrell	CA
Mr. & Mrs. Jerald W. Benjamin	MI	Mr. Reuben Graber	PA	Mr. & Mrs. David J. Morrison	CO
Dr. & Mrs. Paul Bernhardson	NE	Dr. & Mrs. Joseph G. Gungelman	WA	Mr. Michael W. Moss	
Dr. & Mrs. Joel R. Bessmer	NE	Mr. & Mrs. Douglas Haines	AZ	& Ms. Cherise Zopff	MI
Dr. & Mrs. Kevin Beyer	MI	Dr. & Mrs. Robert B. Hall	WI	Mr. & Mrs. Richard Nichols	IL
Mr. & Mrs. William G. Bigelow	FL	Mr. & Mrs. Robert J. Ham	CA	Mr. & Mrs. David J. Nieuwsma	IA
Mr. & Mrs. John Bisaro	MI	Mr. & Mrs. J. Bruce Hamilton	TX	Mr. & Mrs. Paul Noble	MI
Pastor & Mrs. Heino Blaauw	IL	Mr. & Mrs. Michael H. Harner	MI	Mr. & Mrs. William A. Nolan III	IN
Mr. & Mrs. John D. Block	NE	Dr. & Mrs. Michael J. Harris	MI	Mr. & Mrs. Edward Nyberg	MI
Mr. & Mrs. Dennis R. Brubaker	MI	Mr. & Mrs. Oren Hartley	CA	Mr. & Mrs. Patrick O'Hearn	OH
Dr. & Mrs. Brent Burke	IN	Mr. & Mrs. Albert P. Herzog III	MI	Mr. Warren W. O'Leary	
Mr. & Mrs. James R. Burt	MI	Mr. & Mrs. Richard M. Homan	NE	& Dr. Mary Ellen Nevins O'Leary	MI
Mr. & Mrs. Richard B. Cammack	MN	Dr. & Mrs. Jeffrey T. Horton	MI	Mr. & Mrs. Bradley Obert	IL
Mr. & Mrs. Thomas Carr	MN	Mr. & Mrs. Jeff Hubbard	MI	Mr. & Mrs. Andrew D. Odell	PA
Mr. & Mrs. John Chalberg	MN	Mr. & Mrs. Virgil L. Hubbard III	MI	Mr. & Mrs. David Oostra	CA
Dr. & Mrs. Steve Chandler	OR	Dr. & Mrs. Mark A. Kalthoff	MI	Dr. & Mrs. Krzysztof M. Ostaszewski	IL
Dr. & Mrs. Arthur B. Chasen	GA	Mr. & Mrs. John R. Keim	GA	Mr. & Mrs. Jeffrey Painter	OH
Mr. & Mrs. Kim W. Cheatum	CA	Mr. & Mrs. Jeffrey A. Kendrick	IL	Mr. & Mrs. Mark D. Parks	MI
Mr. & Mrs. Troy D. Chisum	OK	Mr. & Mrs. Stephen Kidd	MI	Mr. & Mrs. Paul G. Pascoe	Ontario
Mr. & Mrs. A. Mardes Clayton III	TX	Mr. & Mrs. Phillip W. Kilgore	MI	Mr. & Mrs. David A. Pauley	IN
Mr. & Mrs. John E. Coonradt	CO	Mr. & Mrs. S. Gunnar Klarr	MI	Dr. Sheryl L. Perry	FL
Dr. & Mrs. Mickey G. Craig	MI	Mr. & Mrs. Peter T. Klein	MI	Mr. & Mrs. Hudson A. Peters	OH
Mr. & Mrs. Rodney L. Crawford	MI	Mr. & Mrs. Jeffrey S. Koehlinger	MI	Mr. & Mrs. Michael S. Pradko	MA
Dr. Peter G. D'Amour	IN	Mr. & Mrs. Martin Kollmeyer	MI	Mr. & Mrs. Frank Redding	VA
Dr. & Mrs. James DeFontes III	CA	Mr. & Mrs. Mark G. Lammert	FL	Mr. & Mrs. Michael J. Remmes	IL
Mr. & Mrs. Cleves R. Delp	OH	Dr. Raymond V. Landes		Mr. & Mrs. Robbie Robertson	WA
Mr. & Mrs. B. A. Delserone Jr.	PA	& Dr. Melissa McBrien	MI	Mrs. Alicia Rodriguez	AZ
Mr. & Mrs. Michael D. Eberhart	MI	Dr. & Mrs. Benjamin B. LeCompte III	IL	Mr. & Mrs. Troy Roth	MI
Mr. & Mrs. David C. Ecker	GA	Mr. & Mrs. Mark S. Leitner	TX	Mr. & Mrs. Gregory C. Schuler	OH
		Mr. & Mrs. Eric F. Leutheuser	MI	Mr. & Mrs. Jeffery A. Schultz	WI

Continued on next page

The President's Club Is Calling Continued from previous page

Mr. & Mrs. Mark E. Schultz	CO	Mr. & Mrs. Paul Taylor	OR	Mr. & Mrs. Mark D. Zelnik	OH
Mr. & Mrs. Peter F. Serra	MI	Mr. & Mrs. Patrick M. Timlin	MI		
Dr. & Mrs. C. Dwayne Shafer	TX	Mr. & Mrs. Don Top	OR	GRANDPARENTS	
Mr. & Mrs. Larry A. Shoff	OH	Mr. & Mrs. Phillip VanLaw	CO	Mr. & Mrs. James L. Beattey III	IN
Mr. & Mrs. John A. Showalter	CA	Mr. & Mrs. Hugh T. Verano Jr.	CA	Dr. & Mrs. James H. Brandenburg	FL
Mr. & Mrs. Mark Shunk	OH	Mr. & Mrs. Timothy Wallace	TX	Mrs. Lois Coonradt	IA
Dr. & Mrs. Stephen R. Siegert	MI	Mr. & Mrs. Robert Washburn	IL	Mr. William D. Eberhart	FL
Mr. & Mrs. John Slavic	FL	Mr. & Mrs. Edward G. West	FL	Mr. & Mrs. Donald D. Ecker	GA
Mr. & Mrs. John A. F. Smith	CO	Mrs. Sandra Westbrook	WI	Mrs. D. Lou Gast	MI
Mr. & Mrs. Mark W. Smith	FL	Mr. Sequard R. Westbrook	PA	Mr. & Mrs. Michael L. Hughes, Jr.	FL
Judge & Mrs. Michael R. Smith	MI	Dr. & Mrs. David M. Whalen	MI	Mr. & Mrs. Berkeley Johnston	WY
Mr. & Mrs. Ronald E. Smith	MN	Mr. & Mrs. Mark K. Whitaker	MI	Mr. & Mrs. Harlan E. Kalthoff	OH
Mr. & Mrs. Jeffrey Snider	MI	Mr. & Mrs. Ronald P. Wierenga	MI	Mrs. Eleanor Leutheuser	MI
Mr. & Mrs. Ronald J. Spiotta	IL	Mr. & Mrs. David B. Wiley	OH	Mr. & Mrs. William J. Moran	CT
Mr. & Mrs. David S. Steeb	WA	Ms. Linda Wilhelmsen	AZ	Mr. & Mrs. William D. Orr	NE
Ms. Linda A. Stoudt	OH	Dr. & Mrs. David M. Williams	MI	Mr. & Mrs. E. Roy Smith	CA
Mr. & Mrs. Mark A. Summers	MN	Dr. & Mrs. Mark H. Williams	IN	Mr. & Mrs. Kenneth Sumerix	MI
Mr. Peter C. Swim		Mr. & Mrs. Michael S. Yashko	FL		
& Mrs. Amy Milnikel-Swim	MI	Capt. & Mrs. Curtis G. Yelken	WI		

FOR TWO

HILLSDALE COLLEGE CRUISE

SAMBA SERENADE

FEB 20 - MAR 3, 2012

RIO DE JANEIRO
TO
BUENOS AIRES

WIN A CRUISE

The prize includes a private cabin with verandah aboard the *Crystal Symphony*, airfare for two.

About a \$15,000 value

\$300 PER TICKET

Only 300 tickets sold

No limit to ticket purchases. Winner will be drawn on campus December 15, 2011. Need not be present to win. Net proceeds to benefit the Parents Fund.

To purchase tickets contact us:
(517) 607-2382 or kgehrke@hillsdale.edu

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CRYSTAL
CRUISES

Photo courtesy of Crystal Cruises



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Contact us today to begin complimentary subscriptions for your friends and associates.

The Parents Association Steering Committee will partner with Hillsdale College in seeking to double the circulation of *Imprimis* readership. Please fill out the enclosed form with the names and addresses of as many friends and associates who you think would appreciate receiving *Imprimis* free of charge, and send it back in the enclosed postage-paid envelope. Feel free to make copies of this sheet to add even more names.

YOUR NAME _____ YOUR ID # _____

You may use my name.

Please do not mention my name.

Mr. Ms. Miss Mrs. Dr.

NAME _____

TITLE/COMPANY _____

ADDRESS _____

Home Address Business Address

CITY _____

STATE _____ ZIP _____

PREFERRED E-MAIL _____

Mr. Ms. Miss Mrs. Dr.

NAME _____

TITLE/COMPANY _____

ADDRESS _____

Home Address Business Address

CITY _____

STATE _____ ZIP _____

PREFERRED E-MAIL _____

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NAME _____

TITLE/COMPANY _____

ADDRESS _____

Home Address Business Address

CITY _____

STATE _____ ZIP _____

PREFERRED E-MAIL _____



HILLSDALE COLLEGE

Baltic Blast

RAY AND CHRIS DOOLEY

Winners of the Baltic Cruise Raffle

Parents of Skylar Dooley, '12

Ohio

The gut feeling...women's intuition...I knew if I got that Hillsdale raffle ticket I was going to win the Baltic Sea Cruise. The promotional card came in the mail months ago and, after hanging it on the refrigerator, I began to get the itch. The inkling. I just might win that vacation...

And I did! On my birthday, and during the same week I got an unexpected check in the mail for \$300—the exact price of the raffle ticket.

Karen Blaauw, an enthusiastic supporter of the College, had called me during the Parents Phonathon and invited me to make a donation. When I asked about the cruise raffle tickets, she said there were only five left. Without a second thought, I said, "Give me one!"

Because of Crystal Cruise Lines and Hillsdale College, we gathered new insights on the global economy, the philosophy of the socialist countrymen, and how to sail, learn and enjoy life while creating memories and making new friends—and seeing old ones. In Sweden, we met up with my old college friend, Kristina, who had come to the U.S. over 20 years ago to be a nanny, and to take courses in American history. Since I had shown her the REAL United States then, during this visit she and her husband returned the favor by re-creating two of Sweden's wonderful summer holidays.

Mark Twain wrote that "Travel is fatal to prejudice, bigotry and narrow mindedness." Cutting across cultural lines and making peaceful gestures to all we met was our number one priority on shore. On board the ship, we found the guest speakers to be impressive. The subject matter was "food for thought" during dinner. Nicknamed the "watermelon man" because of his book, *Watermelons: The Green Movement's True Colors*, British journalist James Delingpole was the most thought-provoking speaker for me, because he claims the whole issue of global warming is false. This led to one of my favorite on-board quotes. A beautiful lady next to me exclaimed in her most sophisticated British accent, "Mother Earth is to be respected and we are not doing so. Mother Earth is one angry woman!"



Chris and Ray Dooley

Traveling with one you love is like home in motion. Ray and I have been together since 1975, and are almost empty nesters. On the high seas, we enjoyed the *Crystal Serenity's* entertainment, gourmet meals, gym, spa, and salon. And traversing foreign lands with another set of eyes increases your own perception and triggers the curiosity. Conversations grew to a fevered pitch as we exchanged ideas with likeminded Hillsdale cruise members about the socialist countries we saw in action. Visit a pharmacy in a place with socialized medicine and see what ObamaCare has in store for America!

A journey is measured in friends rather than miles. Although we woke up in a different country every day, there were the same special people we saw after the seminars or poolside, with whom we exchanged greetings or swapped stories—like Woody, telling about the first time he read *Imprimis* and learned how

unique Hillsdale is, or Roger, telling about his taxi ride in Russia. All the folks enriched our trip with their camaraderie and storytelling.

Our own highlights are too many to mention, but a few stand out: the medieval-looking town of Tallinn, Estonia, where we purchased a handmade leather-bound journal; the Baltic Sea town of Warnemünde, Germany, with its vintage harbor, quaint streets, the circa-1400 church, and the amazing guide who told us about the Nazis visiting this seashore resort for the seawater's healing powers; and the truly modern-day crossroads city of Copenhagen, Denmark, increasingly mixed with people of every description in color and dress. It was in Copenhagen that we met a Danish soldier, on leave from Afghanistan, and his new American wife. Their outlook on the U.S. and the war was a truly heartbreaking and heroic tale.

In closing, let me just say this is one very happy woman who took a chance and won a cruise that provided fantastic memories, new friends, and a trip we will never forget. Now, go get that raffle ticket for the Samba Serenade to Rio de Janeiro and Buenos Aires. Good luck to you, and God Speed!

The Call to Teach

MARY EWERS

Director of Parent Relations

“It should be your care, therefore, and mine, to elevate the minds of our children and exalt their courage; to accelerate and animate their industry and activity; to excite in them an habitual contempt of meanness, abhorrence of injustice and inhumanity, and an ambition to excel in every capacity, faculty, and virtue. If we suffer their minds to grovel and creep in infancy, they will grovel all their lives.”

– John Adams,
*Dissertation on the Canon
and Feudal Law, 1765*



Mary Ewers

The “Call to Teach” has landed on the hearts of many Hillsdale College students. Some move from their time at Hillsdale right into teaching positions at classical and various other schools across the country. In part, their hope is to “elevate the minds of our children and exalt their courage.” What a noble enterprise, full of purpose and injecting hope into the future of our nation.

Parents of Hillsdale students taste the fruit of this higher purpose as their own students are immersed in the disciplines here. The faculty at Hillsdale, together with the administration and parents and grandparents of current students, strives to “develop the minds and improve the hearts” of our students. We enjoy watching our children grow in stature and in favor with God and man. Thank you for the gift of your student. We take this charge seriously.

Student Fitness Project

Once again, the Parents Association and members of the Parents Association Steering Committee (PASC) invite you to participate in the Parents Fund for the 2011-2012 fiscal year, which closes next June 30. We seek support through gifts and pledges that will help us complete the next building project in the Founders Campaign master capital plan—the Student Fitness Center. **Our goal is \$450,000 and 100% participation!**

We would be delighted to have you respond “YES” to one of our parent callers during the Fall Parent-to-Parent Phonathon, held on campus October 17-20, 2011, from 6:00 p.m.-9:30 p.m., EDT. We will be calling current parents, grandparents, and parents of past Hillsdale students. The Spring Parent-to-Parent Phonathon will be March 5-8, 2012. We would love to have you join our team of callers! Please contact Kim Gehrke at (517) 607-2382, or e-mail kgehrke@hillsdale.edu.

Calling All Parents and Grandparents to Join The President’s Club!

Our deepest thanks go to the parents and grandparents who joined the ranks of The President’s Club since January 2011. It is a privilege to partner with those who comprehend that this year’s \$57,503 net cost of a Hillsdale education far outweighs the \$29,613 charged for tuition, room, board and fees—and this is prior to additional, privately funded scholarships and loans that decrease that payment! Please review the chart that compares the annual net cost per student with annual tuition.

What a blessing to have President’s Club members help us prepare future leaders and statesmen with an excellent Hillsdale education. Membership leads you down the same path taken by all those parents and grandparents of past students. They generously contributed so that today’s students—YOURS and MINE—receive the benefit of a lower cost to attend Hillsdale. How honored I am to be a part of a group who participates at this level and higher! Current parents and grandparents, along with parents and grandparents of past students, exemplify the scripture: “It is more blessed to give than to receive.” We are grateful, as is every student! For more information on joining The President’s Club, please contact me at mewers@hillsdale.edu or (517) 607-2382.

Winter Cruise Raffle Drawing – December 15, 2011

REMEMBER that the cruise is early this year, February 20-March 3, 2012. SO...the CRUISE RAFFLE drawing will be early, too... December 15, 2011. Don’t forget to purchase your CRUISE RAFFLE tickets for the Hillsdale College South American Cruise that will sail in February. Proceeds will help with the next part of the Founders Campaign, the Student Fitness Project. There will be no more than 300 tickets sold at \$300 per ticket. One winner will be drawn who will receive the cruise for 2 aboard the *Crystal Symphony*, airfare for 2, and the federal gift taxes paid. BUY MORE THAN ONE and increase your chances of winning! You may purchase tickets by calling Kim Gehrke at (517) 607-2382. Tickets are also available on campus from Kim until the drawing on December 15.

Spring Parents Weekend – Hold That Date!

Please plan to join us for Spring Parents Weekend on March 9-11, 2012. The Parent-to-Parent Phonathon will be held the previous Monday-Thursday, March 5-8, 2012, from 6:00 p.m.-9:30 p.m. We would love to have your help!

Spring Parents Newsletter

Please keep your e-mail address updated and, if you are a freshman parent, please be sure we have YOUR e-mail address so you can receive the *Parents Newsletter* by e-mail. You must e-mail Kim Gehrke at kgehrke@hillsdale.edu with your preferred e-mail address. Don't forget to include your name and address.

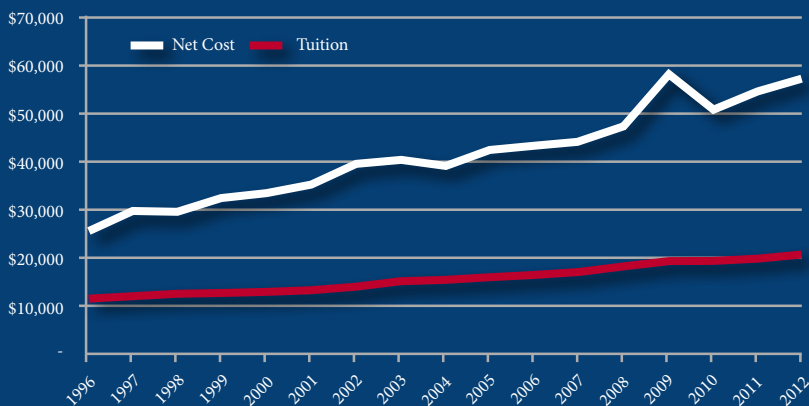
Host a Gathering Next Summer!

Please volunteer to host a gathering in your area next summer. We receive calls from incoming freshmen inquiring about such events. By hosting a gathering, you will bring incoming and current students and their parents together to meet one another and be apprised of Hillsdale College business. I try to attend as many gatherings as possible and give a chat. Current parent Rebecca Oostra will give you wonderful direction and assistance. You may volunteer online by clicking on Parents, then Volunteer Opportunities, then the Sub-Committee of your choice. You may then reach the chairpersons by clicking on their e-mail addresses.

Parents of current students and recent graduates hosted 17 parties in 12 states this past summer! Freshman students and their parents enjoyed the camaraderie that comes along with joining the Hillsdale family—they met current students and parents from their area, asked questions, and got acquainted with one another. This summer's hosts were: Robert and Faith

Ham, CA; David and Rebecca Oostra, CA; Hugh and Beverly Verano, CA; Phil and Heidi Van Law, CO; Krzys and Patricia Ostaszewski, IL; Mike and Sandi Remmes, IL; Jack and Barb Smith, IL; Bill and Jane Steadman, IL; Ariel and Beatriz Torres, IL; Glenn and Ginny Zemel, IL; Jeff and Pam Koehlinger, MI; Mark and Carol Parks, MI; Tom and Elizabeth Carr, MN; Jim and Suzanne Gage, NE; Bruce and Elitza Meyer, NJ; Jeff and Elaine Painter, OH; Andrew and Abbey Odell, PA; Steve and Lisa Baldwin, TX; Larry and Loni Elzinga, WA; Cary and Lyn Frates, WA; Jim and Sheila Banovetz, WI. We cannot thank these wonderful hosts enough!

Net Cost of a Hillsdale College Education per Student



The net cost of a Hillsdale education per student is based on the fiscal year (FY) operating budget and the total enrollment for the fiscal year. Hillsdale's annual tuition increases averaged only three percent from fiscal years 1996-2012.



THE HILLSDALE COLLEGE LIBERTY WALK

"I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."

– Thomas Jefferson

Because Hillsdale College upholds the "first principles" and reveres the Founding Fathers' passion for liberty, Dr. Arnn initiated the Liberty Walk project as a unique way to honor and remember champions of freedom. Located throughout campus, bronze statues of leaders whose lives embodied the principles of liberty and statesmanship reflect the deep connection between liberal arts education and the principles of civil and religious liberty. The statue of Thomas Jefferson is joined by statues of George Washington, Abraham Lincoln, Winston Churchill, Margaret Thatcher, and Ronald Reagan.



THOMAS JEFFERSON
BY ANTHONY FRUDAKIS, 2009





HILLSDALE COLLEGE

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ELECTRONIC SERVICE REQUESTED

Calendar of Events

As Hillsdale College parents and grandparents, you are welcome to attend any of the following events.
For additional information, please call the Parent Relations Office at (517) 607-2382.

October 2-5	CCA I.....	On Campus
October 7	Reagan Statue Dedication	On Campus
October 7	Hayden Park Dedication	On Campus
October 7-9	Homecoming	On Campus
October 13	Hillsdale Reception	Cincinnati, Ohio
October 17-20	Fall Parents Phonathon.....	On Campus
October 18	Hillsdale Reception	Raleigh, North Carolina
October 21-23	Fall Parents Weekend.....	On Campus
October 27-28	Free Market Forum	Atlanta, Georgia
November 1	Hillsdale Reception	Seattle, Washington
November 3	Hillsdale Reception	Portland, Oregon
November 6-9	CCA II	On Campus
November 16	Hillsdale Reception	Omaha, Nebraska
2012		
January 9-10	Freedom Forum.....	Stuart, Florida
January 17	Hillsdale Reception	The Villages, Florida
January 19	Hillsdale Reception	Naples, Florida
January 29-February 1	CCA III.....	On Campus
February 15-16	National Leadership Seminar	Newport Beach, California