

*"Love is King"*

SMA  
Staunton Military  
Academy  
STAUNTON, VA.



# STAUNTON MILITARY ACADEMY

STAUNTON, VIRGINIA

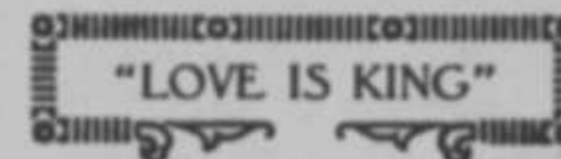
ONE OF THE MOST DISTINGUISHED SCHOOLS  
IN AMERICA

AN ENGLISH, CLASSIC, SCIENTIFIC AND MILITARY BOARDING  
SCHOOL FOR YOUNG MEN AND BOYS

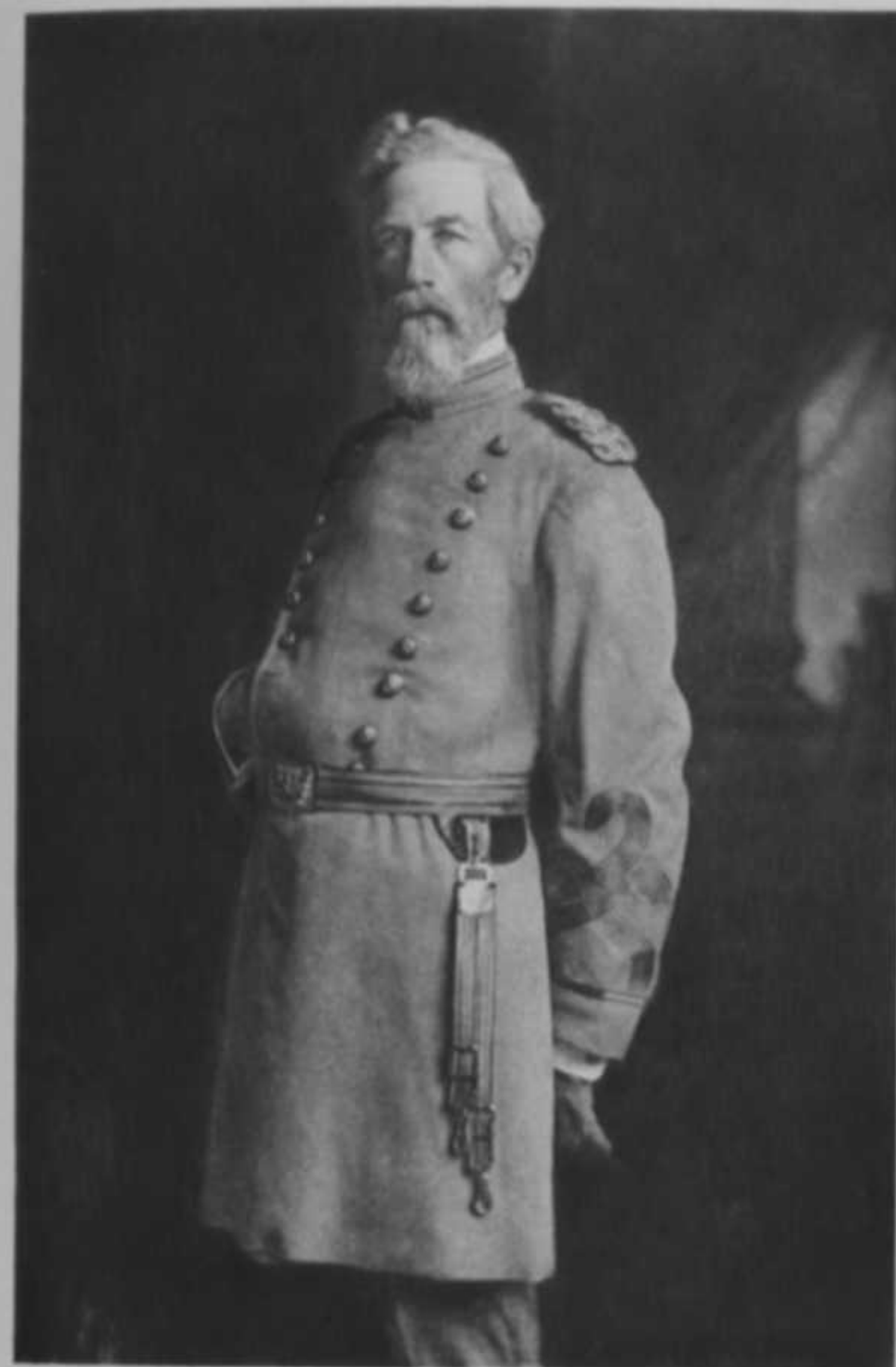


GOVERNMENT HONOR SCHOOL

Chartered and Accredited by the State of Virginia  
Member Private School Association of the Central States  
Fully Accredited Member Southern Association of Colleges and Schools  
Charter Member of the Association of Military Colleges and Schools of the United States



NEXT SESSION BEGINS THURSDAY, SEPTEMBER 15, 1927  
CLOSES WEDNESDAY, JUNE 6, 1928



CAPT. WM. H. KABLE A. M.  
UNIVERSITY OF VIRGINIA  
FOUNDER 1837 1912

ARMISTEAD C. GORDON  
ATTORNEY AT LAW  
STAUNTON, VIRGINIA

Colonel Thos. H. Russell,  
President Staunton Military Academy,  
Staunton, Virginia.

My Dear Colonel Russell: I beg to be permitted to express to you in writing, as I have frequently taken the opportunity of expressing personally, my opinion of the school of which you are the head.

My observation of the Staunton Military Academy has been a close one during a period in which time my two older sons were its pupils for five successive sessions, both graduating, and my youngest for four years, also graduating.

I esteem it a great privilege to have lived in a town where I have been able to obtain for my boys the benefits and advantages of such a school as yours.

A long and intimate association with the academic institutions of this State in various official capacities has given me the opportunity of perceiving and judging the work done by the high schools and academies of Virginia, both public and private; and I put none of them above yours, and esteem few its equal.

The firm yet kindly discipline which has always characterized its history makes for the development of self-reliance and obedience, while the esprit de corps of the cadet body, fostered and encouraged by the authorities and teachers, has developed a high type of character in the individual cadet. Under these influences the young men of your school have been taught to be honorable, truthful, courageous, obedient to authority, self-reliant and industrious; and these are qualities perhaps even more desirable to be developed in youth than the knowledge derived from textbooks.

In saying this, I do not mean in the slightest to detract from your admirable system of instruction, and the thoroughness of the methods by which your pupils are taught how to study, or from the value of the information imparted to them. Your teachers are scholarly, enthusiastic and able, and seem to succeed in arousing in their pupils a spirit of enthusiasm for learning and of generous emulation to excel; and your graduates are among the best who go up to our higher institutions of learning.

Your school-plant and equipment are most commodious and suitable for their purposes, and are perhaps unexcelled in this respect by any other school in the South, or, indeed, in the country. Your attention to athletics, and the interest displayed in it both by the boys and the school authorities, has not only popularized the Academy with the cadets themselves, but has done much to advance their health and vigor, and to cultivate a kindly relation between the teachers and the boys.

Altogether, I find nothing in the long and successful conduct of the Staunton Military Academy that has not been in the highest sense commendable and praiseworthy.

With your pupils from all sections of the United States, and many from foreign countries, you have demonstrated the value and capacity of the splendid institution of which you are the head.

You are doing a great work in education; and I am pleased to commend it to the attention of those who have sons to educate.

With great personal respect and high regard for yourself, your associates and teachers,  
I am Very sincerely yours,

ARMISTEAD C. GORDON.

[HON. A. C. GORDON, RECTOR OF THE UNIVERSITY OF VIRGINIA;  
CHAIRMAN OF THE BOARD OF VISITORS OF THE UNIVERSITY OF  
VIRGINIA; AUTHOR, LAWYER AND STATESMAN.]



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*Medical Officer*



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*Athletic Director*



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# DISCIPLINE

BY COLONEL THOMAS H. RUSSELL

*President Staunton Military Academy*

(An editorial written for Red Book Magazine)

AMERICANS should never forget that the Declaration of Independence was written twice. And not until it was written the second time did it become really effective. It was first written by Thomas Jefferson with pen and ink, and secondly it was written with toil and sacrifice by the Continental Army under George Washington. Few people have ever realized that in the last analysis this great Republic of ours is the offspring of the superb discipline that obtained at Valley Forge. In the crucible of that fearful winter Yorktown was visualized in the stamina of disciplined men and American independence was not only declared but established. For bear in mind that no undisciplined man ever did any sustained toiling, no undisciplined man ever made any real sacrifice. Those immortal patriots had been chastened in the "Pioneer School" of Colonial Days; they had been through the preliminary tests of discipline that eliminate the weaklings and leave only those who are worthy to live because they are not afraid to die.

The annals of mankind show that disciplined men have built powerful nations that undisciplined men have allowed to perish from the earth. In these times thoughtful people are wondering whence will come the disciplined men of the next generation. From the average American home, discipline has all but disappeared along with the old-fashioned fireside. And it is hardly fair to hold the heads of the household responsible for this unfortunate situation. Modern life, with its multifarious diversions and distractions, its automobiles and moving pictures, its social customs and indulgences, has, in thousands of cases, distressingly relegated the home to where it is mainly a place for the boys and girls of the household to sleep and get their meals. This lack of discipline and control is so general and overwhelming, even in the smaller communities of America, that



those parents who are earnestly trying to stem the tide are like pigmies struggling against a storm. They are conspicuous, perhaps even the object of scoff, because of their endeavor to see that their children lead a normal life, subject to parental discipline and authority.

The standard Military Preparatory Schools of the land are committed and dedicated to the faith that DISCIPLINE is the main-spring of action and operation, the first price of successful achievement in any field or forum. While doing all the academic work that is done by any class of schools they cherish and exercise discipline as the motor and heart-center of their mechanism. At the real military school this DISCIPLINE begins with the boy before he attends his first class, it follows him through all his recitations, it is with him on the drill and athletic fields and during the meal hour and study periods, and at night it stands guard over him while he sleeps. By the military system of administration this discipline is made so UNIFORMLY CONTINUOUS that it becomes a part of the boy's spiritual anatomy and will follow him through life, sustaining him in the stress and strain of every problem and duty that confronts him.

Does this disciplinary education kill the boy's initiative, as claimed by some misinformed people? Yes, but only that portion of his initiative that does not deserve to live. As the horticulturist and the orchardist clip and prune that more beautiful flowers and more perfect fruit may be grown, so does military DISCIPLINE trim and curb, prune off as it were, the sprouts of bad initiative which spring up at times in every normal boy that a more symmetrical development may be nourished and sturdier manhood be the harvest in his maturity of years. The military schools of this country believe that the boys of America have inherited their manifold blessings from a disciplined ancestry and that they should be so trained while they are being taught as to enable them not only to preserve this heritage, but to transmit it, enriched and reglorified, to a grateful posterity.

Thos. H. Russell

## DESIGN OF THE SCHOOL

THE design of the School is to offer such *thorough instruction* in the prominent and important branches of a liberal education as will enable the students to enter any of our universities. The success which our graduates have won at practically every university and college in America, and at West Point and Annapolis, gives assurance of the character of this preparation. During the past session, 1926-27, nearly three hundred boys who were prepared at Staunton did successful work at eighty-two universities and colleges.

### A National Institution

The Staunton Military Academy is located in the South, in the beautiful Shenandoah Valley of Virginia, but it is distinctively a national institution. Boys from the North, East, South and West form the cadet battalion and live in daily contact with each other. Practically every state in the Union is represented in its student personnel and the distribution of patronage over this great area is remarkably proportional. A school whose patronage is confined mostly to one state or a few adjoining states is unavoidably, because unconsciously, restricted by sectionalism and provincialism, but such elements can find no lodging where broad-minded Americanism predominates. This school was founded and has always been conducted by Southern men who were inspired with a national vision. A few institutions like it from 1840 to 1860, and there probably would have been no Civil War. The combatants in that terrible struggle would have learned to understand each other as boys, and as men they would hardly have fought each other. It was ignorance of each other's problems, the natural outgrowth from lack of personal contact, that brought on the fratricidal strife.





BATTALION OF CADETS ON WEST TERRACE



COLOR GUARD

*To worship rightly is to love each other.*—WHITTIER.

### Discipline

¶ The aim of the Academy authorities is, by forbearance and gentleness, to develop cultured, Christian gentlemen; but no boy who is found to exert an evil influence in the Academy, who derives no good himself, and whose example is pernicious, will be retained.

¶ In the government of the Academy it is aimed to teach the cadets to be frank and manly, and to encourage such deportment on the part of each cadet as will justify his receiving the largest degree of liberty consistent with proper regulations and discipline. At the same time, the Military Department of the Academy secures a close supervision of health, habits, deportment, and manners generally. The system is firm and strict without being harsh or severe. No cadet is punished for any offense until he has opportunity to make an explanation. In the consciousness that Love is King we always try to exercise charity toward the boy.

¶ Every second month a report of his standing in deportment, attendance and scholarship is sent to his parents or guardian.

¶ We aim by continued correspondence and frank and unreserved letters to parents concerning their boys to let them know just what their sons are doing at the Academy, and earnestly ask the aid of parents through their correspondence with their sons to assist us in stimulating the boys' ambition and arousing their pride and enthusiasm in and for their work. We have in the past received great help through the kind coöperation of parents.

### Where to Send the Boy

¶ "If I had a dozen boys I would send them all to military schools; my reason being that, taking them by and large, I consider them superior to all other schools for secondary education. This opinion is based upon close, day-by-day observation of not only military schools and their products, but non-military ones as well. The teaching of a military school has for one of its primary features the thing most neglected in the average American home. This is obedience,





REPRESENTING OVER FIFTEEN HUNDRED OF THE ALUMNI AND FACULTY IN SERVICE  
"OVER THERE" AND "OVER HERE"

### "Few things are impossible to diligence and skill."

with a big 'O'. Obedience is not an outstanding feature in the average American home. The military schools also teach, to an eminent degree, the following essentials: Courtesy, Promptness, Alertness and Self-Reliance—that is, the ability of the boy to stand on his own legs, do his own thinking, and, if necessary, take his own punishment in a manly, straightforward and self-contained manner. When we add to this the splendid physical set-up, the square shoulders and the hardened muscles, the snap and force that the military discipline gives, as it now is in most military schools, with splendid academic teaching; and when we realize that in these parlous times no boy who is worth his salt ought to be allowed to become a citizen who cannot, or will not, help defend his country, and since military discipline and strict body-training are essential to proper citizenship—realizing, as we do, that an army and a mob are distinctly separate propositions—although the included units may be equal as to bravery and zeal, I take it that any reasonable, sane parent who does not decide upon a military school for his son is making a grave error or is lacking in breadth of vision."

### Tone

¶ The standards and tone of the Academy are high. Since its founding the Academy has been conducted upon the *highest moral and religious plane under the same system of management*. To illustrate: We have as pastor to the cadets an ordained minister of the Gospel who serves as Chaplain to the Post and gives all his time to work among our boys. He is a member of our Staff and is in constant contact with every phase of cadet life, advising with the boys, collectively and individually, on their personal problems, holding special services every Sabbath and conducting Bible Classes during the week. Various members of the Faculty assist the Chaplain from time to time. There is a cadet Y. M. C. A. organization under supervision of the Chaplain. This condition obtaining and this influence in a school cannot help, as will be readily recognized by any fair-minded parent, keeping the moral tone of the Academy very





TABLET TO OUR WORLD WAR DEAD

"When duty whispers low, 'Thou must,' the youth replies, 'I can.'"

high, and it is a matter of the greatest pride and satisfaction to us that every year our boys give tangible evidence of the efforts made in their behalf by those who have their moral and spiritual, as well as their mental and physical, welfare at heart.

¶ We would most earnestly and respectfully call to the attention of prospective patrons this *high moral atmosphere and Christian influence*. There is nothing in education if *character* is not considered, and it is *not* enough for any institution to turn out educationally trained minds, but its pupils should go forth with high principles; with a set purpose to do the right for right's sake, and with the fear and love of God in their hearts. This can only be expected of them when they have been breathing the atmosphere of a Christian environment; it is folly to expect it from any other source.

### Love is King

¶ "I recently received a very artistic catalogue from a Virginia military academy, which has had quite a remarkable career due to the high ideals and great push of the young man in charge, on the cover of which I found these words, 'Love is King.'

¶ "Love is a great disciplinarian, the supreme harmonizer, the true peacemaker. It is the great balm for all that blights happiness or breeds discontent. It is a sovereign panacea for malice, revenge, and all the brutal propensities. As cruelty melts before kindness, so the evil passions find their antidote in sweet charity and loving sympathy.

¶ "The sun encourages and calls out qualities in the tender germ and young plant which the storm and the frost would destroy. Kindness, encouragement, praise, will call out of a bad boy or a dull pupil and stimulate qualities which scolding and rebuffing and repression would blight and ruin.

¶ "Pupils would do anything for a teacher who is always kind and considerate; but a cross, fractious, nagging teacher so arouses their antagonism that it often proves a bar to their progress. There must



*"Diligence is the mother of good fortune."*

be no obstructions, no ill feeling between the teacher and the pupil, if the best results are to be reached.

¶ "Love is a healer; a life-giver. All through the Bible are passages which show the power of love as a health tonic and life strengthener. 'With long life will I satisfy him,' said the Psalmist, 'because he hath set his love upon me.'

¶ "Many parents are very much distressed by the waywardness of their children; but this waywardness is often more imaginary than real. A large part of their pranks and their mischief is merely the result of exuberant youthful spirits. They are so full of energy, and so buoyant with life that they cannot keep still. Love is the only power that will control them."

[Extract from Editorial in Success Magazine by Dr. Orison Swett Marden, whose son was a cadet at this institution.]

### Our Tutorial System

¶ We would call attention to our system of teaching: We divide our cadets into the *smallest practicable classes*, engaging forty-eight masters, in addition to supervisors, for this purpose, with each master specializing in his branch of work. This has many advantages to the individual boy and is *distinctly at variance* with the custom obtaining in most schools, whether public or private. This system enables the teacher to give his *entire time to a very few boys*, hold their attention, arouse their interest, correct their individual faults and thus bring them *rapidly forward*, which cannot be done, with the same satisfactory results, by any teacher who is forced to handle a large class and teach three or four different subjects, since individual attention cannot be bestowed upon each boy, nor a high standard of instruction given in each subject, which is much to his detriment and greatly retards his rapid advancement.

¶ Parents cannot too highly appreciate this feature of a school, as *it is of the most vital importance in the rapid advancement of their sons.*

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*"A wise man never loses anything, if he has himself."*

¶ This has been one of the Academy's leading features for many years, and the number of boys we have trained and fitted for the universities amply attests its value. We have voluntary scholarships from many of the leading universities both North and South, solely upon the records our boys have made when sent to these institutions.

### Our Teachers

¶ Our forty-eight masters are all University or College graduates and are men of splendid training and experience in their profession. We have no man in our corps of instructors who is not making teaching his sole profession, and who is not in love with his work. Our teachers are all high-class, high-salaried men, and men who have demonstrated their ability to manage and win boys, as well as teach successfully.

### Moral and Religious Instruction

¶ The duties of the day are begun with reading of the Scriptures and prayer.

¶ The utmost care is taken to develop every manly characteristic and to establish and maintain a high moral tone in the School.

¶ Each cadet is expected to bring with him a copy of the Bible, and if a member of the Episcopal Church, a prayer book and hymnal.

¶ On Sundays, all cadets are required to attend church services. A company in charge of officers is formed for each denomination, thus allowing every cadet to attend the church of his faith or choice.

¶ This rule is *absolute*.

¶ Members of the Roman Catholic Church may attend services in their own church under charge of a cadet officer.

¶ There is a branch of the Young Men's Christian Association conducted by the cadets, under the supervision of the Chaplain of the Post.

¶ The most absolute uniformity in attendance at church worship is *insisted upon*, and no cadet can hope to escape this duty.

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S. M. A. HOSPITAL—NOTICE IT IS ISOLATED

*Do noble things, not dream them all day long;  
And so make life, death and that vast forever one grand, sweet song.*  
—CHAS. KINGSLEY.

### Gymnasiums, Recreational Rooms and Athletics

¶ The Academy has two splendidly equipped and commodious gymnasiums. The larger is 145 by 65 feet, with 27 foot ceiling; the smaller, 121 by 55 feet, with 20 foot ceiling. In addition, there are three large recreational rooms, and a minor gymnasium for the smaller boys. During winter months, rainy days, etc., these buildings are open to the sports and exercises of all cadets, and whenever off duty permission to these play grounds is never refused them.

¶ Just as we have small classes for academic work, so in recreational and physical training our plant is constructed in separate units so as to permit of more special instruction and supervision through small and separated groups, while the largest gymnasium is ample for the entire student body to use for special occasions and exercises, inter-school games, etc. We have on our staff an Athletic Director and Head Coach, five Assistant Coaches, boxing, fencing, wrestling, tennis, track and swimming instructors, and a special Physical Trainer for general and corrective gymnastics. Our staff and facilities in grounds, buildings and equipment are ample to permit every boy in school to participate and receive training in some form of athletics, sports and games. If a boy cannot make the "Varsity" in his favorite branch, there is always some other team that he CAN make, and there are coaches and trainers to help him realize the best that is in him.

### Domestic Arrangement

¶ There is no separation of masters and cadets. They occupy the same buildings. Each bedroom floor is under the charge of masters who reside upon it, and are thus easily accessible to the cadets under their immediate care and supervision. The masters are upon the grounds of the Academy *day and night*, and associate with the cadets, seeking to stimulate them both by precept and example to right conduct and thought.





S. M. A. HOSPITAL HEADQUARTERS—THIS STAFF IS ALWAYS ON DUTY

*"Be swift to hear, slow to speak, slow to wrath."*

¶ They eat at the same tables with the cadets, and there is at all times a very friendly and intimate relation existing between the teachers and cadets.

### Social Advantages

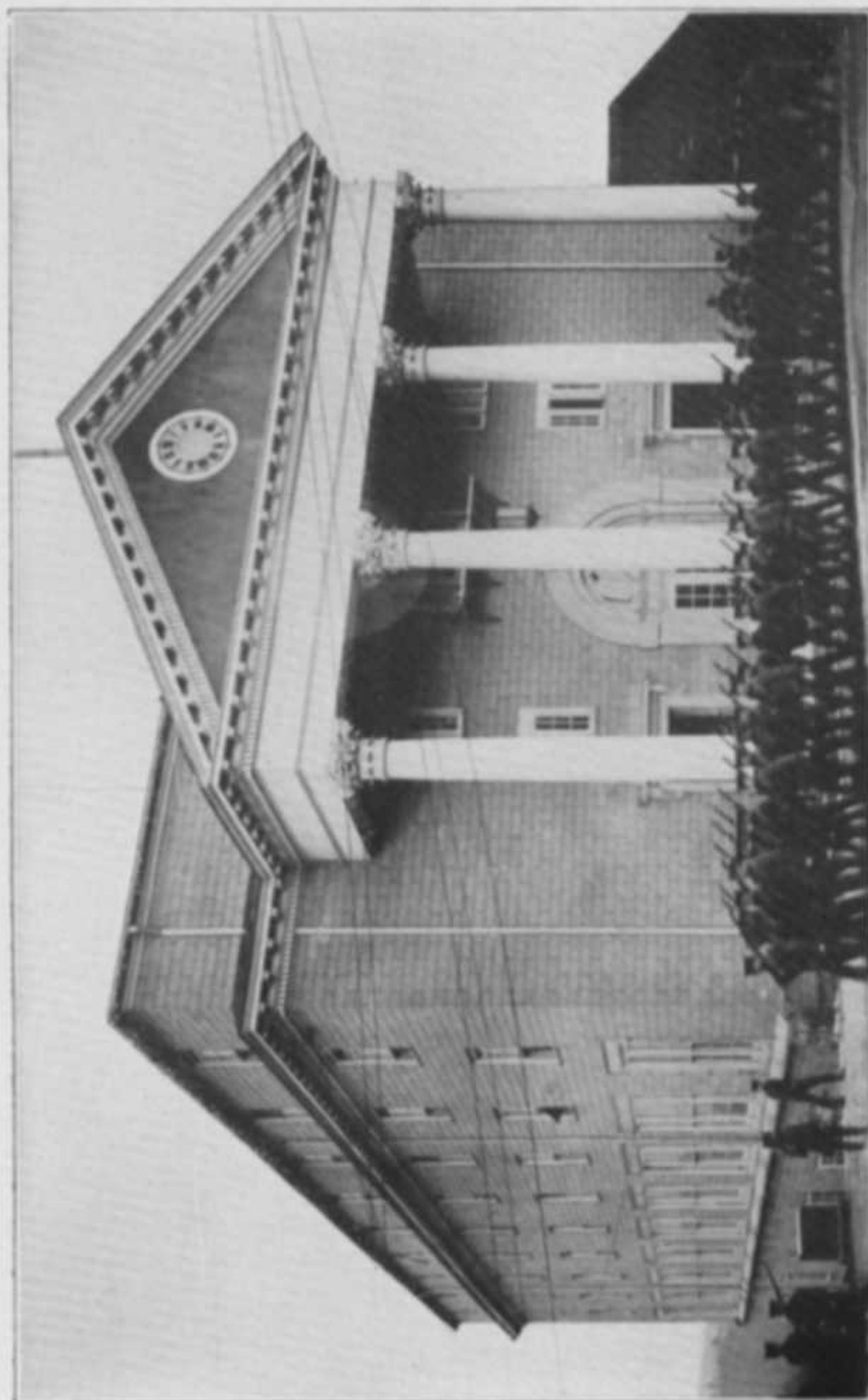
¶ Mien and manner have much to do with our influence, success, and reputation in life, and it is for this reason that great pains are taken that our boys may be instructed in the correct social forms and usages. Besides constant admonitions to individual boys, little heart-to-heart talks are given from time to time by the masters. One feature which aids our boys to polish the rough angles of their bearing, conversation and general deportment is the dancing lessons. These are rendered both pleasant and profitable by the presence of a number of young ladies and girls, who are invited by our dancing teachers, and who contribute greatly to the advancement of the classes. These classes are held twice a week, during recreation hours, and are never allowed to interfere with the more serious duties of the Academy.

¶ Charges for dancing lessons are \$8.00 for set of ten lessons.

### Our Dances

¶ Informal dances, not to exceed two Friday evenings in the same month, are held under the supervision of the School Hostess. Formal hops are held at Thanksgiving, Washington's Birthday, Easter, and during Finals. All dances are carefully chaperoned. We are somewhat old-fashioned, since we still believe in chaperons for young people. Certain forms of modern dances are strictly forbidden, and those forms that are approved must be danced with due regard for good taste and that dignity and bearing which should ever characterize people of gentle breeding. Under no circumstances are couples allowed to leave the ballroom during intermission. No cadet may bring a girl to any dance unless her name is on the eligible list, which is established under the personal supervision of a specially appointed committee of school authorities.





VIEW OF NORTH BARRACKS

"No man or boy has any right to say he is of no account."

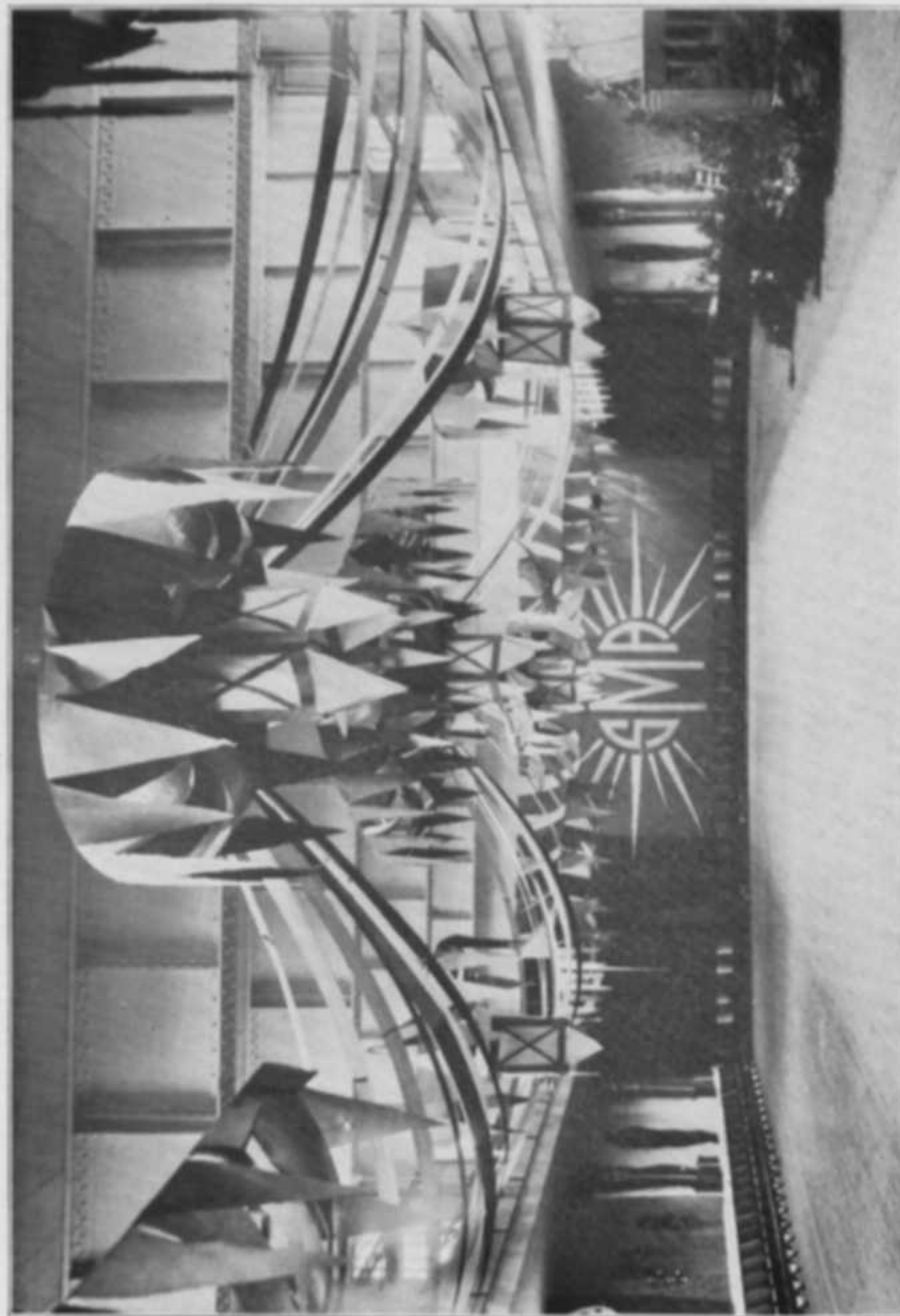
### Advantages of a Military Boarding School

- ¶ *First.*—The cadet has his time mapped out for him, each exercise has its proper place, and each duty *must be performed* at the appointed hour.
- ¶ *Second.*—During the hours set for study and the preparation of lessons, a teacher is *always present* to render assistance and teach boys *how to study*.
- ¶ *Third.*—He is taught the duty of ready and prompt obedience to those in authority, *without questioning that authority*.
- ¶ *Fourth.*—As he is taught to obey so he learns to command and to study character, that his influence and efficiency may be increased, and his capabilities in leadership developed.
- ¶ *Fifth.*—He is unconsciously taught by his surroundings and daily and hourly contact with his fellows, those things which make men *successful in the world* into which he must soon be thrown.
- ¶ *Sixth.*—Habits of self-reliance, self-restraint and independence of thought and action fit him gradually for the larger and more varied duties of citizenship and business. He gets the *habit*.

### Parent, a Word with You

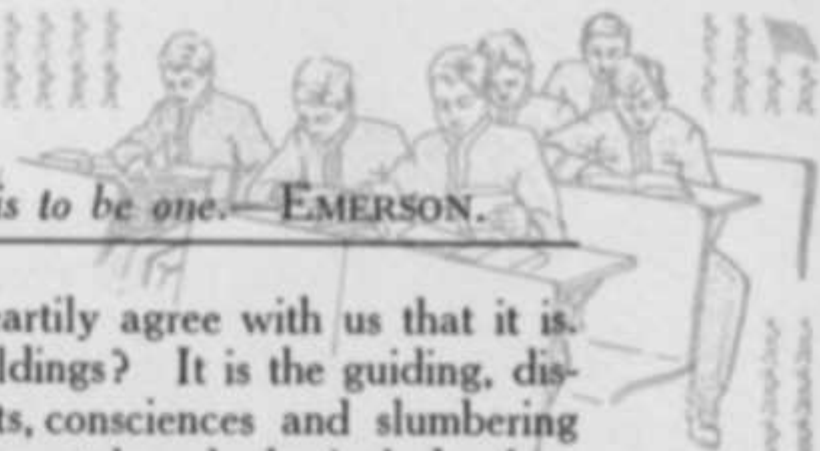
¶ What do you want for your boy? What would you prefer he had in greatest degree? May we answer this for you, since we have given the subject years of study. Is it not *character*? Is it not character before wealth? Should it not be the *highest* aim and ideal of every parent and every school to *stamp* upon the young and impressionable heart of the boy those things which yield *brotherly love*, integrity, fine sense of honor, upright and downright Christian principles? Is this not first; with education and wealth secondary? What would it avail you and me to have our boys turn out money-makers, but with principles, habits and reputations of which we should be ashamed? Now, what is the *first* requisite which should be in *any school*? Is it not *moral tone*? Is it not a fatherly and brotherly affection for and interest in every boy and his character develop-





GYMNASIUM DECORATED FOR FINAL BALL

The only way to have a friend is to be one. —EMERSON.



ment? We believe that you will heartily agree with us that it is. What makes a school? Is it the buildings? It is the guiding, disciplining and awakening of the hearts, consciences and slumbering manhood, coupled with the highest mental and physical development. This is education as we understand it, and this *character-building* is the "Diamond that scratches every other stone."

¶ It is *this* we strive to do here at the Staunton Military Academy, and for proof of this statement cite the following facts: We have been in the business of teaching, training and disciplining boys as well as preparing them for all universities and for business for the past sixty-seven years—entering now upon our *sixty-eighth*, we have to-day one of the best, known for its successful work, and one of the most widely patronized private schools for boys in the United States; the Faculty of the Academy are university and college graduates; men who love boys and have made teaching their life work; men of upright habits and Christian principles and thoroughly alive to the great responsibility they have assumed.

¶ The Academy is beautifully situated, 1,650 feet above sea level, in the beautiful and far-famed Valley of the Shenandoah; the healthfulness of our climate, water and location is proverbial. We have well-equipped buildings and ample playgrounds; we have a reputation and position among the secondary schools of the United States which is recognized and commended by some of the noblest men in the country; and better than all, we have the earnest, hearty affection, backing and "God-speed" of thousands of parents and alumni all over the land. We have *hundreds* of letters from parents and boys, and have inserted in this catalogue a few letters from those of recent writing under the head of "Testimonials" to illustrate what is done here and uphold the claims we make. We respectfully ask your attention to them. Coupled with the many other advantages of the Old Academy, as set forth imperfectly in this book, are the traditions and customs, among the highest of which is a love for *truth* and *honor*, in which we will acknowledge ourselves inferior to *no* school in this country, and which is not the least of the advantages derived from the *moral tone* and *atmosphere*





MESS HALL

*"No man can tell whether he is rich or poor by turning to his ledger. It is the heart that makes a man rich. He is rich according to what he is, not what he has."*

of a school well into its second half century of successful service. We would call your attention to the School's age, and without any belittling of others, would state that schools, like friends, are *all the better* for being old, oft-tried, with *long years of honorable record*, and have many things in their favor which new schools, or friends, however worthy, *have yet to prove*.

### Don'ts

❏ Don't forget that for years the Staunton Military Academy has had many more applications than it has been able to accept. This past year we were compelled to refuse over three hundred applications.

❏ Don't forget that we are located 1,650 feet above sea level, in the finest mountain climate of Virginia, where the air is pure, bracing and healthful. Three hours' ride from the famous Hot Springs, the noted health resort.

❏ Don't send your boy to school without taking into your complete confidence those who are going to take your place in looking after your boy. Give us all his personal characteristics. Every boy has his strong and weak points.

❏ Don't make the mistake of sending your boy to us if he is an incorrigible boy, because we will soon find it out, and send him back to you.

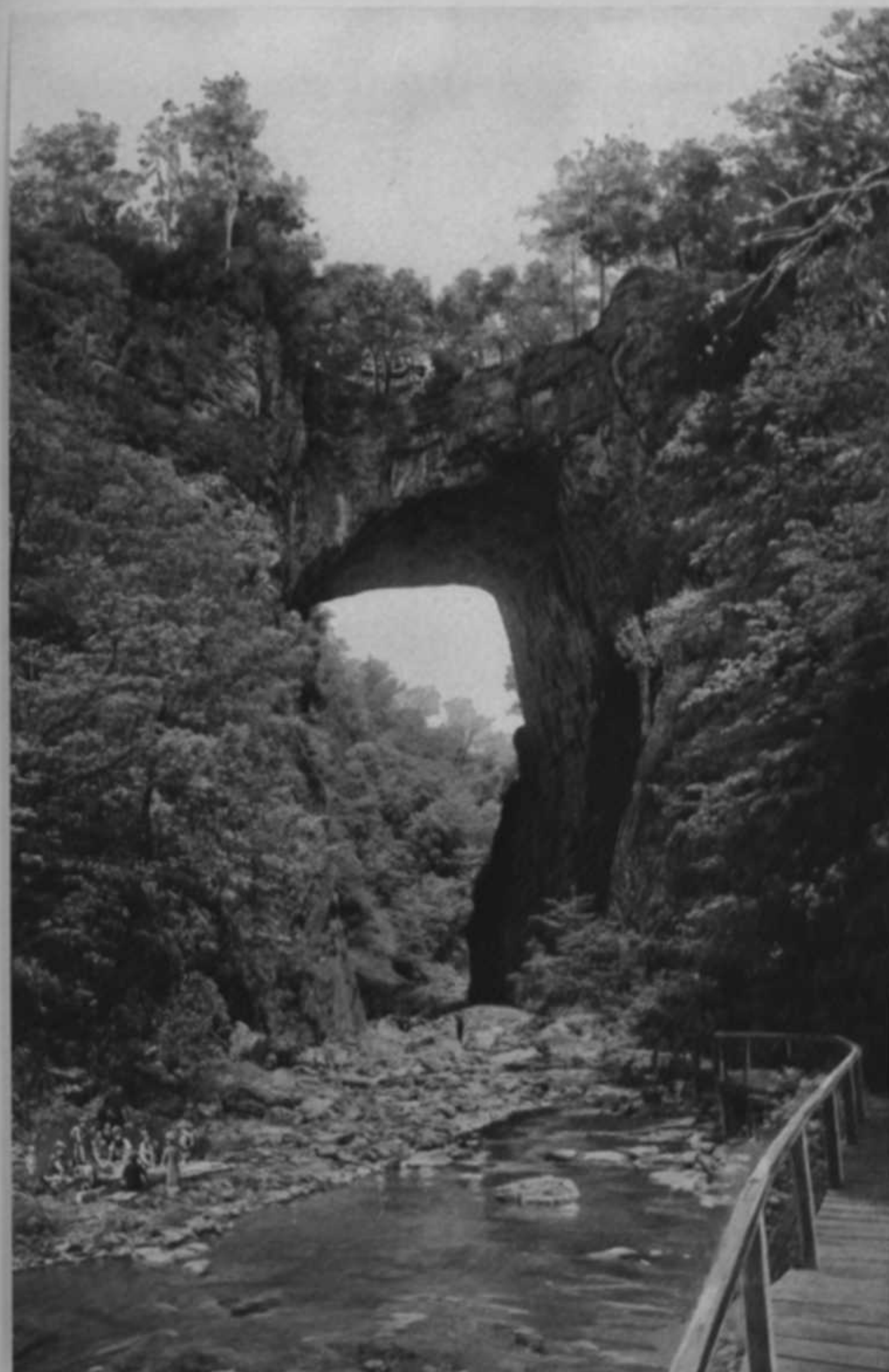
❏ Don't make any mistake about the discipline of the Academy—it is **STRICT**. Your boy will be taught to **OBEY**.

❏ Don't mistake buildings for schools. The **SPIRIT, SCHOLARSHIP and MORAL TONE** are the essentials.

❏ Don't abuse your boy by sending him to a **CHEAP** school; cheap schools mean cheap teachers, cheap fare, cheap accommodations, cheap environment. Our school is maintained at the **LOWEST POSSIBLE PRICE**, commensurate with good work.



PARTIAL INTERIOR VIEW MESS HALL



By Courtesy of  
"THE BRIDGING LAND"

NATURAL BRIDGE—NEAR STAUNTON



"Don't be afraid of long hours or constant attention to your work."

¶ Don't fail to remember that our military drills and disciplinary system can train your boy in prompt obedience, punctuality, leadership, order, neatness, erect and manly carriage.

¶ Don't lose sight of the fact that all things being equal the best equipped school is THE school for your boy. We have forty-eight experienced teachers and a fully equipped plant that could not be replaced for considerably over a million dollars.

¶ Don't forget that your boy will be in his service or fatigue uniform within forty-eight hours after he is matriculated. It would be a waste of money for you to buy any new civilian clothes for him. He will not be allowed to wear them or to even keep them in his possession after he has received his uniform outfit. The suit of clothes he has on when he arrives is the only one he need bring with him.

¶ Don't forget that uniforms should not be considered a school expense. Uniforms are the substitute for civilian clothes, which are not allowed to be worn or kept in the room. The boy would have to have clothes of some kind if he did not go away to school.

¶ Don't forget that you owe your boy a DEBT—his education. *Pay him.* You brought him into the world; see that he is trained and equipped so he can live in the world successfully.

### Admission

¶ No special examination is required for admission. Cadets are assigned to those classes for which they are fitted by previous training.

¶ Classifications are, however, more satisfactory if an official record of previous scholastic work is presented to the Head Master at the time of classification. A record blank for this purpose may be obtained from the Academy and while the use of this blank is not obligatory the information requested thereon is absolutely necessary for intelligent classification. In the case of those who are anticipat-

*And in your studies and in your sports in school, and afterwards in life in doing your work in the great world, it is a safe plan to follow this rule—a rule that I once heard preached on the football field—"Don't flinch, don't foul, and hit the line hard."*—THEODORE ROOSEVELT TO SCHOOLBOYS.

ing graduation it is imperative that this record be presented in proper form at the beginning of the session.

¶ Boys may be admitted at any time and at any age between twelve and twenty, but the earlier boys are placed at the Academy the better will be the results, as it is much easier to infuse the manners of a Christian gentleman into the plastic minds of young boys than to eradicate bad habits—mental, moral or physical—already formed.

¶ Rooms are assigned as applied for. Parents would do well, therefore, to make application for the succeeding year *as early as possible*. We have a large waiting list every fall.

¶ A special building is set apart for Junior boys, who are constantly under the surveillance of the School Mother and her assistants, as they need more individual care and supervision than older cadets. We can take only fifty boys under fourteen years of age, as that is the capacity of our Junior School.

### "Staunton" Prestige

¶ Over and above that which is acquired from prescribed textbooks, there is much of vital value that accrues from attending a school that is nationally known. To begin with, national recognition and nation-wide patronage must be the offspring of meritorious service and successful achievement. The broadening, liberalizing and cultural influences that redound from membership in an organization where no one section nor any one set of ideas can predominate, are forceful factors in the development of character and vision, and in the nurture of that sympathetic understanding and appreciation of the other fellow that will always characterize the well-rounded, well-educated gentleman. New England and the Old South, the Northwest and the Cotton States, the Middle West, the two

*"Howe'er it be, it seems to me,  
'Tis only noble to be good;  
Kind hearts are more than coronets,  
And simple faith than Norman blood."*

Seaboards and the Border States along the Great Lakes, all meet and mingle at Staunton, and in mutual faith and gentlemanly fellowship they live and work together. When a boy registers at Staunton he is at once admitted to a great brotherhood of over ten thousand sons, hailing from every Commonwealth of this Republic and from twenty-seven foreign countries. In future years, when he is asked where he "Prepped," and he answers "Staunton," he will not have to explain where it is or what it is, as attendance at "Staunton" will identify him anywhere.



"The Staunton Boy"

(Cadet at S. M. A. for Five Years)





MEMORIAL HALL AND SWIMMING POOL

## STAUNTON MILITARY ACADEMY STAUNTON, VIRGINIA

**S**TAUNTON is too well known throughout the country to demand any extended notice of its advantages. In recent years it has acquired world-wide fame as the birthplace of Hon. Woodrow Wilson. Situated in the most beautiful portion of the Valley of Virginia, distinguished as a center of education (three schools, two large business colleges, and two State institutions being located here), readily accessible by lines of railway running to all points of the compass, it offers all that is desirable as a location for an institution of learning.

### The Academy

**T**he Academy is situated on one of the most beautiful hills surrounding Staunton, 1,650 feet above sea level, 350 feet above the town. The grounds are handsome and afford ample facilities for recreation and amusement. A photographic view can give but a feeble and imperfect representation of the magnificence of the prospect, which captivates by its beauty and grandeur all who visit the School. The presence of some of the finest female schools of the South offers unusual facilities to parents who have a son and daughter to educate, and who desire them to be near each other—an advantage which parents have been quick to see and appreciate.

### Buildings

**T**he buildings are large and commodious, supplied with electricity, running water, steam by latest approved process, single iron bedsteads with new felt mattresses, and all rooms are newly papered and freshly painted, furnished with dressers, tables, chairs, etc.



SWIMMING POOL—60 x 30 FEET—4½ to 9 FEET DEEP—HEATED BY STEAM

*"He that refuseth instruction despiseth his own soul."*

They are as comfortable as any rooms in the ordinary private dwelling. Separate building for small boys; under constant charge of our experienced and successful School Mother, Mrs. I. W. Littell.

### Barracks

¶ South Barracks: Strictly West Point, quadrangular style. Dimensions 170 x 145. Thirty classrooms, one hundred and forty-four bedrooms, clothes closet in every room, large trunk room 52 x 35 x 17, two large study halls. Quadrangular court 110 x 75. Building material latest process cement block, fire walls throughout, metal ceilings, steel girders. Nothing inflammable save hardwood floors and window and door trimmings. Steam heat, electric lights, toilets on every floor, shower baths, classrooms, study halls, cadets' quarters, teachers' quarters all under one roof. No exposure in winter or bad weather.

¶ North Barracks: Similar to South Barracks and similarly built and equipped. Dimensions 160 x 65. Contains gymnasium 145 x 65 x 27, armory, post office, game room, library, military science department, classrooms, physical laboratory and quarters for two hundred cadets. Interior quadrangle 121 x 40.

¶ West Barracks: This building, likewise of cement block, fire-proof construction, contains the Mess Hall 120 x 65 x 18 in addition to quarters for boys twelve and thirteen years of age.

¶ Each room in each barracks has an outside window and an outside door and the buildings are so constructed as to permit plenty of light and sunshine and a circulation of fresh air at all times. We believe we have the finest and most complete barracks buildings in the South. Come and see for yourself.

### Memorial Hall

¶ This building was erected in 1925 and dedicated to the memory and honor of the Sons of S. M. A. in the World War. It is a splendid structure, 121 feet by 55 feet and three stories high,





PARTIAL VIEW OF SERVING ROOM—KITCHEN IN REAR

*Learning is ever in the freshness of its youth, even for the old.*

—AGAMEMNON, 584.

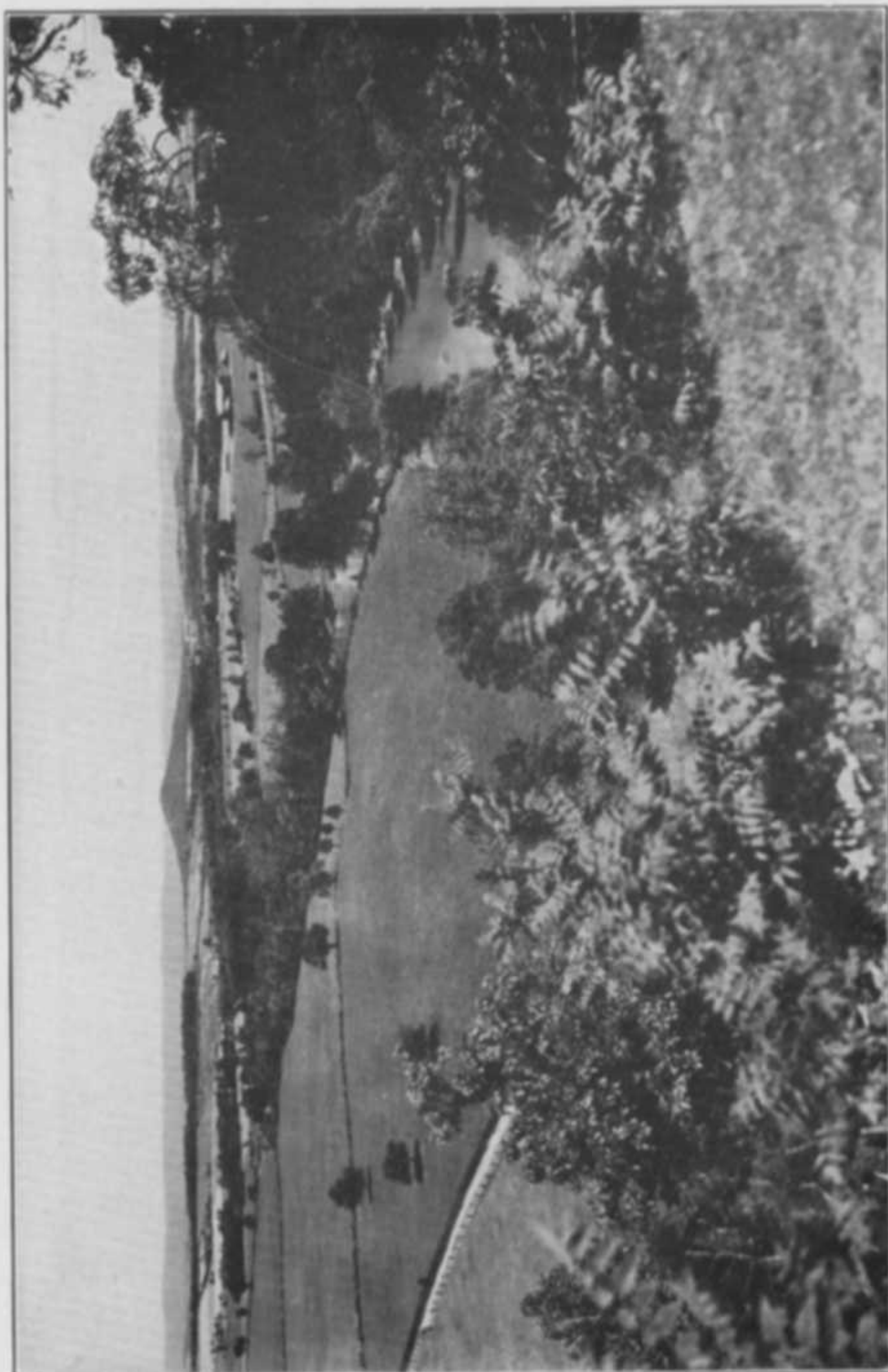
built of concrete block and steel, with maple hardwood flooring. On the first floor there are three large rooms, each 55 feet by 35 feet, for gymnastics, sports and recreational purposes. The second floor has twelve classrooms, and the third floor is occupied entirely by a large gymnasium, completely equipped for special purposes in physical training, and is so arranged as to permit of additional basketball courts.

### Hospital

¶ Our hospital is not a subdivision of a building used also for other purposes; some few rooms set aside for the sick, a system that is equally unfair and unsafe for both sick and well, but is a separate building in itself, built for that purpose, and located well away from all other buildings. There are quarters for nurses, two of whom are constantly on duty, reception room, examining room, dispensary, dining room, thirty rooms for patients and three quarantine wards for contagious diseases, each with its own diet kitchen and special bathing facilities and toilets. Over the head of each bed there is an electric service bell leading to the nurses' quarters. It is seldom we have a serious case of illness, but whether a boy is seriously ill or only slightly indisposed with a cold or some other minor disorder, we want our patrons to have every assurance that our hospital is equipped and appointed to give the very best care and attention. During the great flu epidemic in 1918, we were one of the few schools in the country that were not forced to close. We were able to take good care of all our cases and we did not lose a boy.

¶ We have our own Medical Officer; not simply a general practitioner in the community, subject to call if he can be located. He is a product of George Washington University, Harvard and Battle Creek, and has served in several metropolitan hospitals. With the exception of the war period, when he was a Lieutenant Colonel in the Medical Corps, assigned to the First Division in France, he has been with S. M. A. for fifteen years.





VIEW FROM ACADEMIC HEADQUARTERS—VALLEY OF THE SHENANDOAH—SPRING ENCAMPMENT

*Shallow men believe in luck; strong men believe in cause and effect.*—EMERSON.

### The S. M. A. Post Office

Kable's, Virginia

¶ The Academy has its own post office, located on the first floor of the North Barracks. This office has every facility of a city station, including registry, money order, insurance, etc. There are over six hundred lock-boxes available to the cadets at a small charge, fixed by the Department at Washington. It might well be said that no feature of our plant is of more convenience and comfort to the boys than the post office, which was installed by the Academy at an expense of nearly five thousand dollars. There are ten mails daily and it is a source of great satisfaction to a boy to know that he can get his letter or package within a few minutes after it reaches Staunton, as the Government delivers the pouches direct to and from the depot and this office. A full time civil service man is detailed to run this station, which was named Kable's in honor of Captain William H. Kable, the founder of the Staunton Military Academy, and of Colonel William G. Kable, his distinguished son and successor.

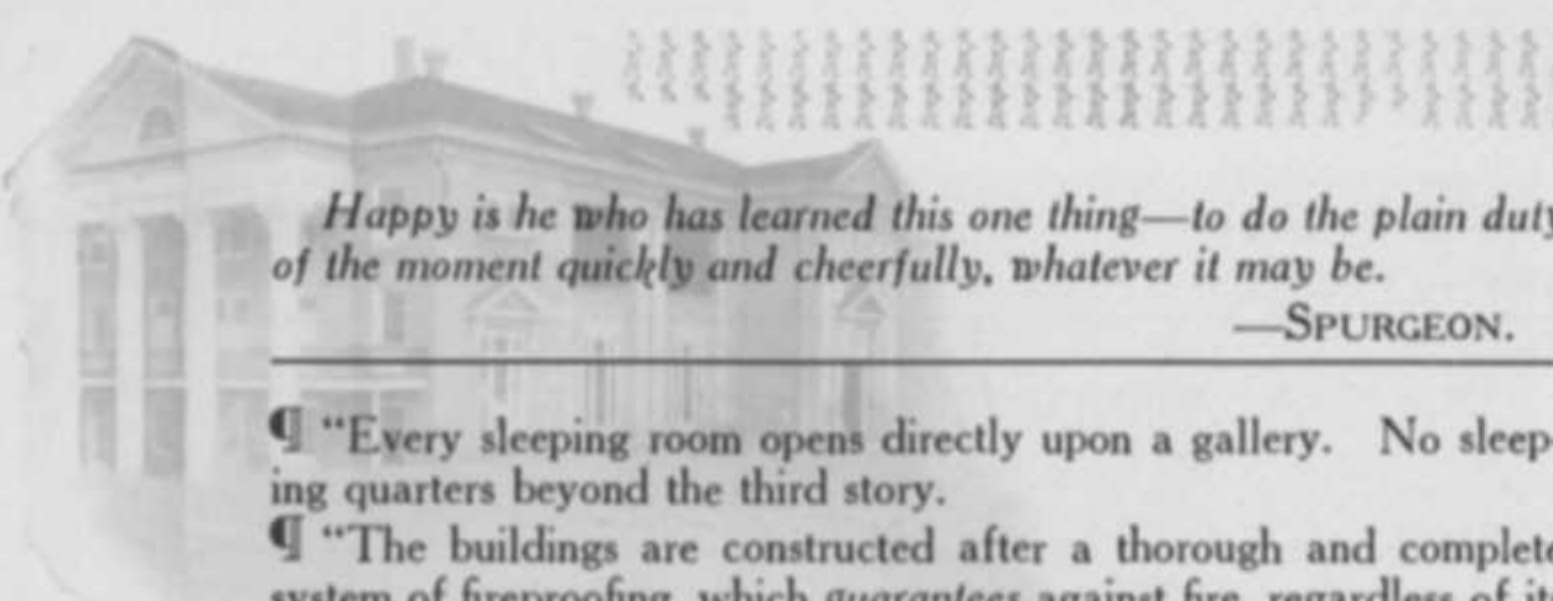
### Dangers from Fire

¶ Every year patrons of schools have been terrorized by reading accounts of frequent fatalities by fire in various educational institutions. We *claim* and we *prove* our barracks to be *absolutely* fireproof, and our statement is borne out by the architects' description herewith submitted.

¶ "The Staunton Military Barracks are structures built entirely of concrete cement blocks strengthened by steel girders, floors of hardwood—Michigan maple. All of the *partition* walls are of cement block, save in a few rooms where steel lathing is used.

¶ "All ceilings of the buildings are of ornamental steel from the Penn Metal Ceiling Co., of Philadelphia. Every room of the sleeping quarters, as well as the classrooms, bathrooms, closets, gymnasium, auditorium, library, etc., are likewise equipped.





Happy is he who has learned this one thing—to do the plain duty of the moment quickly and cheerfully, whatever it may be.

—SPURGEON.

¶ "Every sleeping room opens directly upon a gallery. No sleeping quarters beyond the third story.

¶ "The buildings are constructed after a thorough and complete system of fireproofing, which guarantees against fire, regardless of its origin, and insures absolute safety to all occupants."

T. J. COLLINS & SON, Architects.

### Hazing

¶ This humiliating, unsoldierly, and self-respect-destroying custom of cadets in some prominent Academies, as well as in many lesser institutions, makes us desire to put ourselves on record with prospective patrons that they may be assured that this practice is not nor ever has been tolerated in the slightest at the Academy. There is no hazing tradition, and every cadet, be he new or "old," knows that a breach of the Regulations in this respect means summary dismissal. There can be no excuse, no appeal, no palliation, and parents may be absolutely sure that the Academy authorities have both the desire and the ability to protect their boys from any such outrage.

### The Honor System

¶ Honor among the cadets is maintained by a specially constituted Honor Committee, with Faculty supervision. Again, we are somewhat old-fashioned and, therefore, we still believe that the youth of America needs the real assistance and supervision that can come only from those who are matured and experienced. Of the personnel on this committee two are appointed by the President of the Academy and three are elected by each company. Of the three elected by each company, one must be a commissioned officer, one a non-commissioned officer (sergeant or corporal), and one must be a private. This allows a total membership of seventeen. In matters of honor

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What concerneth every man is not whether he fail or succeed, but that he do his duty.—IAN MACLAREN.

among the cadets the recommendation of this committee is usually accepted, but the President of the Academy reserves the right to have any case at issue reviewed by a specially appointed Committee of the Faculty before final action is taken.

¶ This Committee also functions as the Committee on Student Activities and as such it constitutes what might be termed the Supreme Court of the Cadet Corps. To this Court any cadet has the right of appeal whenever he feels he is not getting a square deal or is in any way being imposed upon. This right of a cadet is a most sacred right and can in no way be restricted. The appeal can be made to any member of the Committee and this member is honor bound to immediately notify the Chairman, who will forthwith convene the Committee for investigation of the case at hand. Any cadet who threatens, intimidates, or abuses another cadet who appeals to this Committee, or who expresses the intention to appeal, shall be expelled from the Academy.

¶ At the beginning of the session all cadets are thoroughly reminded and informed of this Committee, its purposes, its functions, and its jurisdiction.

### Swimming Pool

¶ Our Swimming Pool is sixty by thirty, with a graduated depth of from four and one-half to nine and one-half feet. The building is equipped with every convenience, being steam heated, and having a large dressing room, hot and cold showers, etc. Cadets may enter the pool only through the showers.

### Bathrooms and Closets

¶ We have recently refitted our entire plant with the best porcelain fixtures that Crane and Company can make. The services of an expert plumbing engineer were secured, and the equipment was installed so as to prevent any likelihood of sickness from insanitary

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*"Knowledge is more than equivalent to force."*

condition. All shower rooms, lavatories, toilets, etc., are daily inspected and kept in absolutely safe and proper condition.

¶ We would take this occasion to call to the attention of prospective patrons the great benefits accruing from this feature of the Academy's management and equipment, as too little attention is usually devoted to this all-important feature of health.

¶ *United States Health Bulletin Reports* of New York, in a leading article on the first page of that admirable advocate of healthful surroundings, has the following to say concerning Schools and Health, and of the STAUNTON MILITARY ACADEMY in particular; and although the article is long, we insert it here for the benefit of prospective patrons to show how our Academy stands in the opinion of experts and how it has impressed them after careful personal investigation of conditions obtaining here:

#### Schools and Health

¶ "During the month of September several hundred thousands of young Americans will leave their homes to attend some institution of learning. How many parents realize just what that phrase—'leave home'—means? Few, we fear, really grasp the idea embodied—the fact that the moral influences of the home-life no longer surround the child, but that the careful supervision of their physical welfare with which the parents have guarded their sons and daughters is to give place to another, and, too often, a different state of affairs.

¶ "Even the most careful parents will neglect to make sure that the hygienic surroundings of their children in the school are all that they should be. If the curriculum of the school is satisfactory, the corps of teachers made up of well-known educators, and the 'social atmosphere' of the place of a sort that seems desirable for the young man or woman, it is the habit of parents to congratulate themselves upon having found 'just the place' for 'Jack' or 'Alice.' If an additional query is made it possibly has to do with the general



"Education turns the wild sweetbrier into the queenly rose."

healthfulness of the locality. How often is there any inquiry made into the *sanitary and hygienic status of the school*? If it is a boarding school, who asks anything about the kitchen, except as to the *abundance of the food*? Who asks about the *plumbing, the ventilation, the disposition of sewage*? Who asks about the *water supply*?

¶ "It seems almost beyond belief, in these days when health is concededly dependent upon proper sanitary and hygienic surroundings, that the head of a family could for a moment lose sight of these matters and send his dear ones to a place about which he knows nothing concerning the care taken to preserve the health of the residents, when reflection will assure him that the most sedulous care is necessary.

¶ "The *United States Health Bulletin* has had occasion to examine into this subject quite extensively during the past few months, and if some of the facts that have come to our notice during these investigations were generally known, we believe that prospective patrons would be shocked at the insanitary and disease-breeding conditions existing at some of the highest-priced and most fashionable schools.

¶ "These investigations have been made without the instigation of the proprietors and generally without their knowledge, consequently they are absolutely unbiased and unprejudiced.

¶ "Among the schools that met with the general approval of the experts investigating these matters for us, and which we have no hesitation in recommending to our readers, is the **STAUNTON MILITARY ACADEMY AT STAUNTON, VA.**

¶ "We know nothing about the course of study at this School, for it is of no interest to us, but if the same care is taken with the mental welfare of the pupil as is shown and plainly shown to be taken with the physical, we feel that it deserves the support of parents and the encouragement of the public.

¶ "Are the days of Dotheboys Hall so long past that parents can trust their children's future to the care of strangers without the most searching investigation?"



COMMITTEE ON STUDENT ACTIVITIES—THE HONOR COMMITTEE OF THE CADET CORPS



DAWN OVER THE VIRGINIA HILLS

The University of  
"The University of Virginia"



*Books, we know, are a substantial world, both pure and good, round which, with tendrils strong as flesh and blood, our pastime and our happiness can grow.*—WORDSWORTH.

drainage, and precludes all possibility of fever, as our records amply illustrate. We challenge any school in the country to show a more sparkling, clearer and more healthful drinking water.

#### Renovation of Plant

¶ Immediately after the session ends in June a large force of men begins the work of renovation. This force is kept busy all summer. Every room in every building is made as clean and sanitary as when the buildings were erected. We have no summer session and therefore there is nothing to interfere with this work. Every floor is restained, every ceiling and every piece of woodwork is repainted, every piece of furniture, including every desk and recitation seat, is revarnished. Those walls that are papered are scraped and repapered. Not only are the beds repainted but every mattress is sterilized under one hundred and fifty pounds of steam pressure. We have our own sterilization plant which is modern and complete in every detail.



## ACADEMIC DEPARTMENT

### Courses of Study

¶ There are three Courses of Study offered at the Academy—the Scientific, the Classical and the College Preparatory.

¶ The Scientific Course, as the name implies, deals mainly with Mathematics and Modern Languages and is designed for those who desire to attend a technical college and apply for the B. S. Degree.

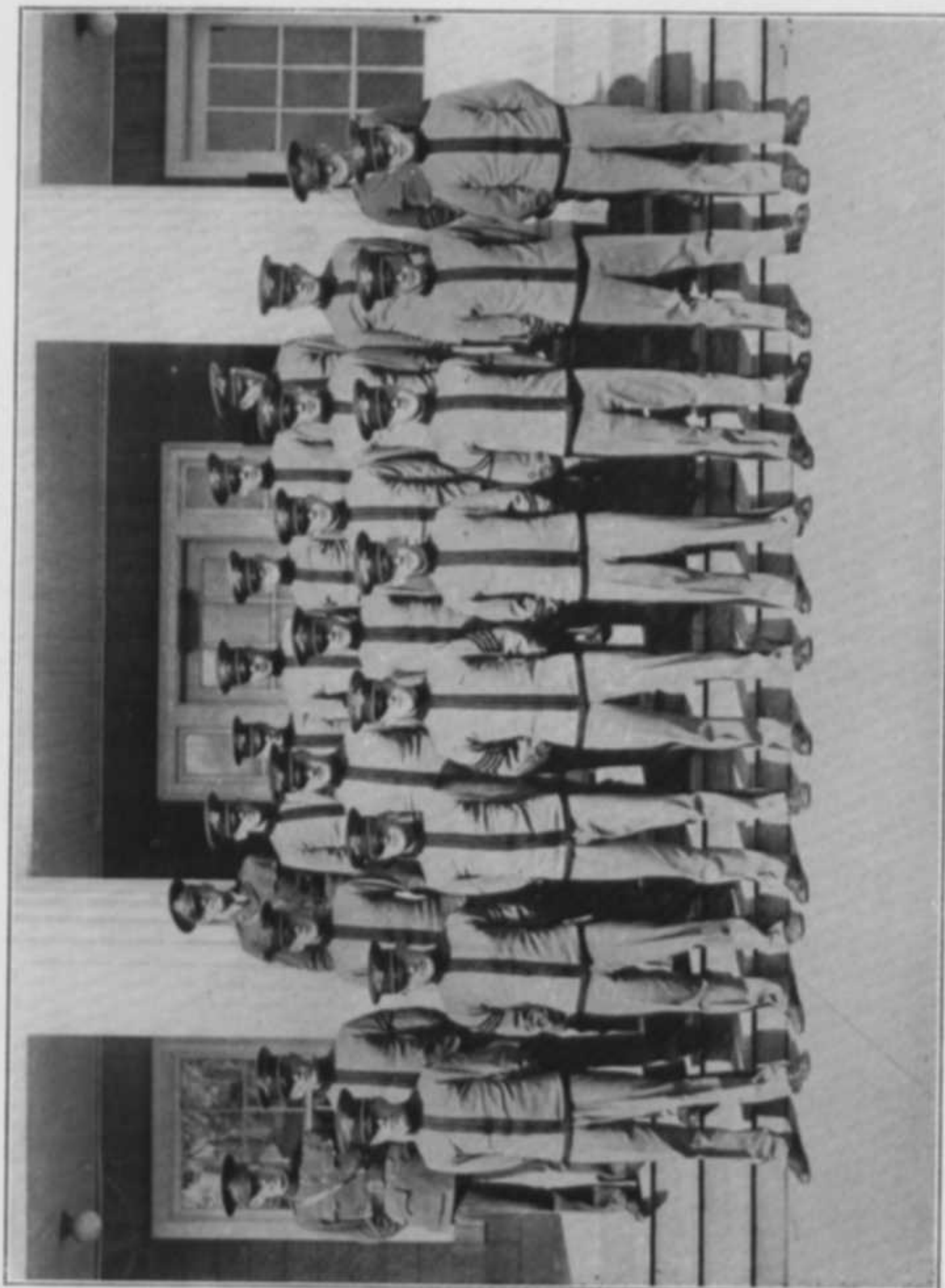
¶ The Classical Course deals mainly with the Ancient Languages and is designed for those who may desire to offer themselves for the A. B. Degree.

¶ In neither of the above courses, however, although offering the necessary subject matter for college entrance, do we issue a certificate exempting the candidate from the entrance examinations unless the grade attained on each subject is 80 per cent. or better. A boy completing either the Scientific or Classical Course is not necessarily prepared for college except on those subjects in which he attains the necessary certification grade of 80 per cent., and this will be so stated on any certificate we may issue, together with the recommendation that examinations be required on those subjects which are below this grade.

¶ For this reason a third course has been added which will be known as the College Preparatory (Scientific) or College Preparatory (Classical). The subject matter of the course, as indicated by the parenthetical explanation, may be exactly the same as either of the two courses noted above, but with this difference—that the passing mark of this course is identical with the certification grade, namely, 80 per cent.

¶ It has, for several years, been the rule of the better colleges, to require higher grades for certifying a boy to college than for graduation and the following extracts, taken from college catalogues (all





THE WOODROW WILSON LITERARY CLUB  
The Debating Team from this group won the Championship of Virginia

*It is only the ignorant who despise education.*

—MAXIM 571.

high type institutions and widely scattered), show the attitudes of these various institutions toward the use of the certificate privilege.

¶ Brown University says, "It is the desire of the University that certificates should be used only for those students who are *so well prepared* that an examination is unnecessary. When the Principal is in doubt he should omit to certify and the University will take the full responsibility for the admission or rejection of the candidate by requiring an examination."

¶ Dartmouth says, "To guard against misunderstanding, it should be noted that a certificate from an approved school presented for admission to college signifies that the student certified has completed the work of preparation *with such high grades* that he is recommended for admission to college without taking examinations."

¶ Lafayette requires examinations of all candidates in English and either Mathematics or Foreign Language except those who "present College Entrance Board Credits, or Regent's Credits, or who *graduate in the highest quarter* of their class from a school approved by the College."

¶ The University of Michigan says, "It is not expected that the principal will recommend all graduates, but only those whose ability, application, and scholarship are *so clearly superior* that the school is willing to stand sponsor for their success at the University."

¶ Stanford University says, "The minimum requirements for first year undergraduate standing are fulfilled by candidates who have been duly graduated from approved preparatory schools with recommending (certificate) grades in subjects aggregating fifteen units, provided they are recommended also on the basis of character and seriousness of purpose. In schools which do not distinguish between a passing and a recommending grade no subject will be credited unless the grade is at least five per cent. higher than the lowest passing grade."

¶ Vanderbilt says, "The standing of the student in the school is an important factor in determining his fitness for college work."



*There is only one way by which we can reach our desired goal—that is to get up and go.*

¶ Massachusetts Institute of Technology says, "Applicants for admission must also present a certificate for one unit of History with record of certificate grade or pass an examination. If the certificate grade is less than 80 per cent. this fact should be noted on the certificate."

¶ Of course, it does not always mean that a boy cannot go to college without our recommendation and without having attained our certification grade of 80 per cent. The experience of the writer of the following letter has been ours in several instances, but in cases of this sort the accepting college is usually an inferior institution. This letter is from a prominent school man in the South and reads as follows: "Two years ago the University of Pennsylvania published in its catalogue that the right of certifying would be given to schools that would distinguish between members of the graduating class, advising the members of the class of the work for which they were fitted and recommending for college only those capable of doing college work. It has been the custom in our own high school for several years, to make this distinction. Some of the colleges, however, accept all of our graduates whether they have the recommendation of the principal or not. We have found that practically the only failures made by our graduates are made by those who did not secure the principal's recommendation."

¶ The entire matter may be boiled down to this; that there is an increasing number of colleges that demand superior preparation for entrance and to meet this demand we are forming what is to be known as our College Preparatory Course. The successful completion of this course will entitle a boy to receive a certificate of recommendation to the college of his choice provided, of course, he can satisfy the moral requirements, of which we are also required to append our attestation.

¶ Those boys who do not take the College Preparatory Course but who make the necessary certification grade of 80 per cent. in either the Classical or Scientific Course will likewise be certified to college

*"It is not so much brilliancy of intellect, or fertility of resource, as persistency of effort, constancy of purpose, that makes a great man."*

on those subjects in which they have attained that grade and will be entitled to the diploma of the Academy on completing the necessary number of subjects with a mark in each of not less than 70 per cent. It is well to remember, however, that the pass mark in the College Preparatory Course is 80 per cent., being identical with the grade necessary for certification to college.

¶ If your boy is going to a standard, high-grade college, you should enroll him in the College Preparatory Course. It will save you both money and time, for if the boy, under the constant supervision and careful teaching of a first class preparatory school barely passes his subjects he will fail to pass at college. It is, we think, Professor Terman who has made the statement that the boy of ordinary attainments occupies the same relation to elimination from college as the boy of less than average attainments occupies in elimination from high school. In other words, the boy of average intelligence will probably be able to finish high school but it takes superior intelligence to complete a college course.

¶ About the month of February of each year you can usually read in the press dispatches where so many freshmen of such and such college have been dropped on account of deficient preparation. Sometimes the number is appalling but it certainly is indicative of the fact that many who somehow manage to get in fail to remain. It is for this reason, in addition to those reasons above mentioned, and in the hope of preventing, as far as our boys are concerned, the humiliation of college failure, that we have introduced the College Preparatory Course.

¶ We do not think that the justice of our position in the matter of college recommendation can be questioned by those who will carefully consider the subject. It is simply making more definite the policy of the school; a policy which has been in vogue for the past several years. During this period every quarterly report and every annual report has carried the information that while the passing grade was 70 per cent. the grade necessary for college certification was 80 per





OUR "CREAM OF WHEAT" SERVICE IN CAMP

## "Music—friend of pleasure, wisdom's aid."

cent. In the new course the matter has been carried a step further to its logical conclusion by advancing the passing mark for that course to be identical with the college certification mark, to which we add our guarantee of college recommendation on completion.

### English

¶ Our basic aim in English is to give each student a thorough understanding of the fundamental principles of grammar and rhetoric. Therefore, we devote two and one-half years to the analysis of sentences and to the study and application of the rhetorical principles. Although we teach literature in the upper classes, we do not lose sight of this aim, but continue to assign frequent themes and other exercises in the expression of the boy's original ideas.

¶ We believe that our work is not complete unless we arouse in each boy a desire to read good books and magazines. Hence, the great English masterpieces are studied throughout the four years. Our splendidly equipped library contains hundreds of excellent novels and books of power, which we recommend to the boy. By voluntarily reading one of these books a week, he is able to add to his grade. The hearty response that our boys make to this plan is very encouraging to the teachers.

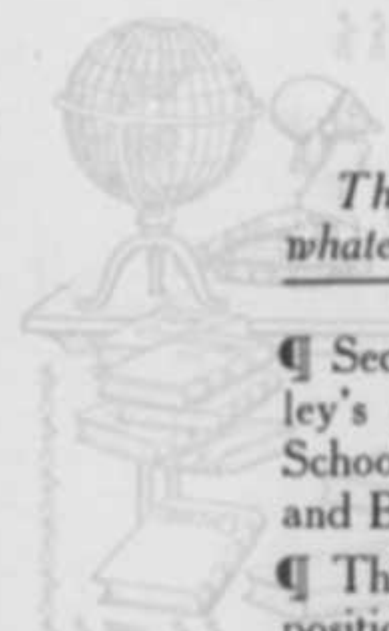
¶ Supervision of the cadet's reading outside of class is given, and, as far as practicable, all objectionable books and periodicals are excluded.

¶ Our English Course is in strict accord with every demand made by the College Board for Uniform Entrance Requirements in English.

### Regular Course

¶ First Year:—Ward's Sentence and Theme; Punctuation Exercises; Daily exercises in writing. Ruggs R. O. T. C., Treasure Island, Twice-Told Tales and The Lady of the Lake are the assigned classics.





*The talent of success is doing what you can well and doing well whatever you do.*—LONGFELLOW.

¶ Second Year:—Ward's Theme Building; Kittridge and Farley's Advanced Grammar. Atlantic Narratives, Tom Brown's School Days, The Ancient Mariner, The Vision of Sir Launfal, and Bracebridge Hall are carefully studied.

¶ Third Year:—A thorough review of English Grammar and composition is given during the first semester. Pace's American Literature is studied in the last half of the year. Orations by Webster, Lincoln and Washington, The Virginian, Franklin's Autobiography, Southern Poems, Snow Bound, Evangeline and Poe's Tales are carefully read and discussed. The writing of themes is continued in this part of the study.

¶ Fourth Year:—Halleck's History of English Literature is the text. Macaulay's Life of Johnson, Macbeth, Milton's Minor Poems and Burke's Speech on Conciliation are studied with great care. The following classics are assigned for parallel readings; Julius Cæsar, The Merchant of Venice, The Vicar of Wakefield, Silas Marner, The Idylls of the King, Lord Clive, The Sir Roger de Coverly Papers, and The Deserted Village. About forty long essays on literary subjects are required.

### Mathematics

¶ In the courses in Mathematics we constantly keep in mind the fact that the aims of mental training and college preparation are the two that must justify our work in this department.

¶ The Course in Mathematics embraces Algebra, Plane and Solid Geometry, and Plane Trigonometry. The knowledge and progress of the pupil in these subjects are regularly tested by class examination, much original work being done, and frequent written exercises illustrative of the principles in each branch are required.

¶ In Algebra three courses are offered; an elementary course (Wells and Hart's First Year Algebra) covering one year, a second course (Wells and Hart's Second Course in Algebra) covering one

*Habit is a cable;*

*We weave a thread of it each day and it becomes so strong we cannot break it.*—HORACE MANN.

year, and an advanced course (Hawkes' Advanced Algebra) covering a half year. Each of the texts is completed in every topic that is listed for the College Entrance Examination Board. The first two courses in Algebra, covering two years, are *required* for graduation. The third course is elective, though strongly recommended for those who desire to secure admission to technical courses in college. All courses conform to the recommendations made in the Report of the National Mathematics Association for Secondary Schools, emphasizing particularly the Equation, Graphs, the Formula, and the Function Concept.

¶ In Geometry one year is given to Plane and a half year to Solid. The text used is by Durell and Arnold. If our courses in Geometry inculcate in the pupil habits of correct thinking we consider that we are eminently successful. A great deal of time and attention is given to the solution of original problems. In the Plane, two periods a week are usually devoted to this work, and in the Solid, one period a week. Frequently tests are given that are composed entirely of original exercises. Special attention is also given to Spherical Geometry.

¶ In Plane Trigonometry the text used is Wells' New Plane Trigonometry, and the text is *completed, including every original exercise*. Special attention is given to the definitions and relations of the trigonometric functions as ratios; proofs of the formulas, with special stress on those for the sine, cosine, and tangent of the sum or difference of any two angles, and of double angles and half angles, also for the sum or difference of sine or cosine of two angles, the product expression for the sum of the two sines or cosines, etc.; the transformation of trigonometric expressions by means of these formulas; the circular measurement of angles; use of inverse functions; solution of simple trigonometric equations and of both right and oblique angles. The course covers one-half year.





ANALYTICAL LABORATORY (CHEMISTRY)

*That best portion of a good man's life—his little, nameless, un-remembered acts of kindness and of love.*—WORDSWORTH.

### Ancient Languages

¶ The Ancient Languages are taught so as to secure a thorough and critical knowledge of them. To accomplish this, written exercises from English into the language studied, and from that language into English, and for the purpose of grammatical instruction, a critical examination of the text read, constitute prominent features in the study of this department. During the last three years of the Latin course the Latin Grammar is studied regularly in conjunction with the text and there are frequent exercises in Latin composition.

¶ Four years' work are offered in Latin and two in Greek.

#### Course in Latin

¶ First Year:—Collar and Daniell's First Year Latin, completed.

¶ Second Year:—Four (4) Books of Bennett's Cæsar; Latin Composition based on Cæsar; Bennett's Latin Grammar.

¶ Third Year:—Six (6) Orations of Bennett's Cicero; Latin Composition based on Cicero; Bennett's Latin Grammar.

¶ Fourth Year:—Six (6) Books of Bennett's Vergil; metrical reading; Bennett's Latin Grammar.

#### Course in Greek

¶ First Year:—White's First Greek Book; Easy selections from the Anabasis and Æsop's Fables.

¶ Second Year:—Xenophon's Anabasis and Memorabilia; Greek Prose Composition; Goodwin's Greek Grammar.

### Modern Languages

¶ Three years' work are offered in French, German and Spanish. Two years' work in one language are required; or two years in each of two languages.





GENERAL LABORATORY (CHEMISTRY)

*"It is sometimes the student's wiser business to mix the blood with the sunshine and to take the wind into his pulses."*

¶ The general aim is to enable the student to master the fundamentals of these languages, and to show creditable proficiency (1) in translating the foreign tongue into clear idiomatic English; (2) in understanding the foreign language when spoken; (3) in conversing in the foreign language on familiar topics.

¶ Grammar is taught chiefly in connection with the text as a necessary means of securing an exact and intelligent translation. The text is also used as the basis for daily conversation, and for frequent written work, in addition to that assigned in the grammar.

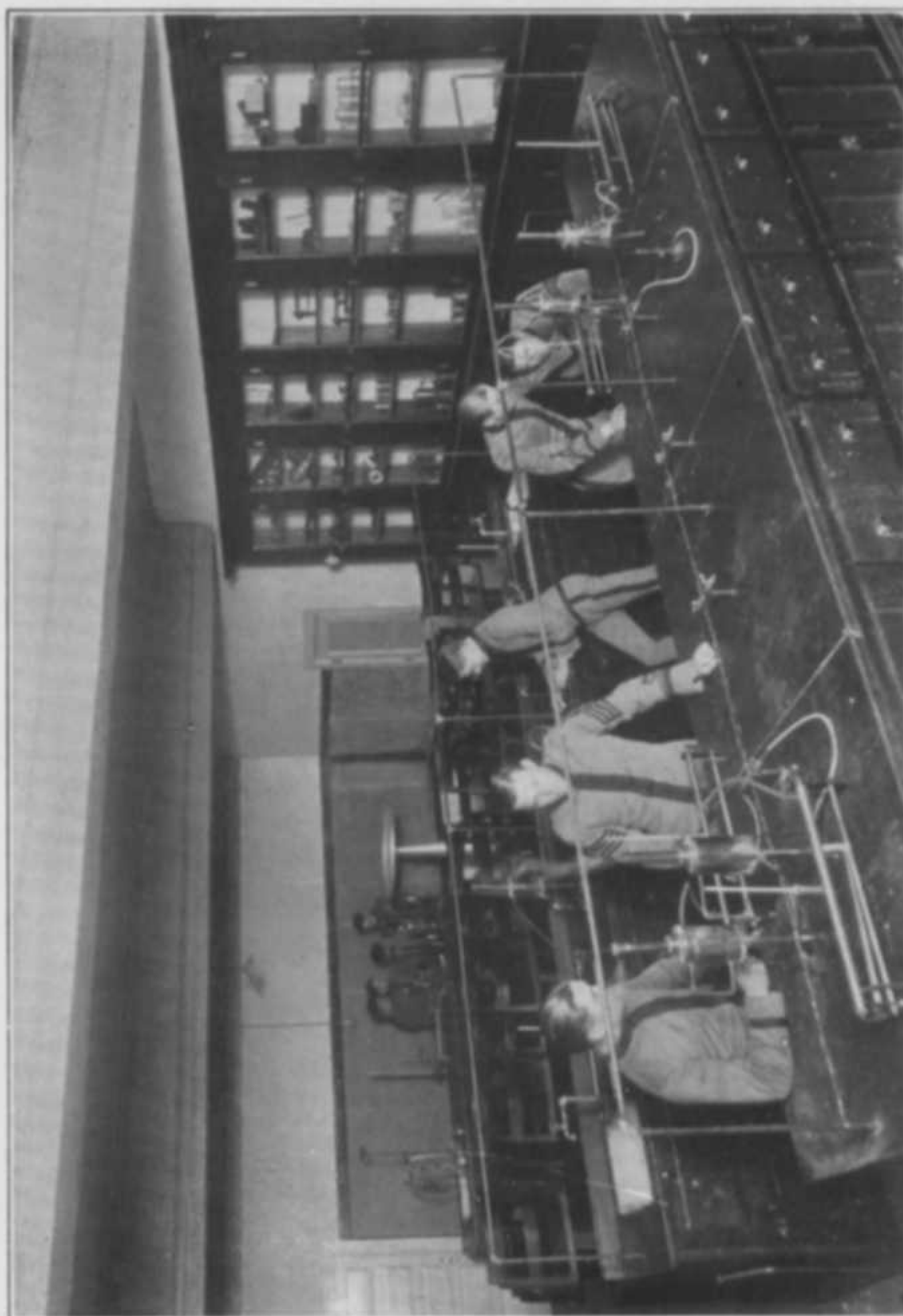
¶ All texts read are selected from those most recently approved by The Committee of Twelve of The Modern Language Association of America.

#### French

¶ **ELEMENTARY FRENCH:**—This course embraces—(1) careful and constant drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular verb, and the more common irregular verbs, the inflection of nouns, the inflection and position of adjectives and pronouns, the use of the pronouns, of the more common adverbs and conjunctions, and the order of words in the sentence; (3) the reading of about 150 pages of easy French; (4) abundant oral and written exercises based on the text, and affording practical application of inflections and syntax, as well as important exercises in sentence formation and pronunciation.

¶ The textbooks used in this course are Fraser and Squair's New Elementary French Grammar together with some suitable text such as La Belle France or L'Histoire de France by Lavis.

¶ **INTERMEDIATE FRENCH:**—This course comprises—(1) a more thorough study of inflections and syntax, modes and tenses, including simpler uses of the subjunctive and conditional; (2) the translation into idiomatic English of 350-400 pages of modern prose, constant attention being paid to questions of syntax and to the identification of inflected forms in the daily text; (3) continued drill in pronunciation; (4) the translation into French of numerous exercises,



SECTION OF PHYSICAL LABORATORY

*"Mankind worships success, but thinks too little of the means by which it is attained."*

both oral and written, designed to develop a ready and intelligent rendering.

¶ The textbooks used in this course are selected from the following list:

¶ The new Fraser and Squair's French Grammar, Part I; Malot's Sans Famille; Bruno's Le tour de la France; Merimee's Colomba; Hugo's La Chute; Sarcey's Le Siège de Paris; Labiche and Martin's La Poudre aux Yeux; Foa's Le Petit Robinson de Paris; Verne's Short Stories; Daudet's Short Stories; Erckman-Chatrian's Stories.

¶ ADVANCED FRENCH:—This course includes—(1) the reading of not less than 600 pages of standard French, classical and modern, representative selections being made from the drama, the novel and poetry; (2) the translation into French of various themes based on or suggested by the text in hand; (3) the development of facility, accuracy and expression in reading the text, together with elementary study of phonetics and phonetic transcription; (4) the cultivation of an appreciation for French Literature and an acquaintance with the work and literary position of writers studied.

¶ The texts used in this course are selected from the following list:

¶ The new Fraser and Squair's French Grammar, Part II; At West Point; Prose Composition; About's Stories; Coppée's Poems; selections from Hugo; George Sand's Plays and Stories; Sandeau's Mademoiselle de la Sieglère; selections from Daudet, Balzac, de Maupassant, Musset and Zola.

#### German

¶ ELEMENTARY GERMAN:—This course embraces—(1) careful and constant drill in pronunciation; (2) the declension of nouns and adjectives, the conjugation of the weak verbs and the more usual strong verbs, the uses of the more common prepositions, and the simple uses of the modal auxiliaries, the formation of the passive



*"The best kind of sympathy is that which lends a hand."*

voice, word-order, and the elementary rules of syntax; (3) the reading of about 100 pages from a beginner's reader; (4) putting into German, both orally and in writing, numerous easy exercises designed not only to fix in mind the forms and principles of grammar, but to cultivate readiness in the reproduction of ordinary forms of expression.

¶ The texts used in this course are:

¶ Vos's Essentials of German; Prokosch and Purin's Konversationen und Lesebuch.

¶ INTERMEDIATE GERMAN:—This course aims—(1) both to ground the student thoroughly in the fundamental principles of German grammar, and to more thoroughly familiarize him with the various inflections of the noun, adjective and adverb, the modes and tenses and their uses, word-order, and with the uses of the auxiliaries; (2) the reading of not less than 300 pages of moderately difficult prose and poetry; (3) oral and written translation into German of abundant easy exercises based on the text.

¶ Texts used:—Thomas's Practical German Grammar, Part I, and Allen's German Life.

¶ Selections from the following are read: Hebel's Schatzkästlein; short plays by Benedix, Elz and Wilhelmi; Grimm's Märchen; Gerstäcker's Garmelshausen and Hillern's Höher als die Kirche.

¶ ADVANCED GERMAN:—The work of this course embraces the reading of not less than 550 pages of prose and poetry, selections from standard literature being alternated with a few of the best modern stories. The course seeks to cultivate an appreciation for German literature, and to acquaint the student with the lives and works of the authors studied. Considerable theme work is done, and a reasonably rapid translation into German, involving ready command of vocabulary, forms and syntax, is required.

¶ Texts used:—Thomas's Practical German Grammar, Part II: Pope's Writing and Speaking German.

*"Train up a child in the way he should go, and when he is old he will not depart from it."*

¶ Selections for reading are made from the following: Schiller's Wilhelm Tell, Maria Stuart and Das Lied von der Glocke; Heine's Poems and Harzreise; Meyer's Das Amulet; Riehl's Der Fluch der Schönheit; Storm's Immensee; Heyse's Vetter Gabriel; Holly's German Epics Retold and Carl Schurz's Lebenserinnerungen.

### Spanish

¶ ELEMENTARY SPANISH:—This course embraces (1) the rudiments of grammar; (2) the conjugation of the regular verbs, and the more common irregular verbs; (3) the inflection of other parts of speech; (4) daily written or oral exercises; (5) the reading of about 150 pages of easy Spanish.

¶ Texts used:—Espinosa and Allen's Beginning Spanish; Roessler and Remy's First Spanish Reader; Ray's Lecturas para Principiantes; Marcial Dorado's Primeras Lecturas en Español.

¶ INTERMEDIATE SPANISH:—This course includes (1) a more thorough and systematic study of inflections and syntax; (2) weekly written exercises, frequently in the form of business letters, and daily oral work based on the text in hand; (3) careful and constant attention to pronunciation; (4) the reading of not less than 350 pages of standard texts.

¶ Texts used:—Hills and Ford's First Spanish Course. Selections for reading are made from the following: Marcial Dorado's España Pintoresca; Dorado and Ray's Trozos Modernos; Ibañez's Vistas Sudamericanas; DeVitis' Spanish Reader; Alarcon's El Capitán Veneno; Elis's Lecturas Modernas.

¶ ADVANCED SPANISH:—This course embraces (1) a thorough review of the essentials of syntax; (2) a ready familiarity with inflected form in both oral and written work; (3) the acquisition of a fluent and intelligible pronunciation; (4) the writing of themes and practical business letters; (5) the reading of not less than 600 pages of modern Spanish.





RADIO STATION

*There is but one method of attaining excellence, and that is hard labor.*—SIDNEY SMITH.

¶ Texts used:—Coester's Spanish Grammar; Crawford's Spanish Composition; Wilkins and Alpern's Exercise Book. Selections for reading are made from the following: Valdés's José; Altamirano's La Navidad; Isaac's María; Galdós's Doña Perfecta; Ford's Don Quixote.

### History and Social Science

¶ In the Department of History, the course given is in compliance with the requirements outlined by the Committee of Seven, and the later report of the Committee of Five, and required by the College Entrance Examination Board. The texts used in the department have been selected with great care and all students are required to make frequent use of the large historical library maintained by the department.

¶ The entire course, which requires four years for completion, is as follows:

¶ FIRST YEAR: Text—Early European History by Webster, with parallel readings and map work. It is the aim of this course to give the student a general knowledge of the world from the earliest time to the beginning of the seventeenth century. The course covers what is known as Ancient History, Mediæval History and a part of Modern History, and is so arranged as to allow of a fuller treatment of modern history in the second year. Essential movements are treated in full with especial attention to social and economic features and long stories of campaigns are more condensed than in earlier histories.

¶ SECOND YEAR: Text—Modern European History by Webster, with parallel readings and map work. Continuing the work of the previous year, the cadet now takes up the world's history from the beginning of the seventeenth century to the present time. But little attempt is made to separate the histories of the various countries involved, as they are studied in connection with the great movements that go to make Europe what it is at the present time. The progress





CADET WRESTLING TEAM OF S. M. A.

*He who does something at the head of one regiment surpasses him who does nothing at the head of a hundred.*—LINCOLN.

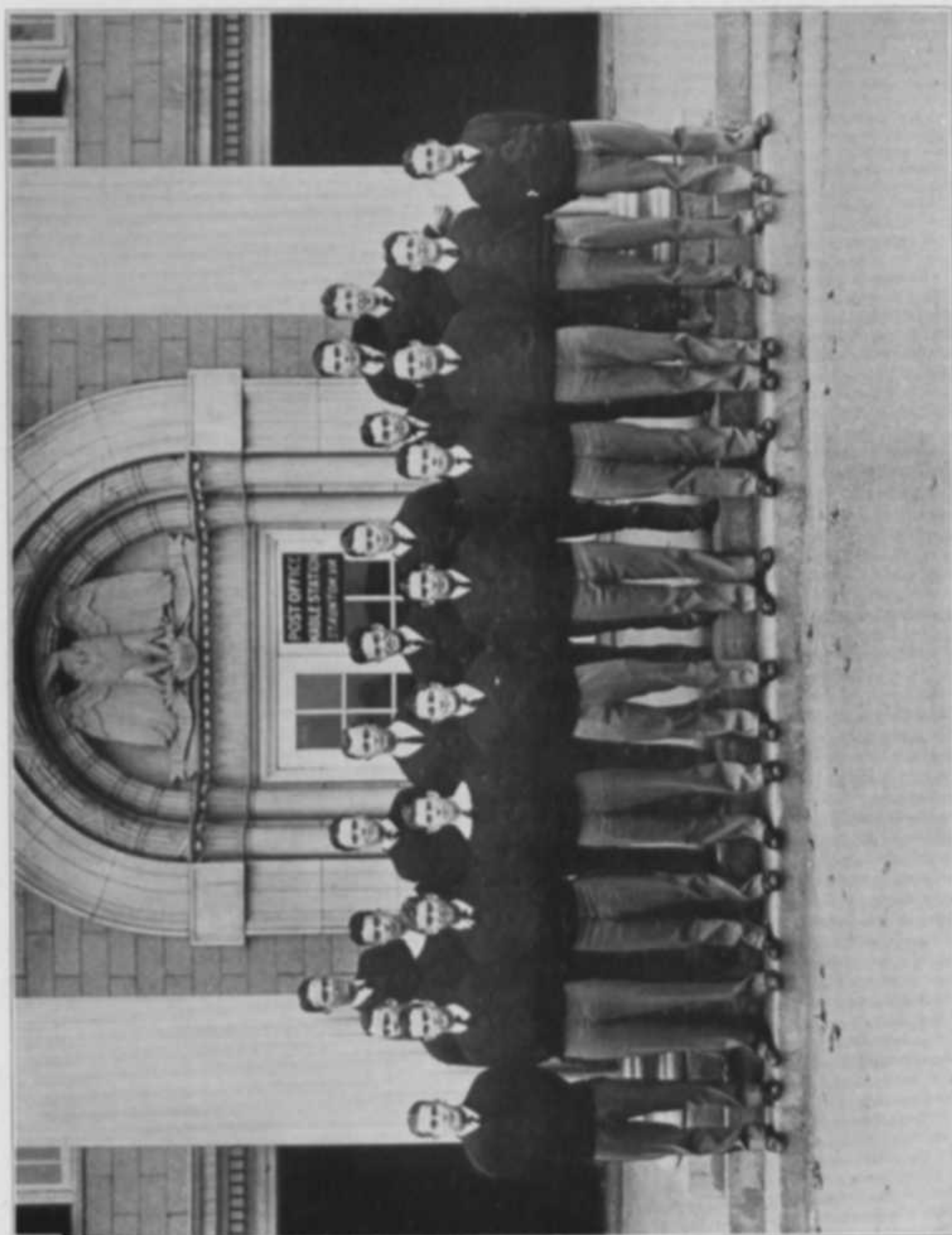
method might best be described as the "laboratory method" applied to History. The student *learns by doing*. A large library is maintained in the classroom and the student works under the constant supervision of the instructor. In addition to mastering the textbook as the basis of the course, carefully worked out references are given on each phase of the course and extensive reading, together with copious notes on the additional material thus gained, are required. Lectures on special phases and problems of the economic, social and political development of the country are given by the instructor and the student is required to take notes on these, keeping them, together with all other historical data gathered, in a *well-ordered note book*. On completing a given division of the subject, the student is required to write a summary of that period, bringing together all his data and organizing it in the form of a narrative in his own words, thus showing that he has mastered the period.

¶ It is the aim of the course, not only to give the student thorough knowledge of the fundamental facts of American History which will enable him to see the present day problems in their true perspective, but also to train his powers of discrimination, judgment and reason, to cultivate habits of good reading, and an interest in the affairs of his country which make for a sounder citizenship. In short, history is made only a *means to an end*—the end of thorough preparation for the problems of college or of business life.

### Economics

¶ Text—Ely and Wicker's Elementary Economics. In this course the principal divisions of Economics are considered, together with a brief sketch of Economic History. Under Economic Theory, the essentials of production, consumption, exchange, distribution and public finance are taken up. We consider Economics one of the most important of the social sciences and the course should be more generally taken by students.





A GROUP OF ATHLETIC LETTER MEN—WEARERS OF THE "B"  
Eleven of this group composed the Champion Prep. School Football Team of Virginia

*"The Law of the Soul is eternal endeavor,  
That bears the man onward and upward forever."*

### Civics

¶ Text—Forman's Advanced Civics. This course is a study of the spirit, the form and the functions of the American Government, including the local phase, as well as that of the State and of the Nation. Aristotle well said that the best laws, though sanctioned by every citizen of the State, will be of no avail unless the young are trained by habit and education in the spirit of the constitution.

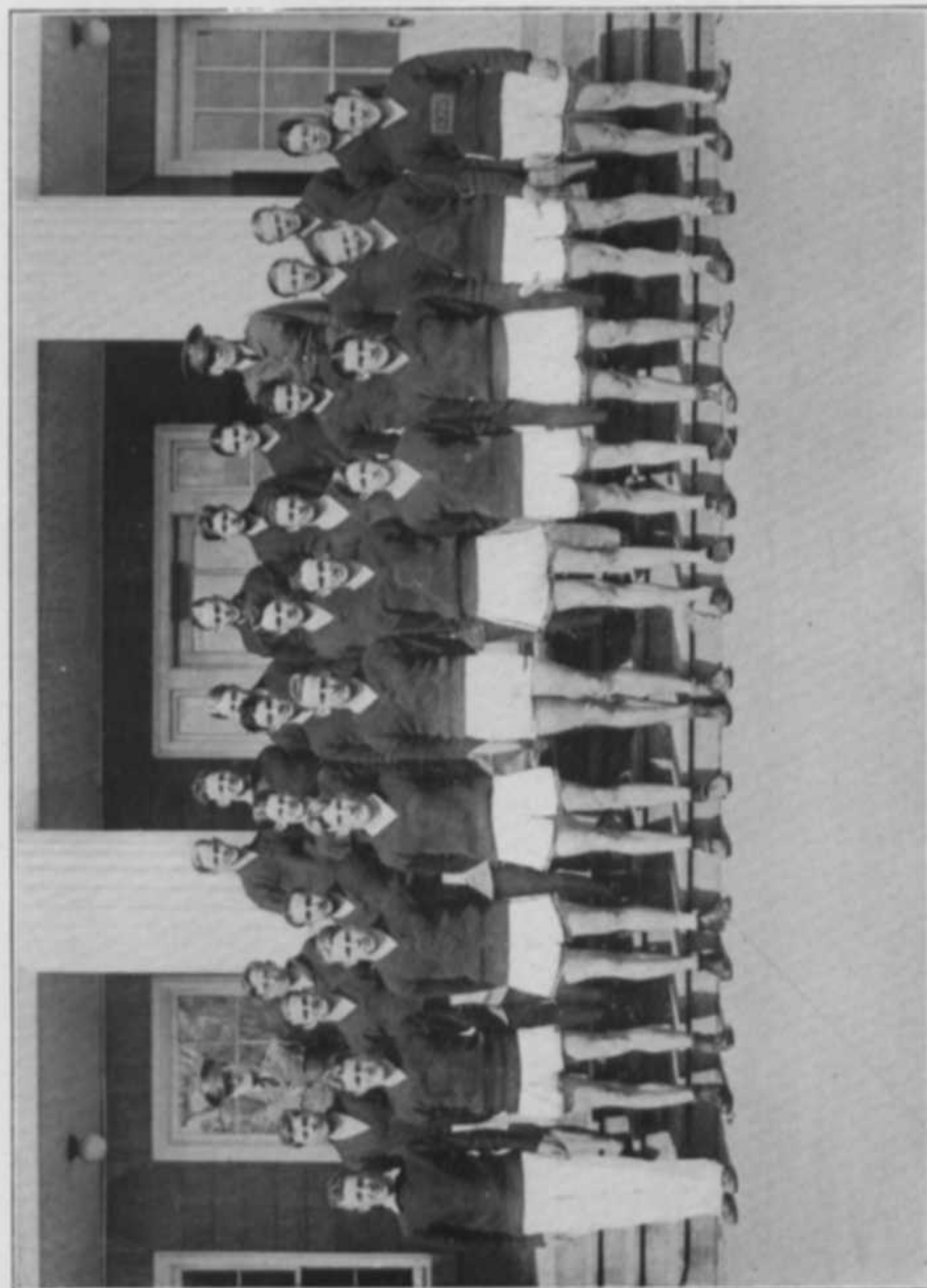
### Chemistry and Physics

(One required for graduation)

¶ Completion of one year's work in either Chemistry or Physics is required for graduation. If a student contemplates both of these subjects we would advise Chemistry first, followed by Physics the ensuing year. Chemistry and Physics overlap each other at so many points that a thorough understanding of either necessitates some knowledge of the other. With this in view we include in the Chemistry course just enough Physics to make Chemistry intelligible. By taking Physics the second year the course is much enhanced in value and more easily conceived.

¶ The trend of our modern life is scientific and complex. In this age of hardened steel and all that it involves in the way of "skyscrapers," high power engines, gigantic vessels both of peace and war, suspension bridges, big guns and high explosives; in this age of automobiles, aeroplanes, wireless and intensive (because scientific) farming; in this age when the spirit of investigation in all lines of endeavor is abroad in the land; when the lives of Pasteur, Koch, Westinghouse, Moissan, Edison, and hundreds of others challenge both our admiration and emulation; when scientific management is the open door to success in all lines of activity, a man without the scientific viewpoint finds himself left behind, without knowing WHY, in his daily competition with the other fellow who is possessed of this spirit.





S. M. A. TRACK TEAM

*Patience is a necessary ingredient of genius.*—BEACONSFIELD.

Progressive men of to-day are not willing to let "well enough" alone, are not determined to walk the same road their fathers trod in which long service has worn deep ruts. Rather are they free to ask, "Is this old way the best way?" In the light of these conditions we are unwilling for our students to go into the world without, at least, realizing that such is the spirit of our age.

For the boy who is going to college or university after graduation we feel this requirement of a year's work in Chemistry or Physics to be even more essential. Frequently one or two years of college life are to a large extent thrown away because the young student does not know himself. He does not know exactly what he wants to do; in fact, does not even know what is to be done in this big world which is calling to him for his service. If we can help him find himself as early as possible we will have done him an inestimable service. He can then choose his course in life with open eyes, making his every opportunity count. Nowhere, do we believe, can this "sounding" process be better developed than in the Scientific Course.

### Physics

The course in Physics is open only to those cadets who have studied thoroughly Advanced Arithmetic and at least one year of Algebra. Fundamentals of Mathematics are essential but no previous study in any branch of Science is required.

The course is divided into a study of the following six subjects, in general: Mechanics, Heat, Light, Sound, Magnetism and Electricity. The work consists of alternating classroom and laboratory instruction. In the classroom lectures are given upon the fundamental principles of Physics followed by discussions and quiz work as often as in the estimation of the instructor such are deemed necessary. In the laboratory the student is required to personally perform such experiments as will either illustrate the principles which he has studied in the classroom or will lead him to discover for himself laws upon which the science of Physics is based. Each student





S. M. A. BASEBALL TEAM

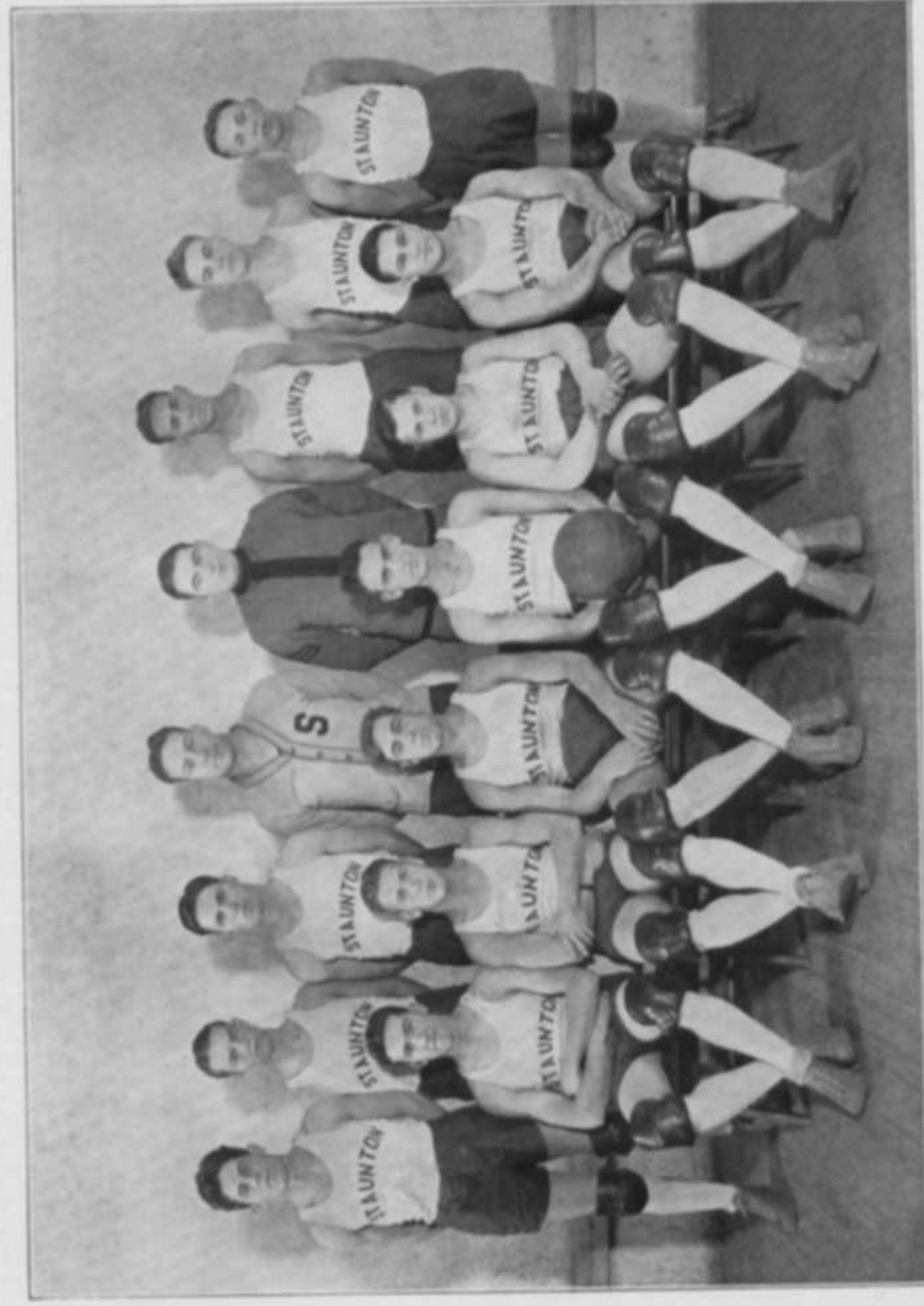
*What do we live for if it is not to make life less difficult for others?*  
—GEORGE ELIOT.

is required to record the results of each experiment together with the conclusions he draws therefrom and, periodically, to submit this record to the instructor for inspection and correction. The student is required to perform both classroom and laboratory work successfully before he is declared as having completed the course. No credit is given for the satisfactory performance of one part of the work without the other. Approximately sixty experiments are performed each session. The class meets five times each week, periods ninety minutes each.

¶ In addition to a well-equipped classroom and laboratory we also have a licensed Radio Station equipped for vacuum tube reception and both spark and 'phone transmission. We endeavor to give as much instruction and experience in Wireless Communication as a first year student of Physics can be expected to understand. Work of this nature, as can be readily seen, must come in the latter part of the course for in order to gain a comprehension of what he is doing the student must understand some of the laws of Physics.

¶ The texts used are:—Practical Physics, Millikan and Gale; A First Course in Laboratory Physics, Millikan, Gale and Bishop. However, we do not stick directly to any one text. The course is augmented by carefully going over many methods of presenting any given point and by study from many viewpoints. We do not attempt to turn out a group of memory experts, we do not wish to train our students to be able to sit down parrot-like and quote law after law without the slightest idea of what it all means; we do not attempt to produce men who can take a book, follow directions word for word, perform an experiment and then not be able to show what it proves nor what its value to the world is. However, we do endeavor to turn out men whose minds have been trained scientifically, whose ability to reason correctly has been thoroughly developed and who, when confronted by problems in later life, will not feel in a perfect maze, but, due to their ability to arrive at correct conclusions, will bring order out of seeming chaos. We attempt to make the course





BASKET BALL TEAM—UNDEFEATED BY ANY PREP. SCHOOL TEAM IN VIRGINIA



EXECUTIVE OFFICE BUILDING

(Formerly the home of the Founder of S. M. A. It was in this home that the Academy was born and where it was conducted during the years of its infancy)

*'T is the mind that makes the body rich.*—SHAKESPEARE.

as practical as possible, devoting our time largely to studying the everyday application of physical phenomena; however, we do present to the student such theories concerning these phenomena as are accepted by the scientific world to-day which will enable him to continue his work at higher institutions of learning with a much clearer conception.

¶ The following experiments were performed by the students during the past session:

#### Experiments Performed in Physics

1. The Use of the Metric System.
2. The Vernier and the Micrometer Caliper.
3. The Determination of the Ratio of the Circumference of a Circle to its Diameter.
4. Volume of a Cylinder.
5. Density of Steel Spheres.
6. Pressure within a Liquid.
7. Pressure in Gas Mains.
8. Lung Pressure.
9. Archimedes' Principle.
10. Density of Liquids.
11. Density of a Solid Lighter than Water.
12. Boyle's Law.
13. Weight of Air.
14. Molecular Constitution of Matter.
15. Evaporation and Dew-Point.
16. Resultant of Two Forces.
17. The Pendulum.
18. Hooke's Law.
19. Charles' Law.



*"A man is worth only as much as he is worth to his fellow men."*

50. Frequency of a Tuning Fork.
51. Wave Length of a Note.
52. Laws of Vibrating Strings.
53. Plane Mirrors.
54. Index of Refraction.
55. Critical Angle of Glass.
56. Concave Mirrors.
57. Convex Lenses.
58. Magnifying Power of a Convex Lens.
59. The Astronomical Telescope.
60. The Compound Microscope.
61. Prisms and Spectra.
62. Photometry. (Two Experiments.)

### Chemistry

¶ The Chemistry Course is divided into two parts, known as Chemistry I and Chemistry II.

¶ Chemistry I is intended for students who have not studied Chemistry before, but who have successfully studied Advanced Arithmetic, and one year of Algebra. We make no effort to enroll any student in Chemistry who is capable of looking at it only from the viewpoint of a primary student. We strongly discourage any student who lacks the proper mathematical training, believing that a successful course in Chemistry is *only* possible after a certain development of the mathematical sense, thereby enabling the student to handle with insight the problems necessary to a thorough understanding of the science of Chemistry. This class meets five times a week in double periods of ninety minutes each.

¶ The method of instruction is a combination of lecture and quiz work (both oral and written), alternating with individual experimental work on the part of each student, under the direct supervision of the instructor. About sixty-five experiments, serving

*Example is the school of mankind and they will learn at no other.*—BURKE.

to introduce and familiarize the student with the elements and their most important compounds in both their chemical and physical behavior, are performed by the students during the year. An accurate account of the observed phenomena and the deductions therefrom are kept in a notebook by each student. This work is corrected and discussed at fixed intervals by the instructor.

¶ The lecture work consists of as thorough and deep a study of the elements and their compounds as would be possible for a beginner's class to follow. We lay stress only on those theories absolutely necessary to any real advancement in the science, to any true foundation on which collegiate and university work may rest. We feel that a neglect of such theories by a beginner is suicidal to constructive or analytical reasoning. Throughout the Chemistry course our aim is *not* to fill the student's mind with a mass of abstract facts and theories, garnered from textbook lore, but to enable him to become so familiar with the physical and chemical nature of the various substances at first hand that he may easily recognize and distinguish between them as he meets them in his daily living—so that he may not feel like a ship without a rudder when he is turned loose in the university laboratory a few years later. We strive to make Chemistry as practicable (and therefore *possible*) as we can. We aim to show the direct bearing of the subject on the student's everyday affairs and to illustrate the fact that modern industrialism and commercial progress have their foundations and superstructure laid deep in chemical fact and theory. In this way we have found it possible to keep the student's interest ever awake—the rest is easy.

¶ Text:—Newell's "General Chemistry"; Sutherland's "A Guide in the Study of Chemistry"; Sutherland's "Laboratory Manual." One (1) full unit is given for the completion of Chemistry I.

¶ Chemistry II. No student may enter this course who has not had the equivalent (especially in the individual laboratory work together with notebook, showing a record of these or similar experiments) of Chemistry I. Realizing that all chemical knowledge must be based





S. M. A. DINING HALL—DECORATED FOR WOODROW WILSON'S BIRTHDAY BANQUET  
In this hall, after having been elected President of the United States, Woodrow Wilson with 600 citizens of his native town of Staunton, celebrated his fifty-sixth birthday.

*Keep your face always toward the sunshine and the shadows will fall behind you.*

largely on experimental work, we have given more time to laboratory work in the advanced course. This class meets five times a week in double periods of ninety minutes. About three-fourths of the time during the session is devoted to laboratory work. One unit is given for the completion of this course for which a charge of \$100.00 is made and which will not be given except for a class of four or more.

¶ The lecture work in the advanced course consists largely in discussing properties and chemical relationships that are employed specifically in the procedure of qualitative analysis. Furthermore, we try to help the student understand more thoroughly than was possible in the early study, something of the *quantitative* relationships of chemical action. We deal at some length with the qualitative nature of normal and molar solutions, laying particular emphasis on the exact quantitative meaning of chemical equations and working a large number of problems growing therefrom. Theories are developed, illustrated, and used more elaborately than in the first year.

¶ Toward the end of the course each student is assigned (or allowed to choose under the instructor's advice) some chemical subject and, after outside reading from scientific magazines, books, etc., is required to submit a convincing essay (3,000 to 3,500 words) on the chosen subject. We ask the student to develop, as far as possible, a *reason* for the faith that is in him.

¶ The elements are studied in families, following, as far as practicable, their groupings in the Periodic Table. Here we try to introduce the student into the broadness of Chemistry's application and bearing; to what it is doing and bids fair to do toward the progress of civilization. We ask him to write a big interrogation point into his work, striving, if possible, to create an atmosphere that will be an incentive to further study on his part.

¶ Reference text: — "General Chemistry for Colleges" — Alex Smith.





LIBRARY AND READING ROOM

*Every failure teaches a man something if he will learn.*—DICKENS.

¶ The laboratory work of Chemistry II is devoted to a study of Qualitative Analysis. A thorough observation of the most important reactions of the twenty-three most common metals and the fourteen most common radicals is undertaken during the first stages of this work. The last three months of the year are devoted to the analysis of typical unknown substances, including some of the most common minerals.

¶ Texts: — Sutherland's "Qualitative Analysis," together with A. A. Noyes's "Qualitative Analysis," as a book of reference.

¶ We are proud of our chemical department believing our equipment and instruction in Chemistry to be the equal of many, and the superior of some of the "so-called" colleges.

¶ Each year the members of the Chemistry Department visit ice, gas, fertilizer, lime, cold storage, oxy-acetylene welding, water softening, water purification, and creamery plants, and limestone caverns in and near Staunton to see chemistry at work in field and factory.

#### Experiments in Chemistry During Past Session

- 1 A study of the Bunsen Burner and its flames.
- 2 Practice in cutting and bending glass tubing.
- 3 Physical measurements, using the metric system (C. G. S.—Centimeter, Gram, Second).
- 4 Nature of the change when table salt is dissolved in water.
- 5 Nature of the change when iodine crystals are heated.
- 6 Nature of the change when a glass rod is rubbed with a silk cloth.
- 7 Nature of the change when magnesium, sulphur or kerosene oil is burned.
- 8 The difference between a COMPOUND and a MIXTURE.
- 9 The effect of heating mercuric oxide.



S. M. A. CADET BAND

*"One can always take courage by throwing oneself into some work."*

- 10 One of the general laboratory methods for the preparation of oxygen.
- 11 The properties of oxygen.
- 12 The usual laboratory method for the preparation of hydrogen.
- 13 The properties of hydrogen.
- 14 The interaction of sodium and water.
- 15 A test for calcium or "lime" compounds in aqueous solution.
- 16 A test for iron compounds in aqueous solution.
- 17 A test for chlorides in aqueous solution.
- 18 A test for sulphates in aqueous solution.
- 19 A test for nitrates in aqueous solution.
- \*20 The purification of water by filtration and distillation.
- 21 A test for WATER with cobalt chloride paper.
- 22 The general distribution of water in vegetable, animal and mineral matter.
- 23 The solubility of gases in water.
- 24 The solubility of liquids in water.
- 25 The solubility of solids in water.
- 26 Difference in solubility of the same solute in different solvents.
- 27 The heat of solution.
- 28 Crystallization from aqueous solution.
- 29 Purification by fractional crystallization.
- 30 Water often found in crystals.
- 31 Efflorescence.
- 32 Deliquescence.
- 33 Characteristic properties of alkalies (bases).
- 34 Characteristic properties of acids.
- 35 Basic anhydrides.
- 36 Acid anhydrides.

( III )

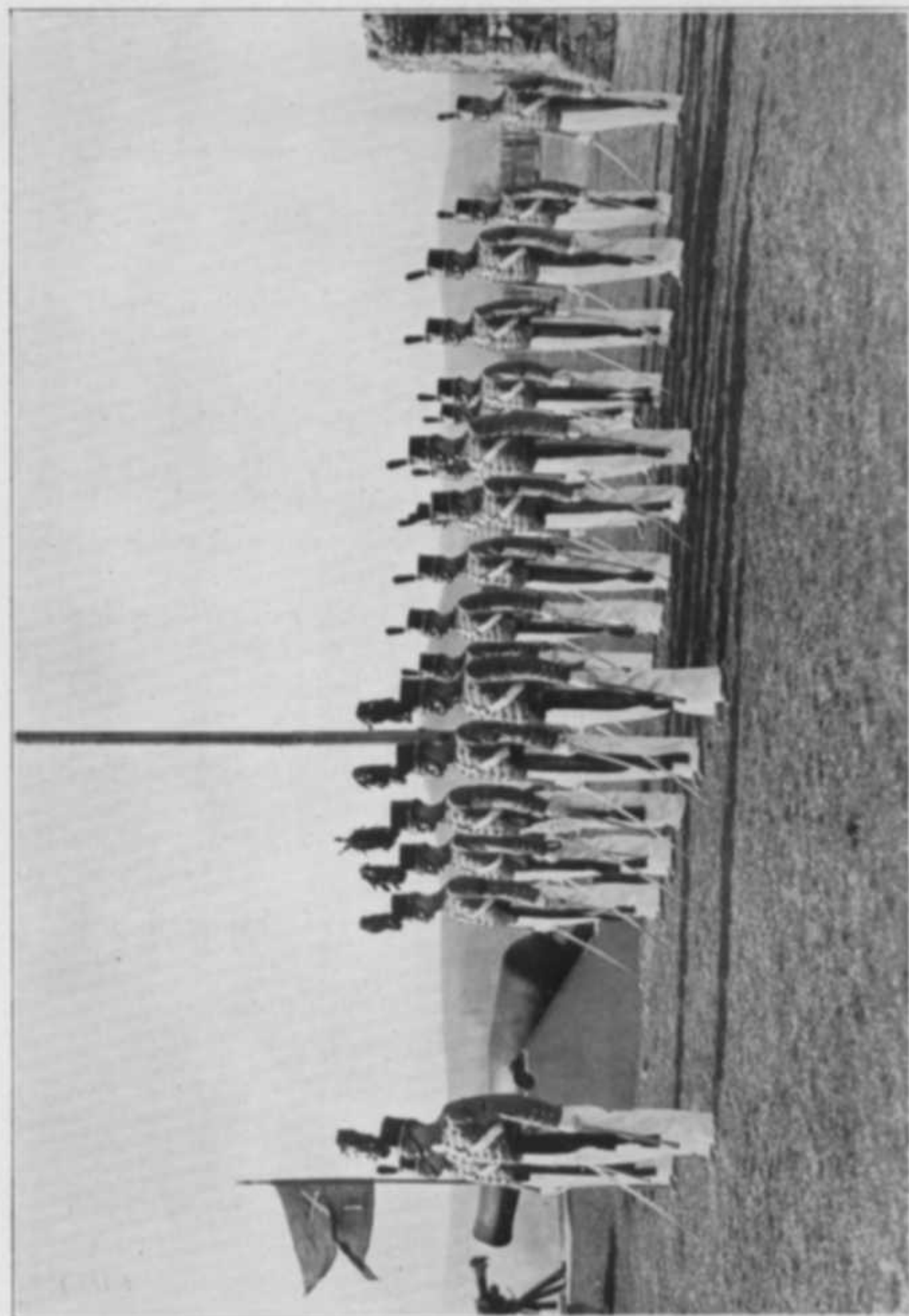




CADET BOXING TEAM OF S. M. A.

*Better to be small and shine than to be great and cast a shadow.*

- 37 Neutralization.
- 38 A second experiment in neutralization.
- 39 Neutral, basic or acid reaction of certain common substances in aqueous solution.
- 40 One method for the preparation of chlorine.
- 41 The properties of chlorine.
- 42 One method for the preparation of hydrochloric acid gas.
- 43 The properties of hydrochloric acid gas.
- 44 One method for the preparation of ammonia.
- 45 The properties of ammonia and its aqueous solution.
- \*46 The preparation and study of nitric acid.
- 47 The general action of nitric acid with metals.
- 48 The preparation and study of nitric oxide and of nitrogen peroxide.
- 49 The preparation and study of nitrous oxide ("laughing" gas).
- 50 The occurrence of carbon in solids, liquids and gases.
- 51 The preparation and properties of carbon dioxide.
- 52 Some of the general sources from which carbon dioxide is produced.
- 53 Does the air contain any carbon dioxide?
- \*54 The preparation and properties of carbon monoxide.
- 55 Formation, composition and properties of a hydrocarbon.
- 56 What is a flame?
- 57 Oxidation and reduction with blowpipe flame.
- 58 The use of carbon as a purifying agent.
- 59 The preparation and properties of hydrofluoric acid—etching glass.
- 60 The preparation and properties of bromine.
- 61 The preparation and properties of iodine.
- 62 A study of sulphur.



THE HEADQUARTERS COMPANY

*"What is Success? Nobility of purpose and persistence of effort."*

- 63 The preparation and properties of sulphur dioxide.
- 64 The preparation and properties of hydrogen sulphide (hydrosulphuric acid—"sulphuretted hydrogen").
- 65 The action of concentrated sulphuric acid on organic matter.
- 66 The composition and action of gunpowder (black).
- 67 The color effects of different metallic compounds in the non-luminous flame.
- 68 Tests with borax beads.
- 69 Soap making.
- 70 The effect of light and chemical reducing agents on silver salts—photography.
- 71 Reactions of ferrous and ferric salts in aqueous solution.
- 72 The chemical nature of blue prints.

NOTE—Experiments 20, 46 and 54 (marked \*) are usually performed by the instructor and discussed fully as to the conclusions reached.

### Military Science

¶ In this department the text used is the R. O. T. C. Manual, by Colonel James A. Moss. This course includes Infantry Drill Regulations, Manual of Guard Duty, Service of Security and Information, Small Arms Firing, Map Reading, Map Sketching, etc. Frequent lectures are given on Military Policy, Military Courtesy and similar subjects.

### Commercial Department

¶ The course in this Department embraces the following subjects:

- Bookkeeping.
- English.
- Commercial Arithmetic.
- Penmanship.

¶ The course in Penmanship is given in conjunction with the course in English, which is strictly Business English. While graduation



*Military drill and discipline educate both mind and body, and form habits of punctuality, of attention, of industry, of obedience.*  
—MAJ.-GEN. M. C. MEIGS, U. S. A.

cannot be allowed in this course a special certificate of Proficiency is given. Only those cadets who are taking the full Commercial Course are allowed to enroll in any of these classes, exception being made of those Seniors who have completed some of their graduation requirements and wish to add to their course.

¶ In this Department there is an extra charge of \$50.00 for the course in Bookkeeping. The cost of the other course is covered by the regular academic charges.

### Course in Bible

¶ This course is given in accordance with the Report of the Committee on the Definition of a Unit of Bible Study in Secondary Schools and is conducted by the Post Chaplain as an elective course of the regular academic work. The work of the first semester is Narratives and Songs of the Old Testament and that of the second semester is the Life and Works of Jesus and Paul. The Bible is the basic text of this course supplemented by use of an adequate reference library. There are frequent papers to be prepared, notebooks are kept, and certain Biblical passages are required to be memorized. For the completion of either one of these courses one-half a unit will be allowed.

### Candidates for West Point and Annapolis

¶ The Academy is on the accredited list at both West Point and Annapolis, and our recommended graduates are eligible to enter either of these institutions without examination other than physical, provided they have secured their nominations for cadetships. We have no special Army and Navy classes, so called, as we do not consider these to be necessary. Hardly a year passes that we do not send some of our graduates to each of these national institutions.

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*"The best sermons are preached without words."*

Whenever a boy secures a cadetship at either West Point or Annapolis, we so adjust his classes for graduation here that he will be able to enter either institution without any examination, except the physical.

### Honor School Cadetships at West Point

¶ By an act of Congress there are set aside twenty cadetships at West Point, to be apportioned among the Honor Schools of the United States. The Honor Schools are selected annually as the result of an inspection made by the General Staff. There are twelve of these schools and only twenty cadetships. As it takes a cadet four years to go through West Point, it can easily be seen that no Honor School can have a West Point nomination each year. The Staunton Military Academy is one of the Honor Schools, the only one in Virginia, and if present indications do not miscarry we will have a nomination to make in July, 1928. These nominations are made by the President of the Academy in conference with the Senior Army Officer on duty here. The appointment is given to that cadet who, in the opinion of these officials, is the best qualified morally, mentally, physically and academically.

### Music

¶ There being a constantly increasing demand for instruction in music for boys and young men, both as an accomplishment and on account of its refining influence, ample facilities are afforded for instruction on the Piano and all string, reed or brass instruments and for Vocal Culture, individually and in class. Splendid opportunity for choral work is offered.

### Method of Instruction

¶ The method of instruction in all instances aims at thorough mental discipline and intellectual culture, carefully avoiding a system which results only in storing the mind with unexplained rules and facts. Our Tutorial System insures close personal attention to the needs of each individual cadet.

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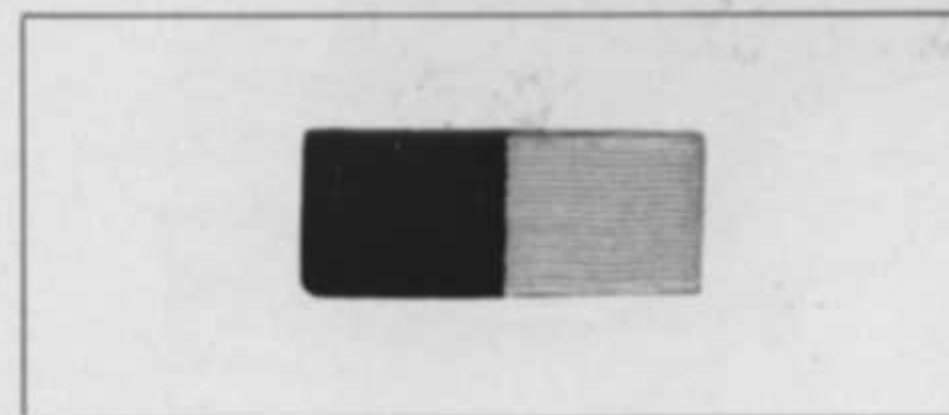
COMPANY A

*Our standards are high; our results are high.  
"Right training is better than riches."*

### Examinations, Medals

¶ Examinations, chiefly written, are held quarterly and are designed to test the pupil's progress and attainments; monthly tests are likewise held, and reports mailed to patrons every second month.

¶ Announcement is publicly made at the closing exercises of the School of those who have obtained the required standard in tests and examinations. In cases of special merit, gold medals are awarded. Twenty-eight medals were bestowed last term.

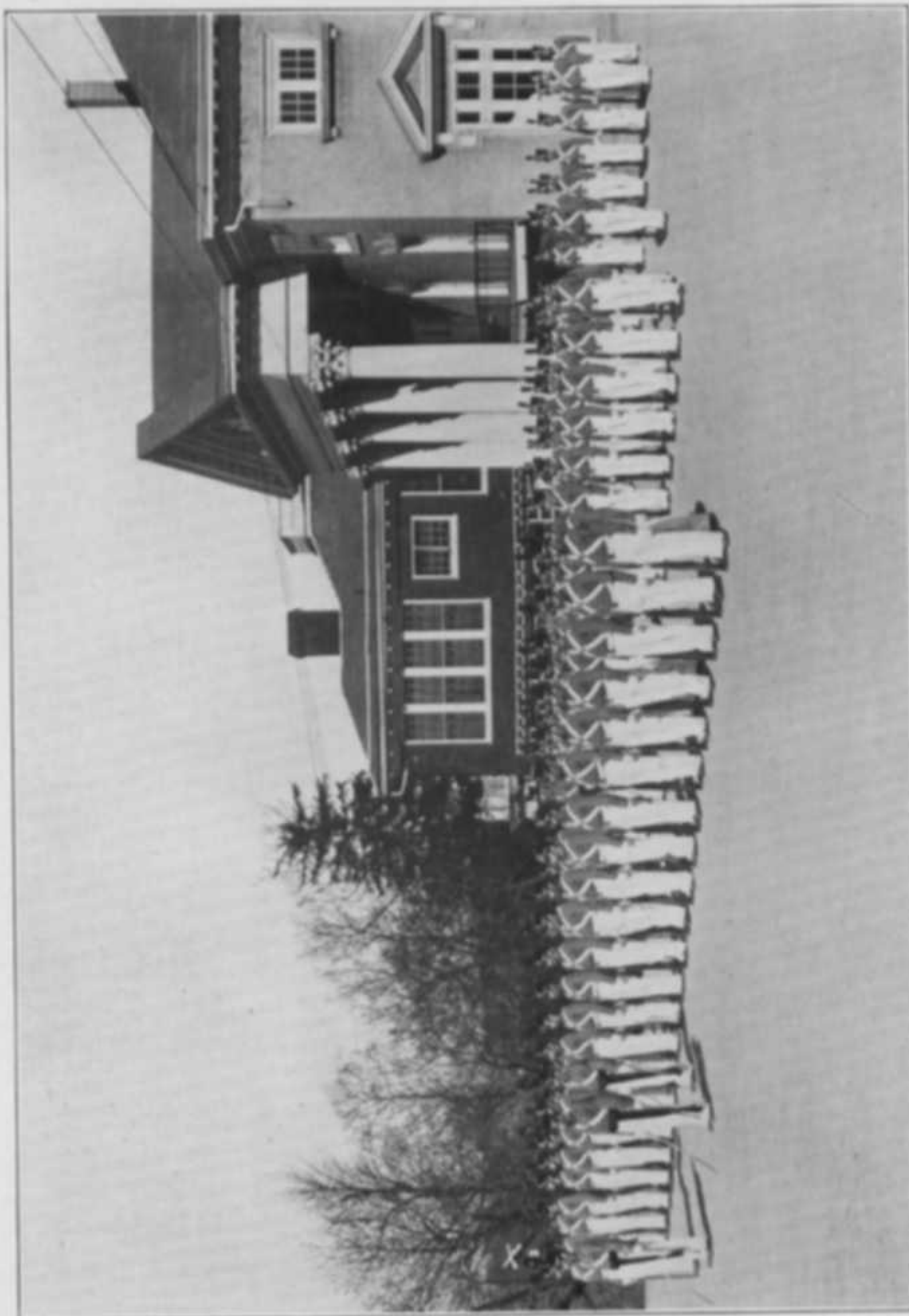


### The Academic Decoration

¶ As an incentive to successful scholarship a bar, known as the Academic Decoration, is awarded at stated periods. It consists of a metal bar one and one-quarter inches long and one-half inch wide, and covered with a ribbon in the school colors, Blue and Gold, equally divided. It is worn on the left breast. The award is in four classes, in order of merit, as follows: Order of the Third Class, Order of the Second Class, Order of the First Class, and Highest Order.

¶ The Order of the Third Class consists of a plain bar, as described above, and is awarded to those cadets making passing grades in all their subjects in the quarter for which the award is made. The Order of the Second Class consists of the bar awarded to the Order





COMPANY B

*Sincerity is the first quality of men in any way heroic.*—CARLYLE.

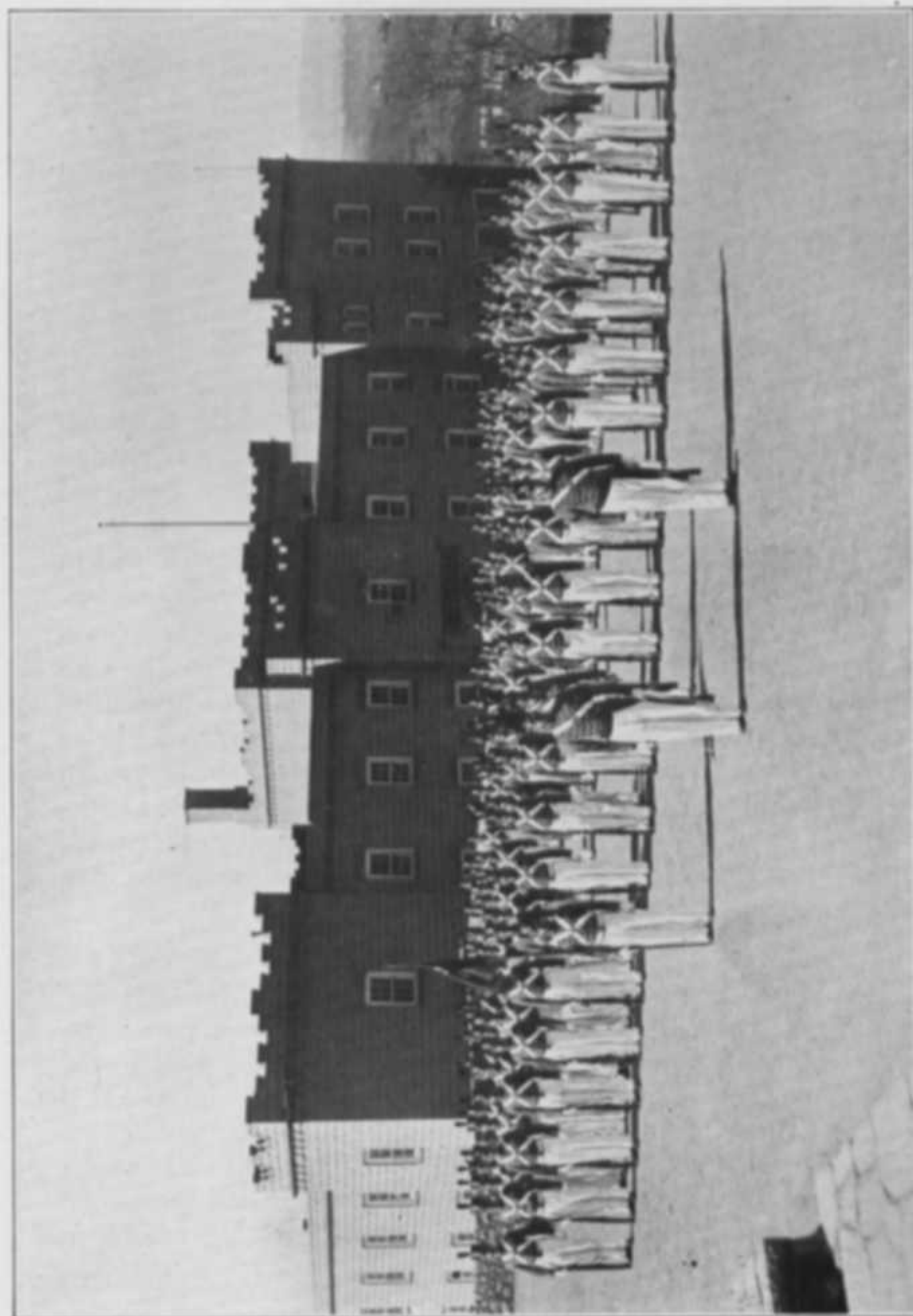
of the Third Class, but, in addition, has superimposed thereon a bronze disk, and is awarded to those cadets having an average of 80 per cent. in each subject. The Order of the First Class consists of the bar above described, but, in addition, has superimposed thereon a silver disk, and is awarded to those cadets making an average of at least 90 per cent. in each subject. The Highest Order consists of the bar above described, but, in addition, has superimposed thereon a gold disk, and is awarded to the cadet making the highest average in the corps.

¶ These awards are made as soon as practicable after the close of each quarter. The decoration remains the property of the Academy and shall be returned on demand, except that those cadets entitled to the decoration at the close of the fourth quarter (when the award is made on the basis of yearly averages) shall be entitled to retain them through the summer vacation, and shall be further entitled to wear them until the close of the first quarter of the following session.

¶ No cadet whose record presents irregularities, such as dropping a subject, taking less than four academic subjects (except a senior who may have permission for three), or being turned back to an elementary course, will be eligible for an award, nor shall any cadet be so entitled whose conduct record is such as to be rated poor, though, in exceptional cases of this kind, the decoration may be awarded at the discretion of the Head Master. In such cases, however, the award will usually be made in an Order lower than the grades would indicate.

#### The Roommates' Medal

¶ Two former cadets, Mr. Dan C. LaMarche, of Marion, Ohio, and Mr. J. L. Hitchins, of Carlisle, Pa., who were roommates while at the Academy, have established a handsome gold medal to be known as "The Roommates' Medal," and to be awarded annually to that cadet who, in the opinion of the school authorities, is the best all-round cadet in the corps. The winner of this medal must have been a cadet not less than two years, must have passed all of his subjects with creditable grades, and his record in



COMPANY C

*"Character is like stock in trade; the more of it a man possesses the greater his facilities for adding to it."*

deportment and soldierly bearing must be satisfactory. He must have participated in one major sport or in two minor sports. Moral character and forcefulness of leadership, personal influence and example for good among his fellow cadets, and loyalty to the school and corps will be vital factors in awarding this honor.

### The Kable Legion of Honor

¶ This Order was established, and so named, in honor of the founder of the Staunton Military Academy, Captain William Hartman Kable. It represents the highest honor bestowed by the Academy, and is awarded to the graduating cadet whose record is most conspicuous for good conduct, academic excellence, integrity of character, gentlemanly bearing, leadership, unselfishness, and continuous loyalty to the highest standards of duty and exemplary cadet life. This award may be made to more than one cadet, but not exceeding four in any one year. The award is always made at commencement, and no cadet is eligible unless he has been at least two years at the Academy and is a member of the graduating class. The medal is the seal of the Academy in solid gold, bearing, in addition to the school motto, the words "KABLE LEGION OF HONOR."







COMPANY D (MACHINE GUN COMPANY)

*"Character is the diamond that scratches every other stone."*

### Our Study Halls

¶ Every cadet, except those whose academic record is entirely satisfactory to the Faculty, is required to attend Study Hall every evening, excepting Friday and Sunday, AND ALSO DURING EVERY VACANT PERIOD IN THE DAY. Here he is directly under the charge of his instructors; may receive *instant help* upon any of his lessons; is required to observe absolute order; attend to his duties; and is forbidden to read or indulge in any work outside of his regular preparation of lessons for the following day. We have tried the system of allowing the boys to study in their rooms, under occasional inspections, as is done in nearly all schools, chiefly to relieve the teachers, but have found that the *results* did not come up to our desires, and as it is *results* we are after, no boy is excused from this condition except:

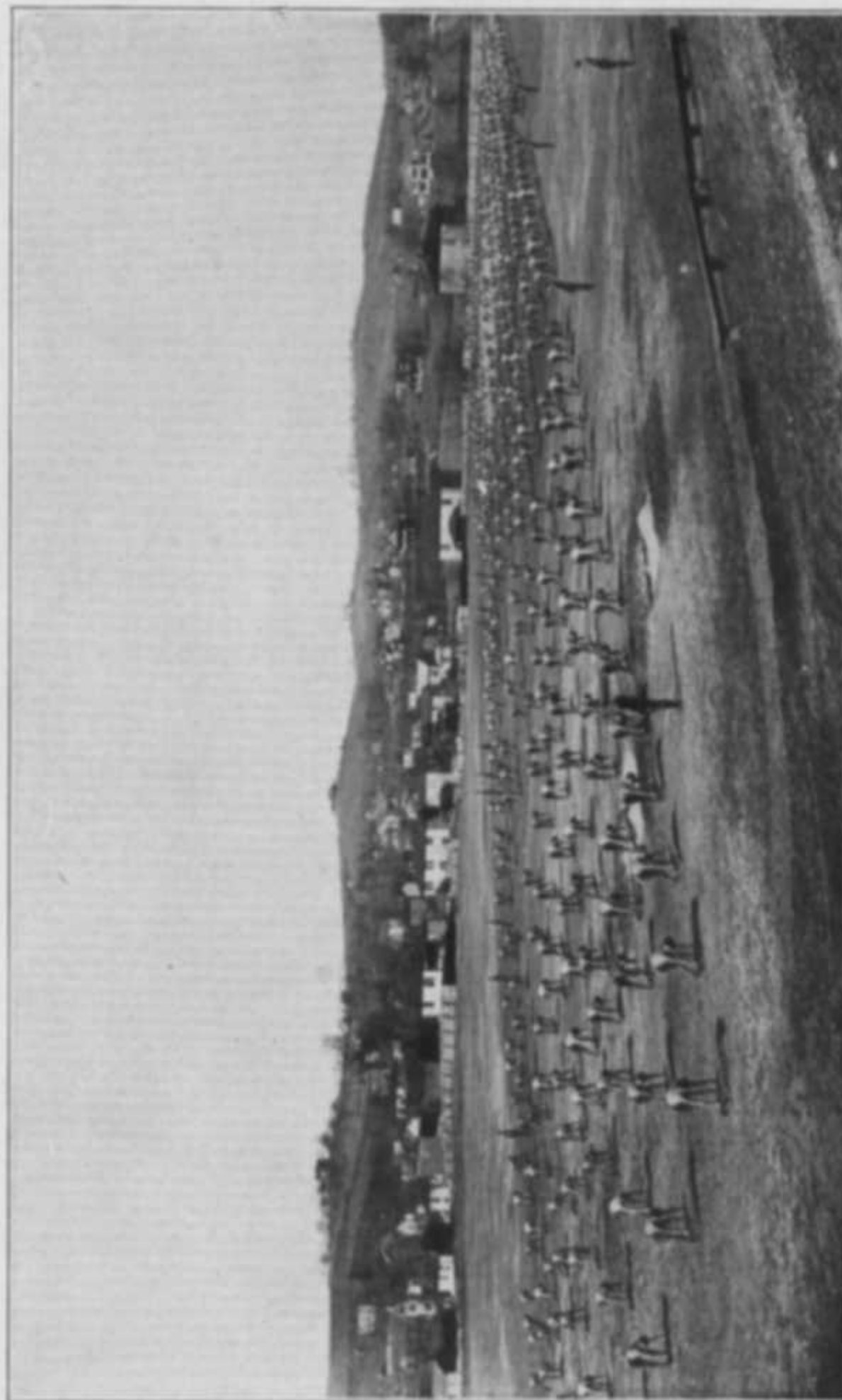
¶ (a) All Seniors and commissioned officers. They are, of course, our oldest and most mature boys and must learn to do their work with less supervision than is required of the younger boys, especially in view of the fact that they will soon be under the less strict supervision of college life.

¶ (b) From the night halls, all those who are passing all of their subjects or who are failing in but one subject, provided the failure is not below 60 per cent. From both day and night halls all those who are making the college certification grade of 80 per cent.

¶ There are also special deficiency study halls held on Friday nights and during that time special classes for instruction are held by the various instructors.

¶ Special 'make-up' classes are held on Wednesday afternoon when a boy is given an opportunity to make up work that would ordinarily send him to the Friday night hall. The Wednesday afternoon classes are entirely for the purpose of recitation and not for instruction. Special instruction is given on Friday nights and on such other occasions as the instructor may designate.





S. M. A. BATTALION AT SETTING-UP EXERCISE

*Life should be considered a measure to be filled—and not a cup to be drained.*—ARTHUR T. HADLEY.

*Chemistry*—Good student, hard worker, most attentive to every development of class-room work, as well as attentive to outside thought and study. I need not add he is passing with ease. Don't you like to look in his eye when you are explaining any point?

*Chemistry*—Has not worked at the subject steadily enough to pass. Promises to get to work but in his mind, I think, he always determines to begin to-morrow. Lacks any real ambition to grow. I am prodding him continually because he has the ability and ought to pass easily.

*English*—Possessor of a wonderful mind but afraid to use it. Good boy, clean habits and always polite and obedient.

*English*—Lazy, slow and always offering excuses. Good character and a sound mind but must be made to study.

*French*—Capable enough but inclined to trifle and not follow closely the class work. Hence, the quality of his work is varied. Lacks due interest and a sense of responsibility.

*French*—This young man is a consistent worker and makes fair progress, but he lacks confidence in himself and needs to be frequently encouraged.

*Algebra*—Has the making of a fine fellow in him but has one or two traits that are drawbacks. First, he craves popularity (and he is popular). Second, he cannot receive a correction gracefully. He is prone to at once throw himself upon the defensive and try to prove that he is always right. I believe putting him entirely upon his honor and giving him authority and obligations have made a better boy of him than heretofore and that he will make a good man.

*Latin*—Serious minded at last and should be successful, as he always had the ability.

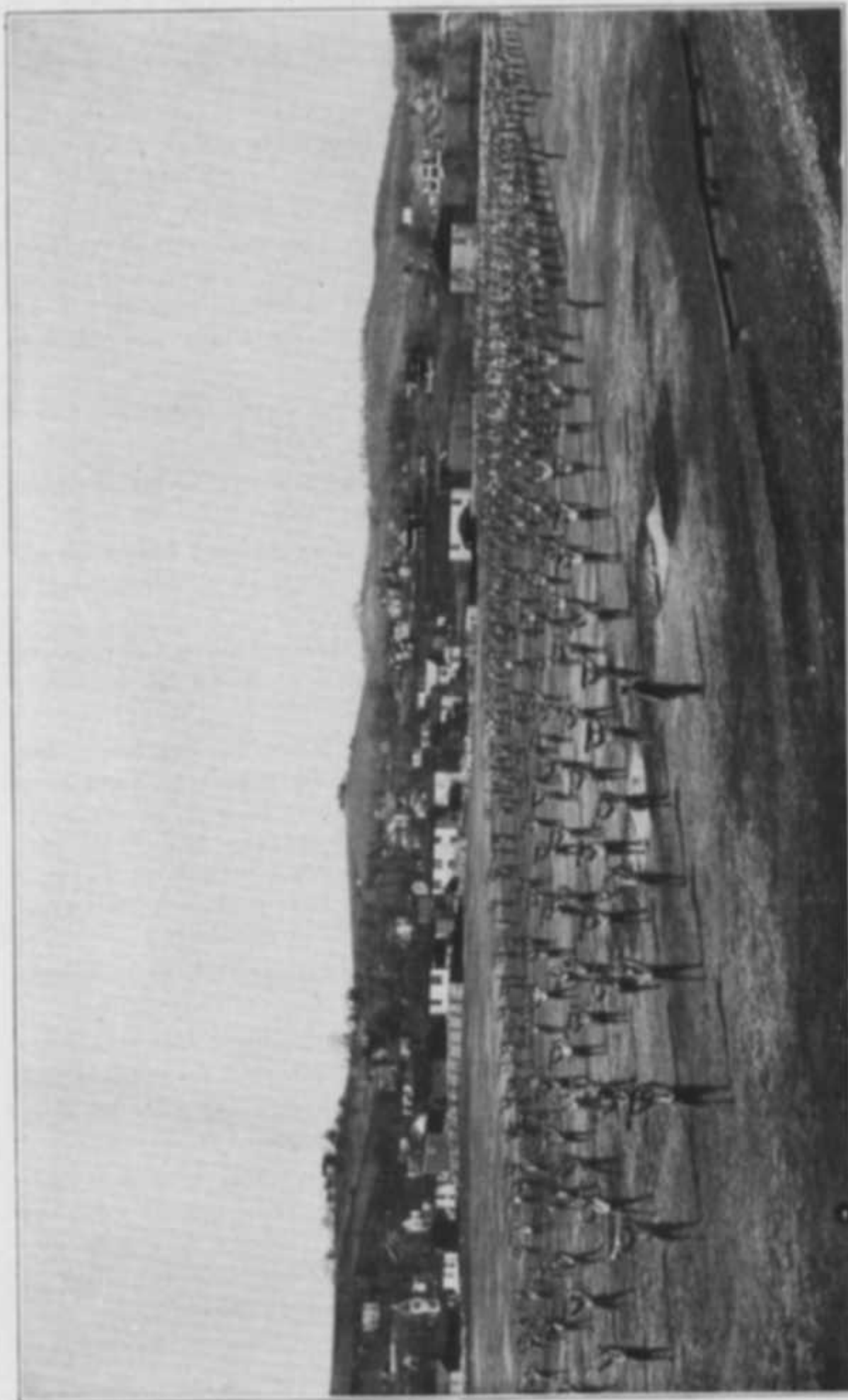
*French*—Seriously handicapped in French by his inaccurate knowledge of English Grammar. Requires constant attention or will loaf.

*English*—A pupil of mediocre ability; lacks driving power but by keeping him "fired up" we are making some progress.

*History*—Did good work for first quarter but got very careless recently until a letter was sent to his father. He says he doesn't want any more such letters to go home.

*History*—This boy was doing very poor work but taking away all of his recreational privileges has improved him wonderfully.





BATTALION AT RIFLE EXERCISE

"Plan your work thoroughly, then thoroughly work your plan."

### Our System of Reports

¶ By our two-fold system of reports we not only inform our patrons of what their boys have accomplished or have failed to accomplish, which is the prevailing school custom, but we also keep them fully posted as to the academic prospects of their boys. The one form of reports we call Retrospective Reports and they are mailed as soon as possible after each of the quarterly examinations. They furnish the patron a duplicate of the record that has already been made by the boy during the quarter for which the report is issued. The other form we call Prospective Reports and they furnish a forecast, based on daily work, as to what progress the boy is making and what record he may reasonably be expected to make on the next examinations. In the cases of those boys whose progress is not satisfactory, Prospective Reports are mailed home at frequent intervals between the regular examinations. By this system a patron is not only given opportunity for coöperation, but opportunity for *Timely Coöperation*.

¶ All reports are individual and personal in that there is no general report covering all subjects. If, for instance, your boy is taking four subjects you would get four separate and distinct reports, one direct from each of his teachers. There would also be another separate report from the Commandant of Cadets showing the deportment record of the boy, number of merits, demerits, etc.

### Requirements for Graduation, Diplomas, and Certificates

¶ The curriculum of the Academy is so arranged that upon the completion of either course (Classical or Scientific) a diploma is granted. It will be observed that requirements for the Classical Diploma and for the Scientific Diploma are practically the same. The requirements for graduation in the Classical Course are the same as for the Scientific Course except that the cadet is allowed to stop the study of Mathematics after the completion of Plane Geometry and in addition is required to have four units in Latin. In short, a diploma is given upon graduation, and for graduation sixteen units are required, of which not less than three and a half



*"One cannot but feel that God is a lover of dress. He has put robes of glory and beauty upon all His work. Every flower is dressed in richness; every field blushes beneath a mantle of beauty; every star is veiled in brightness; every bird is clothed in habiliments of the most exquisite taste."*

(including Plane Trigonometry) must be in Mathematics, not less than four in English (which must include English Literature and the College Entrance Classics), not less than three in some language other than English, not less than two in History, and not less than one in Science (either Chemistry or Physics). In both courses English Literature must be taken at this Academy. In addition, for the Classical Course Senior Latin, and for the Scientific Course Senior Mathematics must be taken here. In other words, Senior English, Senior Latin or Senior Mathematics is not accredited from any other school. Also, it must be borne in mind, that no cadet will be graduated from the Academy unless at least four of his units are earned at this Institution. Military Science studied for two years may be counted as one unit towards graduation. *These requirements will be strictly adhered to and under no circumstances will they be changed or varied.* The courses offered by the Academy will be found fully outlined elsewhere in this catalogue. The other units, those necessary to make up the required sixteen, are optional, and their selection should be governed by the requirements of the university that the candidate plans to enter. The personal attention of the Head Master and of the Adjutant is given to each cadet in making these selections. We try to keep constantly on file the catalogues of every college and university in the United States.

¶ An annual report, covering the work of the entire year, is sent out at the close of school in June. The marks are in three divisions as follows: Proficiency, seventy per cent., Entrance Certification, eighty per cent., Distinction, ninety per cent.

¶ Many years of experience and observation have fully established the value of a systematic course of study for boys and young men, as affording the best mental discipline to all, and as the best

*I am not bound to win but I am bound to be true; I am not bound to succeed but I am bound to live up to what light I have.*

—LINCOLN.

preparation for those who purpose to pursue hereafter a special study, applying equally to those intending to complete their course of study in a university, or to those who may complete their course here.

¶ A thorough system of training is afforded to boys who are not qualified to enter upon the regular courses, and careful instruction is given in the branches essential to their later progress. Boys will be received in this department at an early age, and will be thoroughly prepared to enter upon the regular course. To attain the highest advantages, it is evident that an education should be conducted upon a systematic plan, and it will be a permanent advantage to enter as early as circumstances will allow.

### The Accredited School

¶ In selecting the proper school for their sons parents should assure themselves that the school decided upon is really standard academically, and this should be the *first consideration*. The best and most reliable test of the kind of work done by a preparatory school is the grade of work done by its graduates after entering university or college. Of the various accrediting agencies, the only ones that make a check in this respect and give actual ratings are the regional associations, the Southern, the Central, the North Central, the New England, etc. Almost invariably, state accrediting is much more easily obtained than regional, because state requirements are nearly always lower. The one is often hampered by political considerations, the other is entirely free from any conditions and influences that may obtain in any one of the component states. The Staunton Military Academy is a fully accredited member of its regional association, and in its plant, its organization, equipment, teacher personnel and schedules, it more than meets requirements for membership. In a recent regional report the record of the Staunton Military Academy on the number of graduates sent to college and



*A good book is the precious life blood of a master spirit embalmed and treasured up on purpose to a life beyond life.*

—MILTON.

their successful work was unequalled by any essentially military school in the South, and it was in the forefront of all schools, regardless of type.

### Association Memberships

¶ The Staunton Military Academy is a fully accredited member of the Southern Association of Colleges and Schools. Requirements for membership in this association are purely academic. In order to qualify for membership in this organization a school must be of the highest standard in courses offered and methods used. It must have adequate plant and equipment, must maintain a proper ratio between the number of full-time, professionally trained teachers employed and the number of students attending. It must operate under schedules that require no teacher to handle beyond five classes daily, classes not to be beyond a specific size, and no class period to be shorter than forty minutes. If we were willing not to measure up to the highest standard of a school, which we do in both letter and spirit, we could easily effect a saving of two thousand dollars monthly in the cost of school operation. This could be done by having fewer teachers, cheaper teachers, more classes per teacher, larger classes and shorter periods.

¶ The Staunton Military Academy is also a member of the Association of Military Colleges and Schools of the United States; it assisted in the founding of this association. However, membership in this organization carries with it no academic significance, as the only requirement for a school to hold membership is that it shall have government assistance in its military department, with an officer of the Army on duty there.

¶ In the Private School Association of the Central States, composed of schools of high standard and national reputation, the Staunton Military Academy also holds membership.

*A scholar is the favorite of heaven and earth, the excellency of his country, the happiest of men.*—EMERSON.

### Graduation Requirements in Effect June, 1928

#### Scientific Course

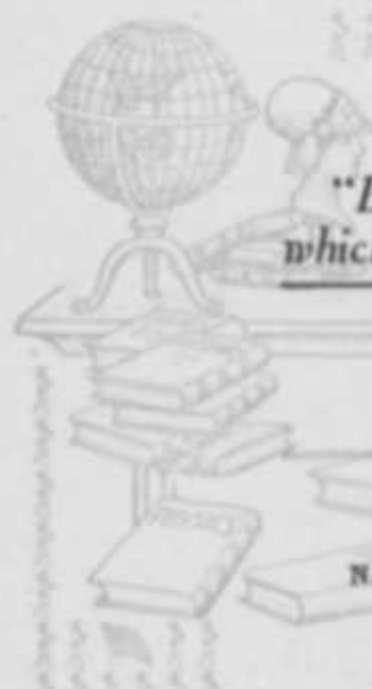
Mathematics . . . 4 units . . . . .	{ Algebra I Algebra II Plane and Solid Geometry Plane Trigonometry
English . . . . . 4 units	
Language . . . . . 3 units of one or 2 units of each of two lan- guages.	{ French, German Spanish or Latin
History . . . . . 2 units . . . . .	{ Early European or Modern History if taken in 1st or 2d years; English or American if taken in 3d or 4th years
Science . . . . . 1 unit . . . . .	{ Physics or Chemistry in 3d or 4th years
Optional . . . . . 1 or 2 units depending on the language option.	

Total units required for graduation, 16.

#### Classical Course

Latin . . . . . 4 units	
English . . . . . 4 units	
Mathematics . . . 3 units . . . . .	{ Algebra I Algebra II Plane Geometry
History . . . . . 2 units . . . . .	Same as Scientific Course
Science . . . . . 1 unit . . . . .	Same as Scientific Course
Optional . . . . . 2 units	

Total units required for graduation, 16.



"Be sure your world is not one in which things happen but one in which things are done."

### Daily Schedule

NATURE OF DUTY OR SERVICE	Daily, except Saturday and Sunday		Sunday		Saturday (weekly holiday)	
	Warning Calls	Assembly	Warning Calls	Assembly	Warning Calls	Assembly
Reveille.....	A. M. 6:40	A. M. 6:45	A. M. 6:50	A. M. 7:20	A. M. 7:20	A. M. 7:30
Fatigue Call.....	6:55		7:35		7:35	
Police Inspection.....	7:15		7:55		7:55	
Breakfast.....	7:25		8:05		8:05	
School.....	8:25		8:30			
General Inspection.....					9:05	
Full-Dress Inspection.....					10:00	
Church.....			10:20		10:30	
Recess.....	11:31	to 11:46				
Recreation.....					11:00	to 1 p. m.
School.....	11:43		11:46			
Dinner.....	P. M. 1:30	P. M. 1:35	P. M. 12:55	P. M. 1:00	P. M. 12:55	P. M. 1:00
Guard Mounting.....	2:15		2:20	1:40	1:45	1:40
Meditation Hour.....			2:15	to 3:15		
Drill.....	2:40		2:45			
Recreation.....	3:30	to 6:00	3:15	to 6:00	2:20	to 6:00
Retreat.....	5:55		6:00	5:55	6:00	5:55
Supper.....						
Study.....	7:00	to 9:00	Immediate ly after Retreat.		7:00	to 9:00
	Saturday		No Study			
Recreation.....	7:05	to 9:30	6:45	to 9:00		
Tattoo.....	9:15	9:20	9:25	9:15	9:20	9:15
Tattoo—Saturday only.....	9:20	9:25	9:30			
Taps.....	9:45		9:45		9:45	
Taps—Saturday only.....	9:50					

These hours are modified for the younger cadets, who have their own quarters in a separate building.

### Holidays

¶ Two or three weeks are given at Christmas, one day ONLY at Thanksgiving, and one day ONLY at Washington's birthday, February 22d. No holiday of any kind is given at Easter. We know from experience that it is a great mistake to interrupt academic work

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Life is not so short but there is always time enough for courtesy.

—EMERSON.

at this season of the year. The wisdom of taking a few days out of a boy's school life in the spring of the year is like the wisdom of taking a few limbs from a tree after the sap has risen. They both suffer and perhaps a year's development is stunted. We can ease the seasonal call of the wild without changing his environment or permitting him to lose his consciousness of school contact. We know boys. Our business is boys—the only business we ever followed.

¶ Cadets who do not go home during the Christmas holidays are charged at the rate of \$2.00 per day for board and lodging.

### Furloughs

¶ Only at Christmas are furloughs granted. Boys may go home at Christmas and are expected to do so. Patrons should not ask for furloughs at any other time of the year as they will not be granted except in cases of illness or some other circumstance equally imperative and unavoidable.



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HEADMASTER PRESENTING CERTIFICATES TO WINNERS IN PATRIOTISM ESSAY CONTEST  
HELD BY COLONIAL DAUGHTERS OF AMERICA



MASTERS BESTOWING ACADEMIC DECORATIONS FOR GOOD WORK IN STUDIES



## Report of Session 1926-27 by Head Master

To Colonel Thos. H. Russell, B. S.,  
President, Staunton Military Academy.

¶ SIR: The following is my report of the scholastic work of the Staunton Military Academy for the session of 1926-1927.

¶ The school is divided into two departments, the Academic Department and the Junior Department. The Academic Department comprises the regular work of a four-year senior high school and has *forty-two* instructors. There have been enrolled in this department an average of five hundred and thirty-eight cadets and the branches taught are as follows:

¶ Six Languages: English, Latin, Greek, Spanish, French and German.

¶ Mathematics: From Elementary Algebra to Trigonometry (inclusive).

¶ History: Early European History, Modern European History, English History, American History, Civics and Economics.

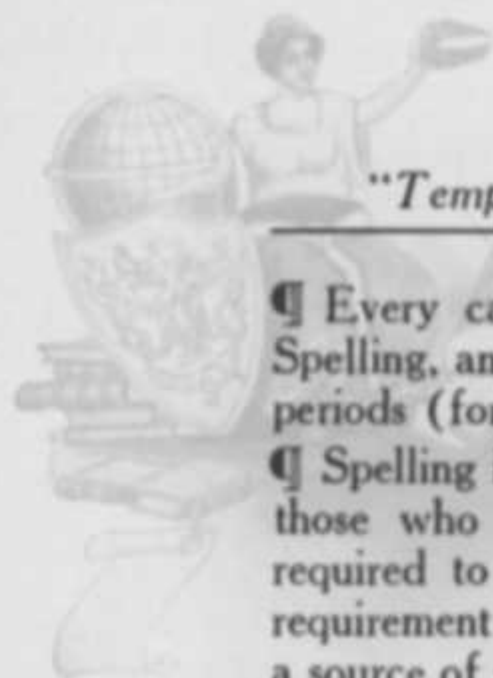
¶ Sciences: Physics and Chemistry.

¶ Military Science, Bookkeeping, Spelling and Sacred Study.

¶ In addition to these are also classes in Algebra, Geometry, Latin, French and Spanish organized at mid-year to take care of those whose progress was not sufficient to warrant a continuance in regular classes of those subjects.

¶ Owing to the fact that there was no demand for either German or Greek these classes were not given this session, although our organization remains intact and courses in these subjects will be resumed wherever there is a demand for them.





*"Temper is so good a thing that we should never lose it."*

¶ Every cadet is required to have at least four studies, besides Spelling, and he cannot have over six, as there are only six recitation periods (forty-five minutes each).

¶ Spelling is compulsory. Every cadet, from the Seniors down to those who have just joined us—big, little, old and young—is required to take Spelling as a part of his regular course. This requirement produces highly beneficial results; it has, indeed, been a source of such great benefit to the boys that I am satisfied it is one of the very best features of our curriculum. To be a poor speller is an affliction, and oftentimes such a serious disease that it hinders materially that recognition in life of which every ambitious young man is covetous, but by forcing our boys to learn the art now, we hope to save them from the dangers of so fatal a malady.

¶ The Intelligence and Psychological Tests, with which we have been experimenting for several years, have been of inestimable value from a diagnostic standpoint and I feel sure that the coming years will enable us, better than ever, to so classify a boy that, given a fair amount of coöperation on his part, it will be almost impossible for him to fail in his studies.

¶ The correlation of the Intelligence Quotient and the achievement of the various groups have been made by the Pearson formula, as has likewise the correlation between various subjects. In every case the amount of correlation has been satisfactory. This is very gratifying, showing, as it does, the fact that all classes are maintaining the high standard of scholarship of which the Academy is so jealous.

¶ In the Junior School, which comprises the work of the sixth, seventh and eighth grades there have been enrolled up to date, sixty-four cadets, which include all the younger boys of the Corps. There are six instructors. In this department is taught everything included in the usual sixth, seventh and eighth grades and up to a thorough mastery of what is generally known as the common school branches. Latin is also studied in the last year's work in this department, laying the foundation for the higher work in the Academic Department.

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*"There is no fear in love; but perfect love casteth out fear."*

¶ Every night (except Friday and Sunday nights) there are two study halls maintained, each in charge of a teacher, and no cadet is excused from these sessions except for sickness or some other unavoidable reason. Recently we have adopted the plan of exempting the Seniors and Commissioned Officers, and also any other cadet whose academic and deportment records were satisfactory in every respect. This has worked well, indeed, as it puts a premium on good work and good behavior. These study halls assemble at seven o'clock and are dismissed at nine thirty for the Academic Department, and eight forty-five for the Junior Department, the different hours obtaining because of the different ages of the boys; the younger boys, you will observe, being released after studying one hour and three-quarters. As each hall is dismissed, the boys are given fifteen minutes to retire, inspection being made by the Officer in Charge (a member of the Faculty) to see that these regulations are carried out. At nine forty-five all cadets are in bed, where they sleep and rest till reveille, six forty o'clock the next morning. A new feature this year, and one which I wish to commend most heartily, is the system of supervised study during the day. For each period there are detailed three teachers in the Academic Department and one in the Junior Department whose duty it is to care for the various supervised study halls. No cadet is excused unless his work has reached our college certification grade of 80 per cent. in every subject. The results of this feature have been most beneficial.

¶ I would like to again call your attention to our method of classification, as it seems to me to be the only method possible that is absolutely fair to the boy. Class or form lines are absolutely disregarded, thus preventing a boy ever being held back in one subject because he may not be so well advanced or so apt in some other subjects. In placing a boy in his classes there is an independent classification for each subject, regardless of the form-year that may include that subject. By this means we are enabled not only to recognize a boy's strong points, but also to encourage and stimulate the weak ones. Likewise by this system some boys are saved from any embarrassment because of age or size, or because of previous school

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Many men owe the grandeur of their lives to their tremendous difficulties.—SPURGEON.

work having been very irregular. To my mind this kind of classification is the best feature of the tutorial plan; in fact, it is the very essence of it, and is what distinguishes us first of all from the public high school. In order to carry out the plan we are forced to maintain one hundred and sixty classes every day, with a large Faculty constantly on the "firing line," but the results gotten, to say nothing of the justice done to the boy, amply justify the extra work and worry to the Academic Staff.

¶ This, Sir, I trust will give you some idea of the organization and classification of the School, and show you that we are not only trying to keep up with the high standard of the institution in the past, but are striving to surpass it, if possible, in good work and the best of results. The average size of our classes this year is fifteen cadets and by far the majority of classes in the more important subjects have from six to eight. And every class works because every teacher works, and thus continually gives his classes daily stimulus to greater effort. It is exceedingly gratifying to realize from results we are getting that each teacher is a specialist in his own sphere of work, and I believe that it is from this fact that this year's work bids fair to be the most satisfactory the old S. M. A. has yet added to her long and honorable record. The enthusiasm manifested by each cadet, the eagerness with which he performs his class duties, and the pride he takes in the results of his efforts are sufficient evidence to my mind that everybody is working, master and pupil alike, and with an atmosphere thus generated of good, hard, earnest labor, how could we help but expect results of which we shall all be proud? The successful close of the term, just past, justifies us in the firm anticipation that June will find us still higher in the struggle for duty faithfully and successfully performed.

¶ I am, Sir, very respectfully, your obedient servant,

ROY W. WONSON, B. S.  
Major Head Master, S. M. A.

## JUNIOR SCHOOL

### INSTRUCTORS

CAPTAIN ELMER E. HESS, M. A., PH. D.  
(Bucknell University)  
Head Master

CAPTAIN RICHARD J. PORTER  
(Fitchburg Normal School)  
Instructor in Grammar

SECOND LIEUTENANT GOLDEN H. WALPER  
(Shepherd College)  
Instructor in Junior School

SECOND LIEUTENANT WILLIS R. DEAL  
(University of Richmond)  
Instructor in Junior School

SECOND LIEUTENANT GUY D. HICKS  
(University of Richmond)  
Instructor in Junior School

MRS. I. W. LITTELL  
School Mother



CAPTAIN ELMER ELLSWORTH HESS, M. A., PH. D.  
(Bucknell University; Richmond University)  
*Head Master Junior School*



Mrs. I. W. LITTELL  
*School Mother and Hostess*



*"The bigger the work the greater the joy in doing it."*

### Aim

¶ The primary function of the Junior School of Staunton Military Academy is to furnish the much needed personal touch and individual instruction, which, on account of overcrowded conditions, many of our public schools cannot supply.

¶ Mass instruction may have its place in higher institutions of learning but for less mature minds there is no substitute for the direct pupil and teacher contact method wherein the teacher can say to the pupil, "This is your weak point; correct it by this method," or "This is your strong point; cultivate it by this method."

¶ The school does not aim at a fantastic education which glows on the surface and has no depth, but rather at a sound common-sense education that makes a child as conversant with the practical affairs of life as his age justifies.

¶ The school has a four-fold balanced system of objectives; culture, information, discipline and practical social and industrial application.

¶ This program of objectives is carried out by experienced instructors who think and teach beyond the confines of the book.

### Admission Requirements

¶ Boys at least twelve years of age and who have completed the Fifth Grade of the Public Schools, or its equivalent, will be admitted at any time to the Junior School.

¶ No entrance examination will be required, but a report from the school last attended will aid materially in securing correct classification.

### The Curriculum

Arithmetic—Wentworth and Smith.

Grammar—Pearson and Kirchwey.

U. S. History—Waddy Thompson.

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*"Cheerfulness is what greases the axles of the world; some people go through life creaking."*

Geography—Brigham and McFarlane.

Reading—Young and Field Literary Reader.

Spelling—Benson.

Penmanship—Zannerian Method.

Civics—Finch. (One-half term.)

Latin—Collar and Daniell. (One-half term.)

Algebra—Wells and Hart. (One-half term.)

### Electives

¶ It is generally conceded by educators that the transition period from the eighth grade of the Elementary School to the first year of the High School is the most critical period of a boy's preparatory career.

¶ To off-set this handicap the Junior School has placed in its course of study Civics, Latin and Algebra. These half-year electives are open to the boys of the eighth grade who successfully pass History and Geography by the middle of the scholastic year. This advanced knowledge acquired in the Junior School will tide him over the adjustment period of the High School.

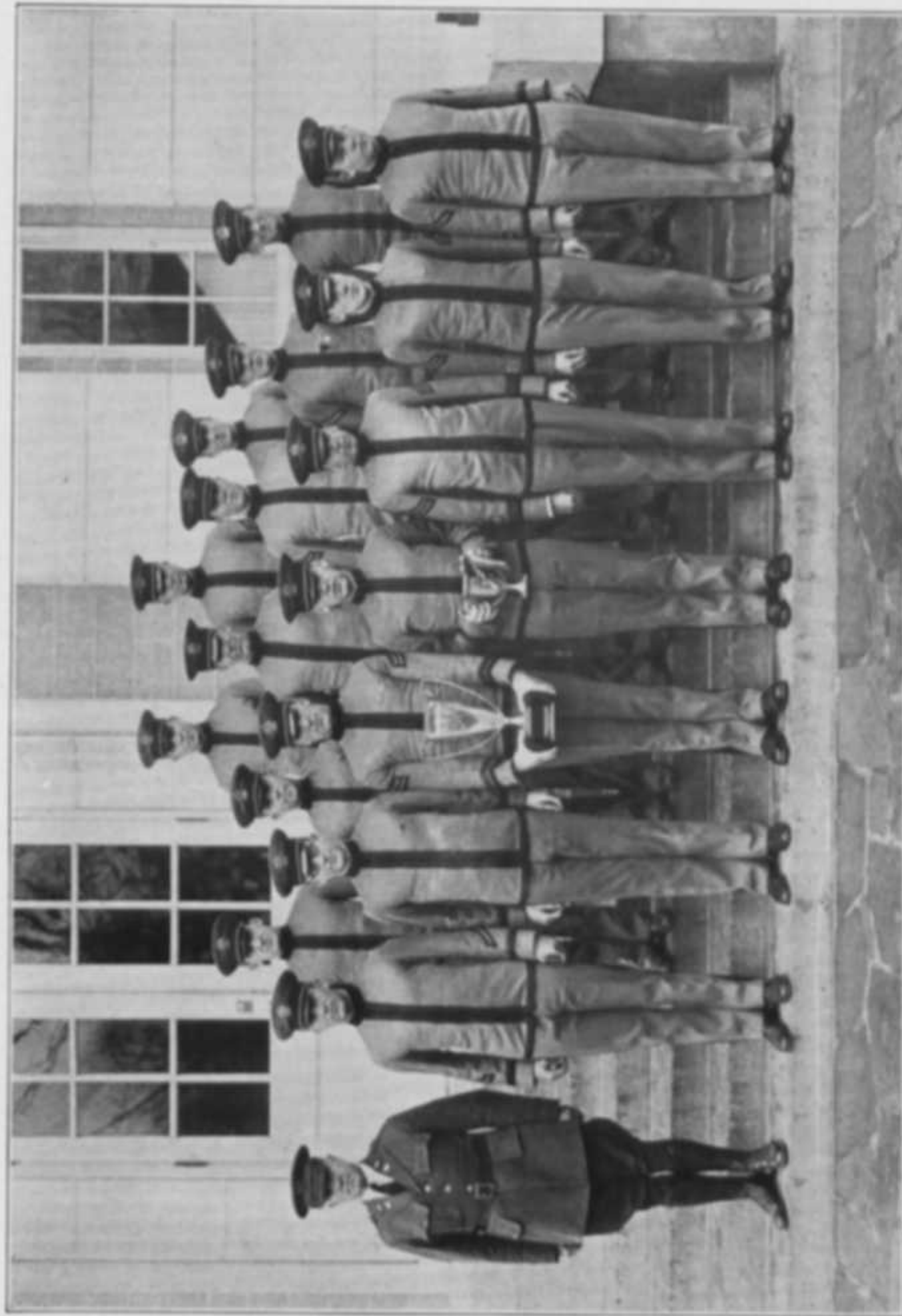
¶ Recitations occupy forty-five minutes, five periods a week, except Penmanship, which is given twenty minutes for the same number of periods. Spelling and Penmanship are studied the entire session.

### Methods

¶ The welfare of the pupil should be uppermost in the mind of every true teacher. The pupil's needs must be learned by a careful psychological study of the individual. Such an opportunity to study the boy comes to those teachers who become true friends of the boy by aiding him in his difficulties and stimulating him in his achievements.

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RIFLE TEAM  
(Five times out of the last six years the S. M. A. has won the championship cup offered by the War Department)

*"The price of wisdom is above rubies."*

¶ To bring about such a relationship the students have been divided into groups with a definite teacher acting as a guardian and advisor to the members of his particular group. The pupils are urged to consult this teacher specifically, or any teacher, when they need assistance or advice. This results in much individual instruction that cannot always be given in the classroom.

¶ That pupils may be advised frequently of the character of their work, weekly reports are made out and posted. Students who have passed every subject for the week are permitted to study in their rooms; all others report to the study hall where they are required to study under the direct supervision of a teacher.

¶ Parents may make use of this opportunity to learn weekly the character of work their boys are doing.

¶ Every boy is urged to make good. At times, however, it is found necessary to have all teachers concentrate on some specific boy, who seems to have forgotten the purpose for which he was sent here, to urge him to make better use of his opportunities.

¶ To stimulate an interest for study, honor pins are awarded, after each regular examination, to pupils who have successfully passed their work. These pins are worn until the next examination, when they are again awarded to those who merit them and recalled from those who are no longer entitled to wear them.

### Home-Like Supervision

¶ The Junior School does not concern itself with the educational and military training only. It has considered the less mature age of the Junior Boys and has provided a School Mother to advise in absence of the actual mother. The daily school session is shorter, the afternoon drill period is shorter, and they have to retire earlier in the evening than is required of the older boys in the Upper School.

¶ The duties of the school mother do not differ from those of the actual mother. She becomes the consulting medium for all minor



*"Children are the jewels of God. Let us be sure that we so facet them that they may reflect His image."*

troubles of the boy. She encourages cleanliness, neatness, politeness, promptness and obedience.

¶ At various times of the year parties are given in their behalf to conform school life here as much as possible to their home life.

### Athletics

¶ All branches of athletics are encouraged in the Junior School and there is a special Athletic Director; but no cadet is allowed to play football without the consent of parent or guardian.

### Swimming and Tennis

¶ Junior School students have access to the swimming pool and the use of the tennis courts of the institution.

### Military

¶ What is there that develops a boy more than physical exercise? Military training causes exercise of this kind, and also makes a young boy think quickly and clearly. Show us a real, true-blooded boy who has not played soldier, and who when he sees a parade does not get excited as the soldiers come marching by. Would he like to get in the game and play it with a little more seriousness? The training here will afford him such an opportunity.

¶ Though a majority in the Junior Company are not fourteen years of age, and consequently cannot be members of the R. O. T. C., still, these cadets receive the same training as those cadets who are members and in the larger companies.

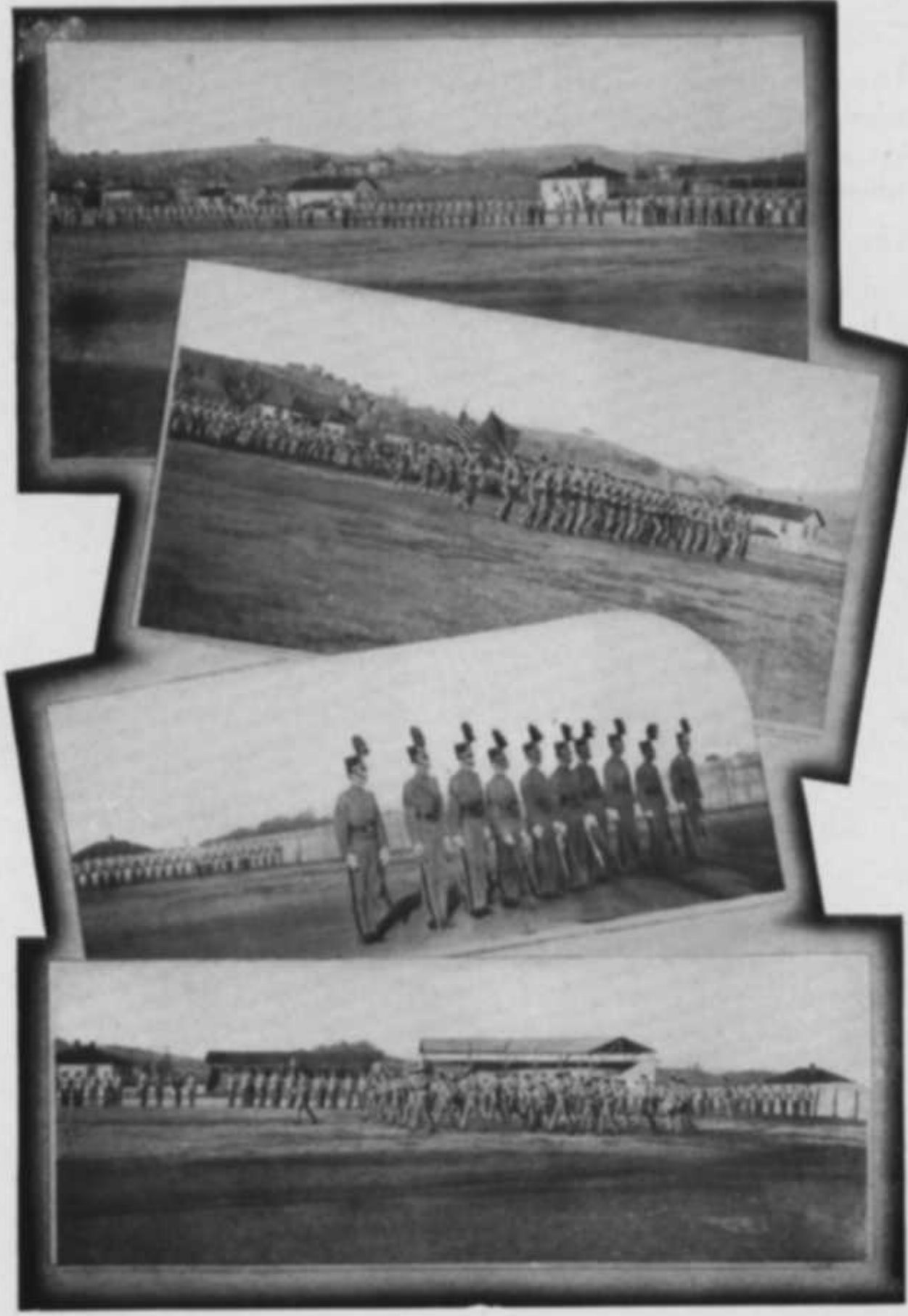
¶ The Company is equipped with carbines (Springfield, Model 1899), bayonets, cartridge boxes and belts. With this equipment the company participates in all parades and ceremonies of the battalion, in fact, all military duties that are performed by the R. O. T. C., excepting guard duty.

*"Power is the great goal of ambition, and it is only through a noble character that one can arrive at a personality strong enough to move men."*

¶ The Company is officered by cadets in the R. O. T. C. who are detailed by the Professor of Military Science and Tactics. These cadets instruct, supervised by Army officers from the Military Department.

¶ The following training is taken up during the year: Calisthenics, close and extended order drill, military games and gymnastics.





SCENE IN GYPSY HILL PARK—STAUNTON



## MILITARY DEPARTMENT

THE Military Department is so conducted and arranged as not to interfere with the Academic in any way; it supports the Academic. The discipline is so woven into the fabric of the School's exercises as to secure system, promptness, obedience, and thereby greatly aid in the promotion of the cadet's highest interests and to the advancement of order and study. This department of the Academy has been in vogue for *forty-three* years, in which time it has been molded into its present efficiency and system, and is one of the most valuable agencies towards the upbuilding of prompt habits, obedience, deference towards elders, and unquestioned subordination—habits of the *greatest* importance to carve upon the characters of the young.

¶ No cadet is in anywise excused from these obligations, and all are held up to them by awards and punishments, as, in the judgment of the Commandant and his Staff, it is deemed necessary.

### Advantages of Military Discipline

- ¶ *First.* It secures prompt obedience to commands and regulations.
- ¶ *Second.* It encourages subordination and respect for superiors. It imparts self-possession and imposes important self-restraint.
- ¶ *Third.* It develops neatness of dress and appearance, and gives a boy the upright bearing and manly appearance of a gentleman. It



*"There is only one way by which we can reach our desired goal—that is to get up and go."*

makes a boy self-reliant and imposes responsibilities, and thus develops individuality and conscious power, bringing out the individual traits and strong points of one's character.

¶ *Fourth.* The attention which a uniform naturally attracts cultivates in the wearer a regard for gentlemanly deportment and appeals to his pride, so that he is led to careful habits of conduct, knowing that others' eyes are upon him. It also imposes neatness, cleanliness and proper regard for personal appearance.

¶ *Fifth.* Daily drills and exercises, while they develop and strengthen the muscular system, produce correct, manly carriage, and graceful movements. They also have a great bearing upon the mental qualities, quickening and strengthening them.

¶ *Sixth.* Our daily exercises, under trained instructors, are a blending of the setting-up exercises of tactics and the physical culture system so widely advertised in our leading magazines together with deep-breathing exercises, all of which have been most carefully selected and proven to be of the highest benefit to our cadet corps. No boy who is sent to us is allowed an absence from this work. The results of past years have been most gratifying and flattering, and we have received many words of hearty endorsement from pleased patrons. *No boy is allowed to shirk these exercises and drills.*

### Not Semi-Military

¶ The Staunton Military Academy believes that whatever is to be done should be done well, or not attempted. Therefore, it is NOT semi-military, but essentially military. To be semi-military is to be semi-disciplinary. A semi-military system not only permits a spirit of slovenliness and inefficiency but encourages it, and this reacts harmfully on every school objective. Conversely, excellence in one sphere of operations begets and inspires excellence in another. An intelligent visitor to a school of each type will find these facts



*It costs more to maintain one vice than ten virtues.*

self-evident. We have no "half-way" features, either academic or military, in any department of our school anatomy.

¶ The Military Department and the Academic Department never conflict, but the former is the constant aid and support of the latter, and while circumscribing and restricting the boy who neglects his duties to his studies, it, at the same time, makes conspicuous the good student and the boy of gentlemanly deportment by distinctions and privileges that are generously awarded him. The most commendable element of a disciplinary system that is genuinely and sanely military lies in the fact that it can and does effectively recognize, and is the constant friend of, the gentlemanly and the dutiful. The semi-system is impotent, because void and without form, and its highest honors or recognitions will fail to elicit the respect of the boys or arouse their ambitions and aspirations. To work for rewards they know are a sham does not inspire them to succeed at any of their duties. They are annoyed and disgusted with the penalties of a semi-system and its honors are repulsive to them. The normal boy is quick to detect the difference between the genuine and the imitation.

### **The Life of Our Boys**

¶ The life of the boys at S. M. A. is uniformly active and regular in work, in physical exercises and in recreation. The normal boy who has been well bred will be happy in the consciousness that he is living a busy and well-balanced life and is accomplishing results that are real and worth while. He will be quick to appreciate that while the military discipline is rigid in its exactions for the efficient performance of duty, it is also generous in its reward for meritorious work and gentlemanly deportment.

### **Military Instruction**

¶ Military instruction is both practical and theoretical. It is practical and continuous in that all students are required to wear the uniform at all times, to go to and from all duties at the call of the

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*After all, the kind of world one carries about in one's self is the important thing, and the world outside takes all its grace, color and value from that.*—LOWELL.

bugle, and to be governed in their daily life according to the principles of military discipline, administered with kindness but with insistence.

¶ The practical instruction comprises, in drills and ceremonies, the Infantry Drill Regulations to include the School of the Battalion, in close and extended order, the manual of the bayonet, the use of arms in aiming and pointing drills, and target practice; tactical problems in the field, attack and defense, marching and camping, and guard duty both in post and in the field.

¶ Theoretical work includes studies and recitations in the drill and field service regulations, the manual of guard duty, and in the theory of minor tactics, practical application of which is worked out in the field. Examinations are held, and gradings made in these studies the same as in others. From those cadets who stand best in combined theory and practice, and in academic work and deportment, cadet officers and non-commissioned officers are made.

¶ Military instruction and discipline teach young men responsibility, respect for self and for those in authority over them; they learn to obey orders from lawful authority without discussion, and, when in authority themselves, to give their orders and see that they are executed; an erect and athletic carriage and a personal neatness are expected and required.

¶ The military training is of the greatest benefit to young men starting in life as employees in any line of business, and, if the misfortune of war falls upon their country, they have the basic training by which they can put to effective use their time and talents which patriotism would demand.

¶ A Field Encampment for ten days is held every spring. The uniform worn in camp is the same as that worn at the Academy in the final quarter of the session except that a campaign hat is worn instead of cap. There is no extra charge for any of these articles as they are a part of the regular uniform equipment.

*"Our work counts for more than our talk."*

### Automatic Weapons

¶ The inclusion of modern automatic weapons with the equipment of the Military Department provides a feature in military instruction worthy of special mention.

¶ The equipment comprises the much discussed Browning Machine Guns and Browning Automatic Rifles, a study of which deals with the interesting subject of mechanical design and construction. That part of the science of Machine Gun technique embracing calculation of firing data offers splendid training in the theory of mathematics.

### Federal Recognition of the Academy

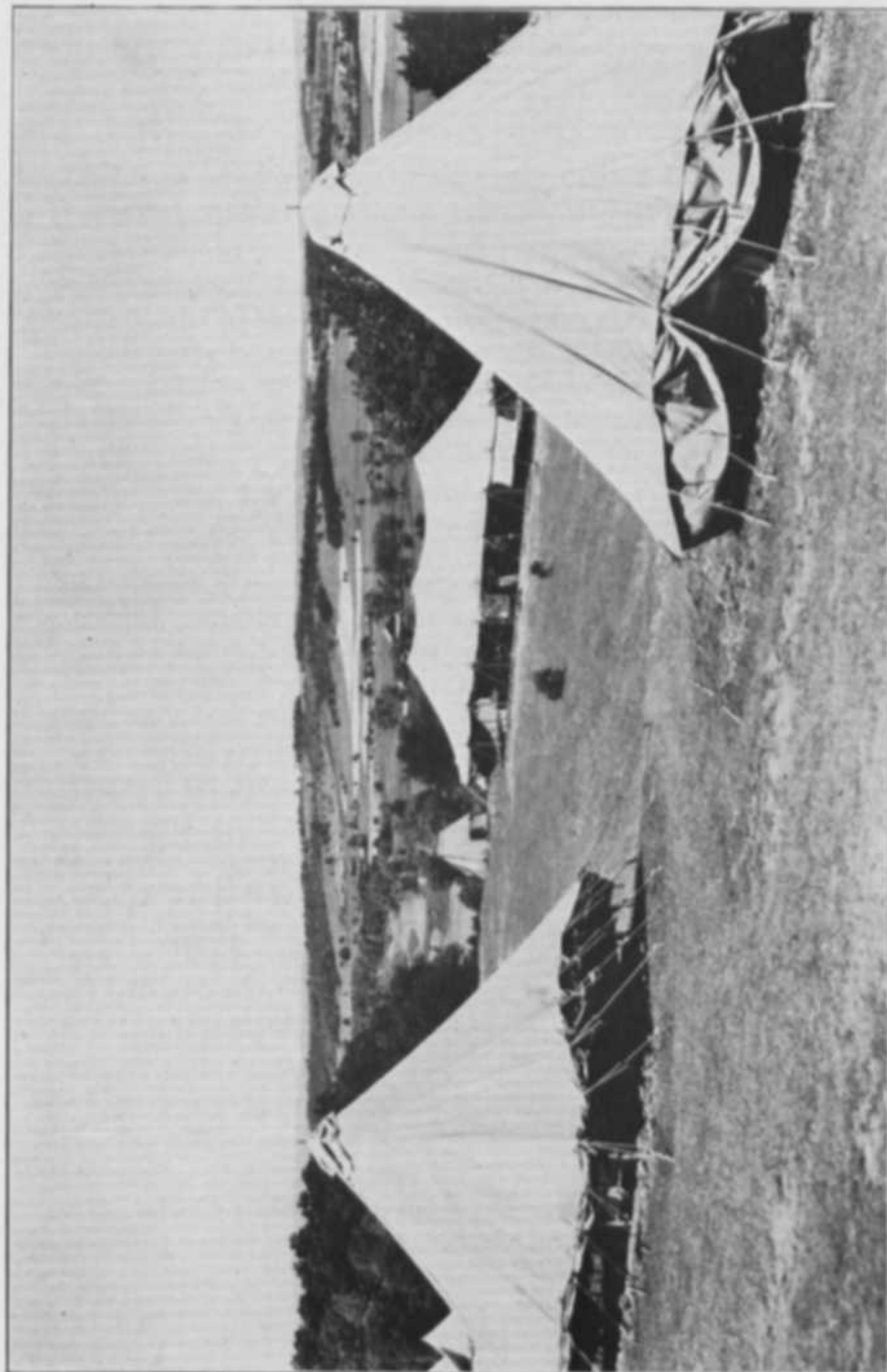
¶ In January, 1917, the War Department issued orders constituting the Staunton Military Academy a unit in the Reserve Officers' Training Corps, and allowing us a detail from the Army of three commissioned officers and four non-commissioned officers. We would call the attention of patrons to the fact that in the future boys taking the course as prescribed below would be given full recognition should national exigencies ever make it necessary for Congress to pass a military service law.

¶ Completion of the full course (including camp instruction) as required by the Department will qualify a cadet for a Reserve Commission in the Army. No normal man desires to go to war, but in the event of a future war the young men of the country will, as heretofore, have to do the fighting, and it is far better to be qualified for the commissioned personnel than to submit to the alternative of being drafted into service as a private.

¶ After the satisfactory completion of the course here referred to, the acceptance of a reserve commission is entirely optional on the part of the cadet.

¶ Course prescribed by War Department for Junior Division Reserve Officers' Training Corps:





VIEW FROM MILITARY HEADQUARTERS—SPRING ENCAMPMENT

*"One example is worth a thousand arguments."*

1 Infantry drill regulations (practical and theoretical), to include definitions, general principles, combat and ceremonies.

School of the Soldier	} In extended order, combat and intrenchments.
School of the Squad	
School of the Company	
School of the Battalion	

2 Manual of Interior Guard Duty (practical and theoretical). Duties and sentries; general principles.

3 Physical drills: Calisthenics, bayonet exercises (and combat fencing).

4 Military hygiene: To include principles of personal hygiene, camp sanitation, first aid to the injured, etc.

5 Military policy: A few lectures when in last year at institution on the military policy of the United States and the military obligation of citizenship.

6 Small-arms firing regulations: Preliminary instruction in rifle firing; sighting position and pointing and aiming drill; indoor and range practice; due attention devoted to fire direction and control and, if possible, some collective fire.

7 Administration and Organization: A few lectures on company administration and Tables of Organization.

8 Map reading: Instruction in reading a contoured map (in connection with 9).

9 Field service regulations: Patrolling; advance and rear guards; outposts, by means of the sand table and small map; maneuvers; messages and orderly work.

10 Marches and camps: Simple camping expedients.

11 Signaling: Semaphore and flag.



*"It may be a little farther around the corners of a square deal but the road is better."*

¶ Owing to the wide range of the ages of students in this class of institutions, the majority being too young to follow intelligently a graded course such as is prescribed for the senior division, only the subjects in which proficiency must be attained are laid down. It is impossible to set any fixed number of years for the accomplishment of this program, and hence each institution should arrange its schedule of instruction so that the cadet upon graduation will be proficient in all of the above subjects. Should the cadet enter a collegiate institution in which is organized a senior division of the Reserve Officers' Training Corps he will not have to repeat the theoretical work in any of the above subjects, but he will not be excused from any practical work. He will not, however, repeat any work in the school of the soldier or squad if the professor of military science and tactics judges him to be proficient in such schools.

#### Staunton Military Academy an Honor School

¶ The Staunton Military Academy is rated by the War Department as one of the Honor Schools of the United States. It was the first school in the South to be so rated, and for several years it was the only one.

¶ However, we would call attention to the fact that the term "Honor School" as used by the War Department, in its classification and rating, is a misnomer in so far as it has no academic significance whatever, but pertains purely to military and disciplinary training. The term used should be that of "Honor Junior Unit." Inspection boards from the General Staff, who make the "Honor School" selections, take no cognizance of school work as such, but only of the military aptitude, training and efficiency of the students as an organized unit of the R. O. T. C. This is not intended as a criticism of the War Department, as their inspections are restricted by orders to a very definite and specified purpose.

¶ We are proud of being an "Honor School," but we are prouder

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*The great secret of making the labor of life easy is to do each duty every day.—MARSDEN.*

of the honorable record now being made by nearly three hundred of our graduates who are this year doing successful work at eighty-two universities and colleges of America.

#### Uniforms

¶ The Academy being strictly military, no other clothes than military are allowed to be worn. The uniform outfit, which every cadet is required to have, consists of two fatigue or service uniforms, one full dress uniform, one overcoat, two caps, two flannel shirts, four pairs of duck trousers, and minor accessories listed on Page 190 of this catalogue.

¶ Immediately after a cadet registers he reports to the Quartermaster's department where he is fitted with service trousers, blouse, cap and flannel shirt. Two tailors are on duty for this fitting and to take measurements for the remaining garments of the uniform equipment. Our tailoring is done in Philadelphia, but there is nearly always at least one tailor on duty at the Academy for fitting and altering.

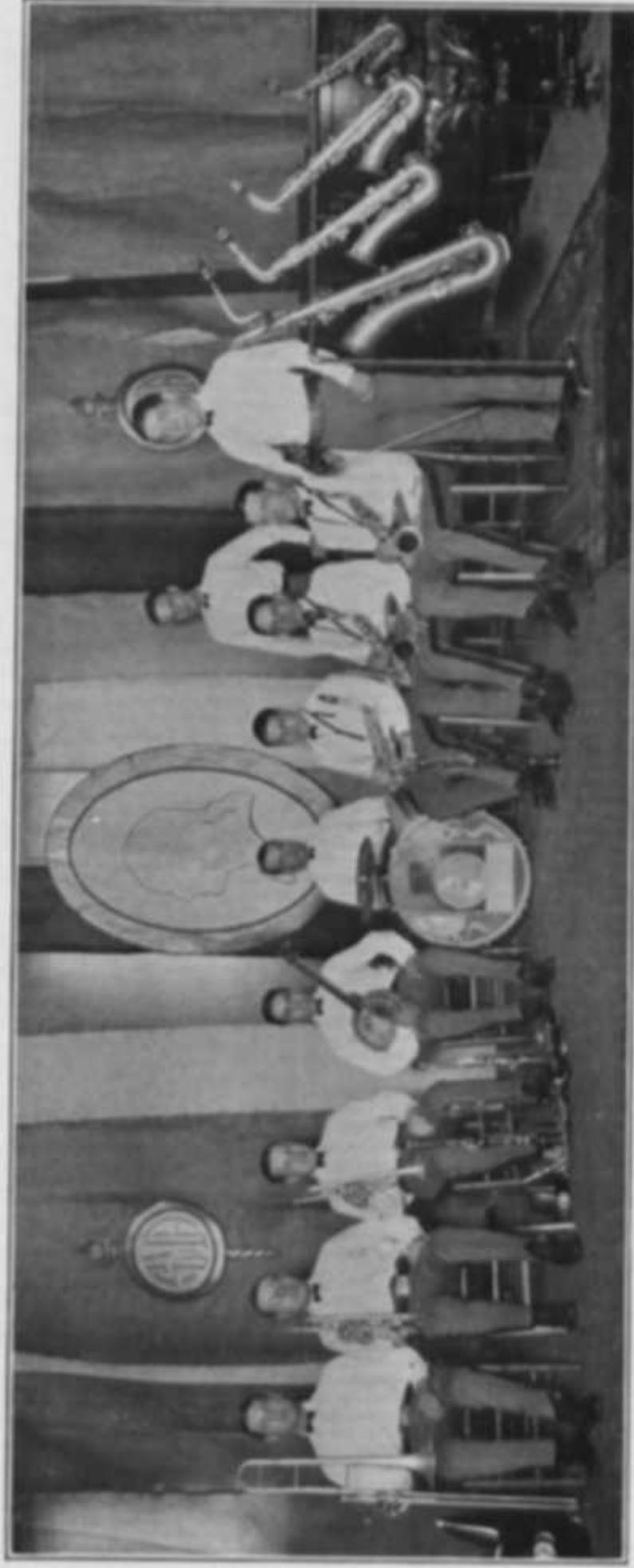
¶ The cost of uniforms should not be considered a school expense since your boy would have to have winter clothing even if he stayed at home. These will cost no more and are of much superior material.

¶ These uniforms are made of the finest Charlottesville cloth obtainable from the celebrated Charlottesville Woolen Mills, and have given the utmost satisfaction to both the Academy and our patrons.

¶ We have been much complimented upon the handsome appearance of these uniforms, which are strictly tailor-made, fit perfectly, and outwear any citizens' clothes upon the market, thus being in the long run more economical, as well as handsomer, and necessary to a military school. This is the same cloth, style, etc., as used at West Point, and from the same mills.

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THE S. M. A. CADET ORCHESTRA



By Courtesy of  
"The Richmond Lee"

APPLE-BLOSSOM TIME IN OLD VIRGINIA



*"Count that day lost whose low descending sun  
Views from thy hand no worthy action done."*

### Neatness

¶ We believe that neatness is the twin brother of cleanliness. If a boy is not able to keep himself neat at all times he will soon become indifferent about keeping himself clean. In order that he may always maintain a desirable personal appearance, and thereby develop the great asset of personal morale, it is essential that he have a sufficient supply of clothing. The amount of uniform equipment and accessories that we require has been determined after many years of experience and we believe it to be the least that can be allowed and at the same time enable the boy to appear neatly dressed at all times.

### Cleaning, Pressing and Repairing

¶ Cleaning, pressing and repairing of clothes are items of expense that are incidental to the proper maintenance of a boy, whether he is at school or at home. We have arranged for club membership with the largest and best equipped establishment of its kind in this section of Virginia, whereby a boy is allowed all cleaning, pressing and repairing, from September to June, for \$35.00, payable \$15.00 in September and \$20.00 in January. Work is done every week and there is a representative of the firm here at the school every Monday and Tuesday to receive garments, and every Friday and Saturday to make delivery. There is no limit to the amount of his clothes that a boy may have cleaned and pressed every week, and all repairs and mending that may be needed must be done free of charge.

### Raincoats

¶ Raincoats are not required, but when they are desired only the regulation raincoat is allowed to be worn. This Academy is essentially military and absolute uniformity must be maintained in every garment worn. Regulation raincoats can be purchased from the Supply Department after arrival at the Academy. We feel confi-

*There is nothing so kingly as kindness,  
And nothing so royal as truth.—CARY.*

dent they will not cost over fifteen dollars each for this next session. Please do not allow your son to go to the expense of purchasing a raincoat at home to bring with him, as he will not be allowed to even keep it in his possession. The regulation raincoat is very suitable as a civilian garment and can be worn as such while at home.

### Official Sweater

¶ The wearing of sweaters is permitted during recreation hours in the afternoons between four and six. Any dark blue, V-neck, slip-over sweater without roll collar will comply with the regulations. The only letters or monograms to be worn on sweaters will be those awarded by the coaches. A twelve-inch gold "S" is awarded for the major sports. The junior varsity teams receive an eight-inch letter with the "JV" attached to it. Minor sport teams such as tennis, wrestling and swimming receive the twelve-inch letter with their respective sport initials contained within the loops of the "S."

### Remarks, Rules and Regulations

¶ The President has made school work with boys the business of his life and claims qualifications for his work in a liberal education and a long experience in the diligent practice of his profession.

¶ *The terms are as low as possible for the proper maintenance of the school, no effort being made to compete with cheap schools.*

¶ A deposit of \$25.00 must accompany the application blank found in back of catalogue, otherwise vacancy will not be held. This deposit is credited on the second payment due in January.

¶ The table is abundantly supplied and well served, as pupils and visitors testify, and liberal provisions are made for the comfort of the cadets in every respect. We have an experienced Commissary to look after this department.

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*"Keeping everlastingly at it brings success."*

¶ In case of sickness, cadets are removed to the Infirmary, away from the noise and disturbance, where careful nursing and the best medical attendance are provided. The Infirmary is isolated, and is a new, up-to-date hospital with full equipment of thirty rooms, with two trained nurses constantly on duty. A hospital fee of 50 cents daily is charged occupants.

¶ In the event of such illness as necessitates the employment of an extra trained nurse, the nurse's fees are charged to the parents of the boy in whose behalf the special services are rendered, likewise hospital fees. Medicines are extra.

¶ Parents should send their sons to school with their eyes, teeth and throats in good order, that the service of specialists may not be needed during the term. If your boy has had any trouble with his tonsils, have him consult a specialist and follow his advice in regard to your son before he leaves home.

¶ This will save your boy trouble and yourselves and us anxiety.

¶ The Medical Officer of the Academy devotes the first month of the session to the physical examination of cadets. Any cadet whose physical condition is found to be unsatisfactory will be required to return home.

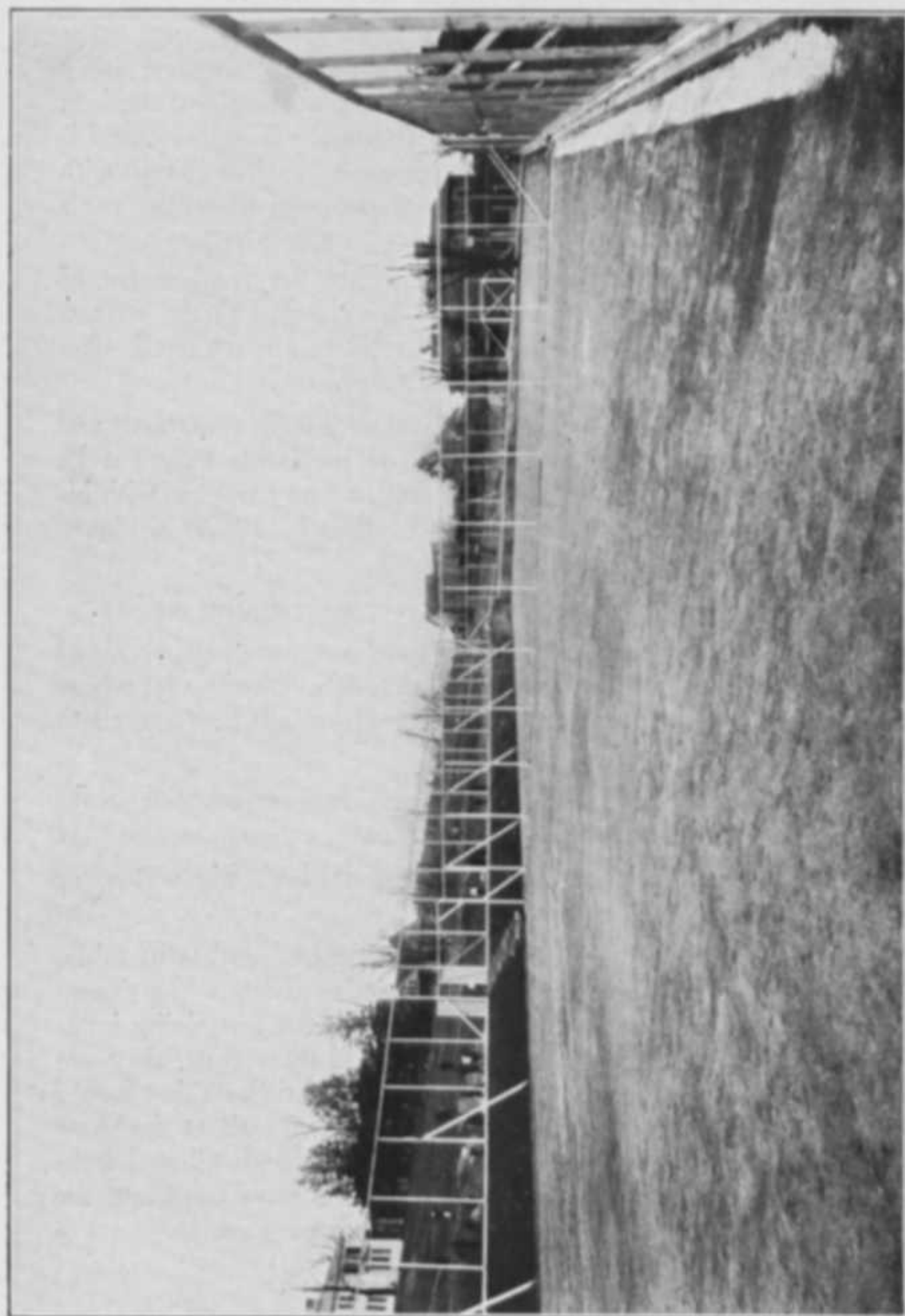
¶ Please do not send your son when he has any pronounced weakness or when just recovering from an illness.

¶ Please do not send your son with grandfather's big watch, or any heirloom or expensive jewelry.

¶ Careful attention is given to the deportment of cadets at table. Boys are apt to be forgetful of the proprieties of life when assembled in any number, and when removed from the restraining influence of the family circle. In order to avoid these evils, they are required to observe the same care as to dress and tidiness that would be demanded by the most careful parents. They sit at the same tables with the Faculty, and the favorable comments elicited from visitors by the gentlemanly deportment of the boys constitute the best encomium upon the results of the methods pursued.

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S. M. A. TENNIS COURTS

*Training is everything; the peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.*

—MARK TWAIN.

¶ The sleeping rooms are subject to *daily inspection*, and tidiness and neatness are constantly insisted on and enforced. The same restraining influences are exercised in the schoolrooms.

¶ These facts are mentioned because of the too prevalent neglect in this, and because education at schools is too often gained at the sacrifice of good morals, good manners and genteel deportment.

¶ Each cadet is supplied with a separate iron bed and felt mattress.

¶ All the buildings are heated with steam by the most approved process, and are unsurpassed in the comfort of heating arrangements by any school in the South.

¶ The grounds, consisting of sixty acres, are sufficient for baseball, football, tennis, drill, parade, etc., and the fair-ground lake affords ample facilities for skating.

¶ The grounds are sufficient for recreation and amusement, and beyond these limits cadets are not permitted to go without express permission. This rule is rigidly enforced. *No night visiting is allowed.*

¶ Books and stationery are furnished at usual prices, and a deposit of twenty-five dollars must be made for them.

¶ Students will be received only for the entire school year, and no deduction will be made for *short delays of entrance*, for *withdrawals*, for *dismissal*, or for *absence*, unless caused by protracted sickness; in the latter case, one-half the regular charges for the period of such absence will be remitted.

¶ Each cadet is limited in laundry to the amount of one dollar per week, anything beyond this is extra. Regular and very reasonable laundry prices are charged. One dollar allows about twenty pieces each week.

¶ To answer numerous inquiries in regard to articles to be brought with cadets, the following articles are suggested:



*The only helpless people in the world are the lazy.*

—GENERAL ARMSTRONG.

¶ One hair-brush and comb, four suits medium-weight underwear, one tooth-brush and powder, five negligée shirts, with or without cuffs, any color, six pairs of socks, six towels, a supply of soap, one clothes-brush, ten pocket handkerchiefs, one rug to go in front of bed, one pair of blankets, one comfortable, gray preferred, two laundry bags (white or some fast color), three feet long by two feet wide, six napkins, six sheets for single bed, two and a half yards long, four pillow-cases, one pillow, medium size for single bed, two nightgowns or two suits of pajamas. One pair rubbers, one extra pair high-top black shoes, any style; no tan shoes allowed. All clothing should be marked with owner's full name. Have laundry bags made of good strong material with a strong string in each. Pillow-cases should not be used for laundry bags.

¶ Those desiring to enter their sons in the Academy should give ample notice. We usually have a "waiting list," and have already a large percentage of entries for the coming session of 1927-28 of this year's cadets. Prompt entrance in *early summer* has many advantages to both the Academy and the boy. It allows us to know where we stand in numbers, so that we may not disappoint prospective patrons with notice of lack of accommodations, and adds to the cadet's advantages, since his room, furniture, etc., are selected and in readiness against his arrival. It, furthermore, gives us the advantage, and also the cadets, of having suitable room-mates assigned, which can only be done according to ages and many other conditions which develop by correspondence with parents as to temperament and character.

¶ Upon the arrival of each cadet his room is assigned him, articles of furniture turned over to him, and he is held responsible for them.

¶ A deposit of fifty cents must be made with the Commandant of Cadets by each boy when he is issued a key to his room. Upon return of key at close of session this deposit will be refunded.

¶ Daily inspections are made both by Faculty and Cadet Officers

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*"Character must stand behind and back up everything—the sermon, the poem, the picture, the play. None of them is worth a straw without it."*

in charge to see that all regulations as to order, neatness, and preservation of effects are carried out.

¶ Guns are assigned by numbers, and these are charged to the cadets, with which they are credited on their return in good condition at the close of session. No deposit required. Cost of gun, \$30.00 if broken. Gun is Government property.

¶ No firearms other than those assigned are allowed. The possession of any firearms other than assigned will be *severely punished*. No cards, dice, or any games of chance whatsoever, are permitted, as their use is a gross breach of discipline, and is dealt with accordingly. *No compromise whatever* is made with liquor. Any cadet detected with liquor in his room, or on his person, or detected in having used the same, however *moderately*, will be instantly dismissed and his parents notified of the cause, and under *no* condition will any excuse or extenuating circumstances be considered, or his reinstatement be possible. This rule is fixed and immutable.

¶ Direct disobedience, *i. e.*, wilful defiance of authority, will not be condoned or palliated, but the offender will be dismissed as a mutineer.

¶ Any cadet absenting himself from the limits of the Academy grounds after evening parade (6 o'clock), without express permission, is liable to dismissal.

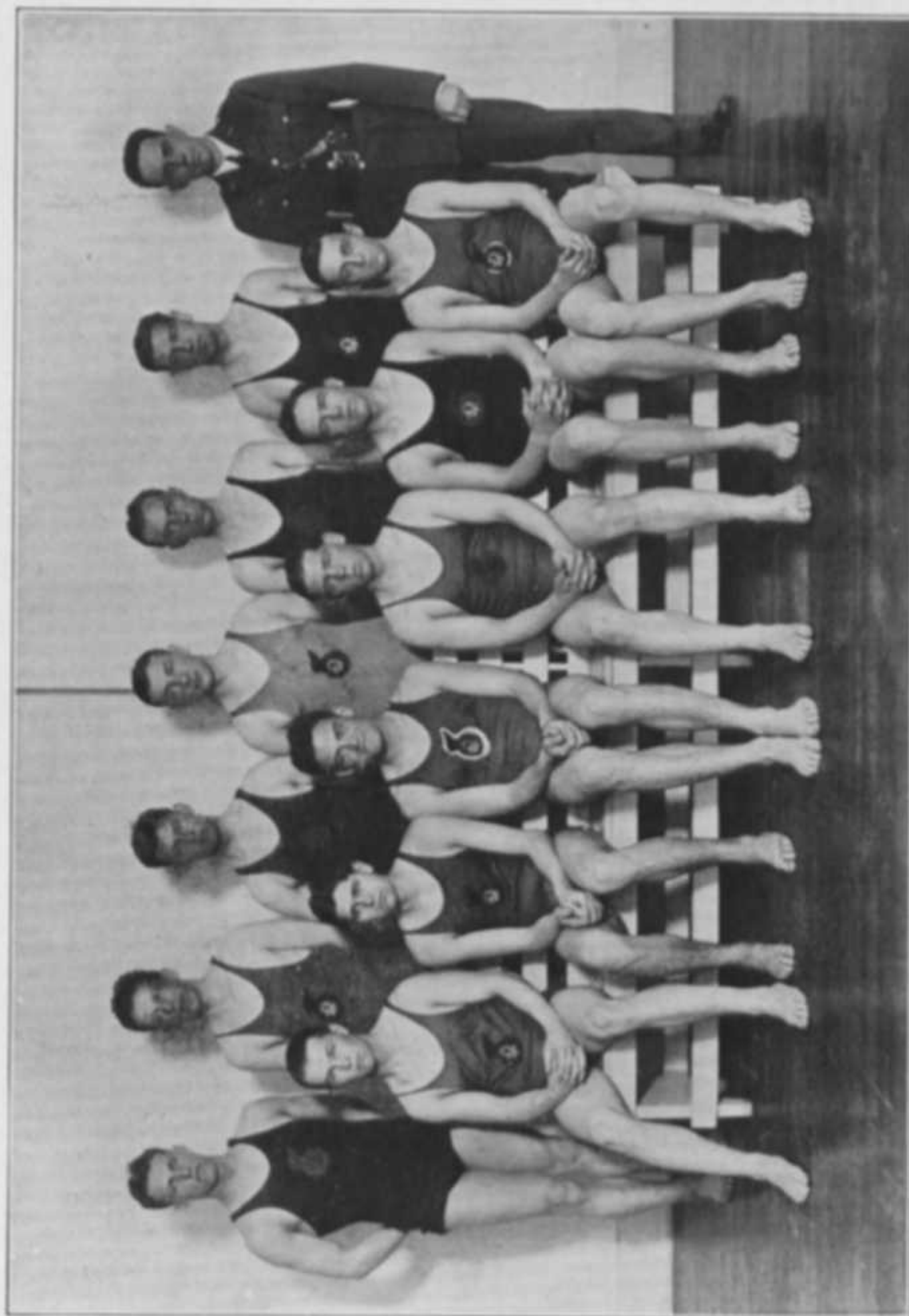
¶ Any cadet detected smoking on the grounds of the Academy or in quarters will be severely punished. If severe punishment does not break him from the habit he will be dismissed.

¶ The Orderly of each room is held responsible for its cleanliness, for orderly conduct in same, and condition generally. The Orderly is changed every Saturday at full-dress inspection.

¶ Any cadet showing a pronounced disposition to be troublesome or unruly, or habitually idle, in spite of admonitions and punishments, or who is obviously receiving no good from the instruction of the Academy, will be dismissed as an undesirable boy.

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S. M. A. SWIMMING TEAM—UNDEFEATED DURING ENTIRE SEASON OF 1927

*"No pleasure is comparable to the standing upon the vantage-ground of truth."*

¶ Any cadet while "confined" to the limits of the Academy grounds, if found or known to have been absent, is liable to dismissal.

¶ If for reasons satisfactory to the authorities of the institution, the presence of any boy in school is deemed undesirable, he will not be allowed to enter, or, if already entered, he will be required to withdraw.

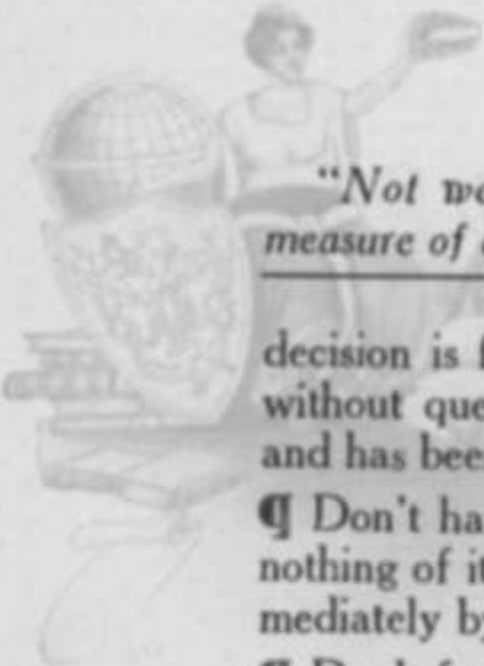
¶ REMARKS: These rules to the uninitiated may seem to be rigid, but discipline cannot be relaxed and good results follow. These rules are based upon *long* experience in handling cadets, and *will* be adhered to.

¶ The amount of legitimate expense at the school is well defined in the charge for the board and tuition, books and clothing. Any outlay of money beyond this depends upon the habits of the pupil and the indulgence of the parent. As a rule no money will be furnished the pupil except where a deposit is made, and when this is exhausted, an itemized statement will be furnished the parent of its disposition, and the deposit must be renewed before any money or articles are furnished. This account will not, in any case, be included in our regular charges. Parents in this way are enabled to know the amount of expenditures of their sons, and we urge that they assist us in restricting the amount allowed to a reasonable limit. No bills are made on account of the pupil, except in unavoidable cases.

¶ The rooms are required to be vacated on the day after the close of the session. This is necessary that repairs, etc., may go forward.

¶ It is earnestly desired that parents decide upon a weekly allowance to be given their sons, and that this amount be strictly adhered to. We suggest one dollar a week; twice this amount if his reports are good, and no spending money at all while his reports are unsatisfactory. Careful regulation of a boy's pocket money can be made a great factor for producing good results.

¶ The School Physician attends daily sick call to examine those who ask to be excused from duty on account of sickness, and his



*"Not wealth, but the ability to meet difficult conditions is the measure of a man."*

decision is final, the cadet being required to abide by the decision without question. Our physician has had many years' experience, and has been eminently successful.

¶ Don't have any fear that your boy could be sick and you know nothing of it. Should he ever be really ill we would notify you immediately by wire or 'phone.

¶ Don't forget that the doctor lives at the school and is immediately available at any time, day or night. In our own private hospital, maintained solely for our boys, two trained nurses are constantly on duty.

¶ The Commandant of Cadets and his assistants have entire control of them, and all applications for privileges must be made to them. All breaches of discipline are referred to them and punishments assigned.

¶ School opens Thursday, September 15th. Cadets reporting ahead of time are charged \$2.00 a day.

#### No Automobiles

¶ Under no circumstances will any boy while a cadet at this Academy, be allowed to have an automobile in his possession, or at his service for week-ends. This is a school and not a winter resort. We cannot make this too plain. Any boy arriving in an automobile, unless it is to be taken back by some one who accompanies him, will not be allowed to register. We welcome parents who desire to motor to the school with their sons, but they are expected to take their machines with them when they return home.

#### The Military Method of Education

¶ "The average American boy is splendid material, but in the rough he is conspicuous neither for order, system, nor respect for authority. The military system supplies the most effective remedy for these defects—effective because the remedy is sugar-coated.



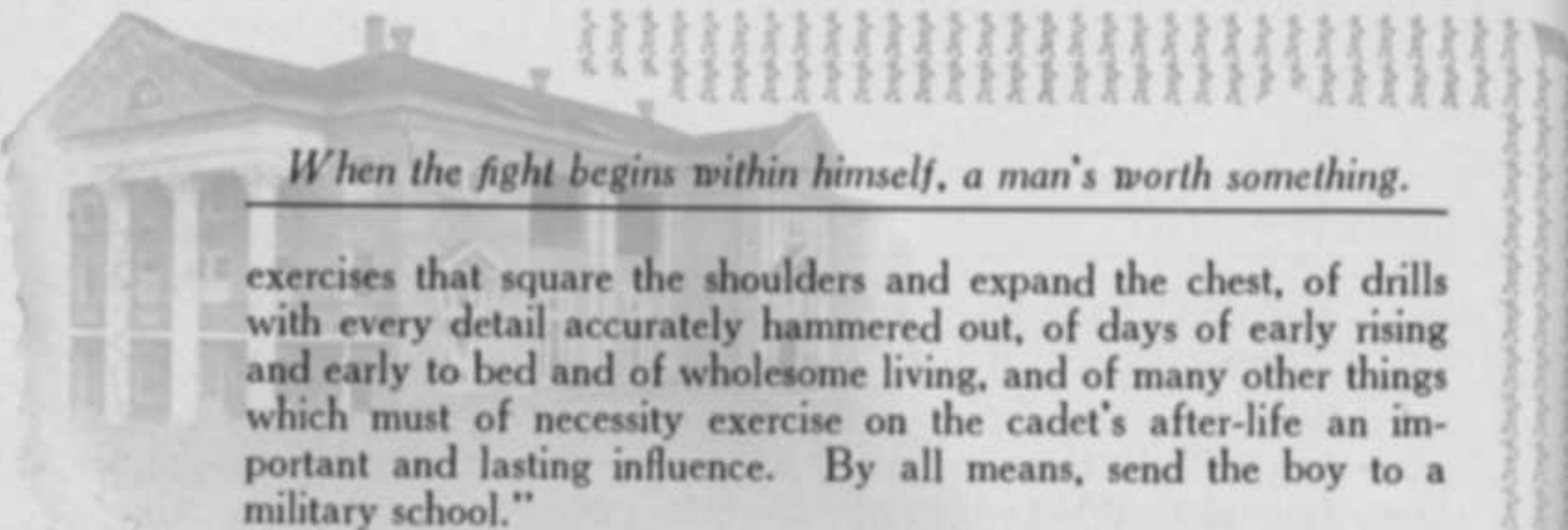
*If you love liberty you must love the law, since only by law can liberty be secured.*

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What boy with red blood in his veins is there, who does not feel a thrill at the tap of the drum or the sound of the trumpet, who does not delight to handle a rifle, or who does not simply glory in popping away with blank cartridges at an imaginary enemy in an infantry skirmish? What other method is there that will so surely and so quickly make the unpunctual boy on time to the dot, the untidy boy neat and trim, the bashful boy confident and assertive, the *round-shouldered figure* erect and full-chested?

¶ "The boy who at home, unheeding the gentle maternal protests, varies his rising hour indefinitely breakfastward, at the military school springs from his bed at the first note of the reveille, and dresses as though the house were on fire. The boy whose mother 'picked up his things' for him at home, is now his own chambermaid; he makes his bed, sweeps his floor, keeps his furniture innocent of dust, keeps everything in its place. The boy who was accustomed to *argue indefinitely with parental authority* now obeys *without question* or delay the commands of the smallest and most youthful corporal. The boy who at home thought it looked 'stuck-up' to stand and walk straight, and slouched disfiguringly, goes about now with his head up and his chin in, his chest out, and his stomach 'sucked-up,' his figure straight and well poised and a goodly sight to see.

¶ "The military method, however, to be effective *must be real*; there must be no sham about it. It must not be too diluted, too modified. The military schools that have succeeded best are those that have been the *strictest*, and have trained their cadets in their military work as earnestly and exactly as if making of soldiers were the end in view, and not simply a means. The mere nattiness and glimmer of the uniform can appeal only to the unworthy traits. If it is to appeal to the best there is in a boy, the *uniform must stand for something* more than a mere tickler of pride or fancy. The uniforms of the best military schools are eloquent of prompt and unquestioning obedience, of system and order, of setting-up



*When the fight begins within himself, a man's worth something.*

exercises that square the shoulders and expand the chest, of drills with every detail accurately hammered out, of days of early rising and early to bed and of wholesome living, and of many other things which must of necessity exercise on the cadet's after-life an important and lasting influence. By all means, send the boy to a military school."

### The Military School as an Educational Institution

¶ In at least one respect military schools, as a class, are exactly like any other kind of educational institutions. Some are excellent, some are good, some are only fair, and some are very poor. In deciding to place a boy at a military institution, a parent should spare no effort to make his selection from among the very best. The military schools of the highest character and rating are those where superb disciplinary training is equalled by academic excellence; those institutions that never lose consciousness of the fact that they are first of all a school, and that their great mission in life is not primarily to make soldiers, nor to make money, but out of the boyhood of America to make well-trained, well-educated young gentlemen. There are very few schools of this standard. We believe the Staunton Military Academy is one of them. We believe it has been very instrumental in establishing this standard. After operating through more than three generations we feel that our success and reputation, which are now greater than ever, constitute the most convincing commentary as to what we are and what we do. However, we are proudest not of our nation-wide reputation, not of our complete plant, nor of our splendid equipment, but of the type of young men we turn out. Before referring to the high rating as a military institution that we have always received from the General Staff at Washington, we would direct attention to the splendid work being done by our graduates at the institutions of higher learning in America. The record compiled at date of this writing, March 1st, 1927, shows that there are nearly three hundred of our graduates doing successful work at the following colleges and universities:

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WESTERN VIEW OF THE ALLEGHANY MOUNTAINS



*"As there is nothing great but man, there is nothing truly great in man but character."*

¶ Harvard University, Yale University, Ohio State University, Annapolis, Brown University, University of South Dakota, Massachusetts Institute of Technology, University of Chicago, University of California, New York University, Bowdoin College, Dartmouth College, Western Reserve University, Lafayette College, Lehigh University, University of Virginia, Rensselaer Polytechnic Institute, University of Kentucky, Pennsylvania State College, Columbia University, University of Pennsylvania, Virginia Military Institute, Georgia School of Technology, Southwestern University, University of Texas, Washington and Lee University, University of Wyoming, Tulane University, Franklin and Marshall College, Philadelphia Textile School, Michigan College of Mines, University of North Dakota, Boston University, Bethany College, Washington and Jefferson College, Colorado School of Mines, North Carolina State College, Holy Cross College, University of West Virginia, University of Michigan, Northwestern University, University of Illinois, West Point, The Citadel, University of Indiana, Norwich University, Miami University, University of Cincinnati, University of Alabama, University of Southern California, Vanderbilt University, Trinity College, University of Ohio, Swarthmore College, Wabash College, Hamilton College, Manhattan College, University of Florida, Carnegie Institute of Technology, University of Washington, Rollins College, Worcester Polytechnic Institute, William and Mary College, University of Pittsburgh, Davidson College, Georgetown University, University of Tennessee, Virginia Polytechnic Institute and Washington State College.

### The Larger School?

¶ Consider the question, "How did the School become Large?" It did not begin with maturity of size or strength. The great financial, commercial and industrial organizations of America, at once the admiration and wonder of the world, did not start in their fullness of majesty and strength. Our own United States, to-day the most

*"Luck is the most overworked word in the English language in spite of the fact that there isn't any such thing."*

powerful and influential nation on earth, the envy of peoples that are small and weak, did not start its operations with the strength and virility of a great empire. The world-wide Red Cross, and other organizations for the service and betterment of mankind, did not begin with the capacity and resources to reach the four corners of the earth. All these grew to real magnitude and strength through merit and efficiency of service, and because there were men and women possessed of vision, with courage and faith to work and grow strong, that they might better serve where there had hitherto been limitations and weakness. So it is with a school or institution of any kind. That school for boys which is large to-day, and there are very few of them, was once small, and it may be taken for certain that in its growth from infancy to full maturity it has been tried many times in the balance and has not been found wanting; for such is the price of successful achievement. Except for healthfulness and beauty of scenery, the gods of fortune have contributed nothing to the Staunton Military Academy. It is situated at no small distance from the great centers of population, and yet for nearly three-quarters of a century hundreds of homes in America have had their sons mark beaten pathways to its doors.

¶ Many of the officers and masters that are on our present staff have been with S. M. A. through the years, and they know from actual experience that individual attention, excellence of operation and service to the boy-unit are far superior to that obtained when the school was small. Where formerly one man handled two or three subjects and of necessity had other duties devolve upon him, we are now enabled to departmentalize by branches and specialize by subjects. A group of specialists, who coöperate and coördinate continuously, devote all their time to Mathematics solely; the same obtains for English, for History, for Science, Military Training, Physical Training, and so on. There are certain facilities and equipment that are absolutely necessary for the best results, whether a school has five boys or five hundred. To have been able when

*Each deed thou hast done dies, revives, goes to work in the world.*  
—BROWNING.

the school was small to offer the individual boy service and advantages of training, mental, physical and moral development, equal to what we offer now, would have made the cost of operation so high as to restrict attendance solely to the sons of wealth. Years ago, when the school was one-third its present size, the staff of masters and supervisors was one-fifth of what it is to-day, and the equipment inventoried but little more than one-tenth, and yet the staff and equipment at that time was the best and the most that could be maintained with the resources then available.





## IN VIRGINIA

The roses nowhere bloom so white  
As in Virginia;  
The sunshine nowhere shines so bright  
As in Virginia;  
The birds sing nowhere quite so sweet,  
And nowhere hearts so lightly beat,  
For heaven and earth both seem to meet  
Down in Virginia.

The days are never quite so long  
As in Virginia;  
Nor quite so filled with happy song  
As in Virginia,  
And when my time has come to die,  
Just take me back and let me lie  
Close where the James goes rolling by,  
Down in Virginia.

There nowhere is a land so fair  
As in Virginia;  
So full of song, so free from care  
As in Virginia,  
And I believe that Happy Land  
The Lord prepared for mortal man  
Is built exactly on the plan  
Of old Virginia.

## ROSTER

1926-27

### ALABAMA

HENLEY, C.  
MUELLER, L. A.  
RUSSELL, L. W.  
STREET, J. C.

### ARIZONA

GOLDWATER, B. M.  
TODD, K. I.

### CALIFORNIA

EARLES, L.  
FORKNER, J. H.  
KNIGHT, J. R.  
MCMEANS, B. E.  
MOYLAN, J. W.

### CONNECTICUT

CALLAHAN, J. M.  
HALEY, D.  
HOLSTEIN, J. M.  
LOCKHART, T. H.  
MINOR, M. W.  
MITCHELL, W. V.  
POLLARD, H. K.  
ROCKWELL, L.  
SEELEY, W. B.

### DELAWARE

HOMAN, F. F.  
KEITHLEY, T. C.  
KLINE, R. S.  
MCABE, B. E.  
MCNEILLY, C. C.  
ROSENBLATT, H.  
TOWNSEND, J. C.  
TOWNSEND, P. C.  
WILLIS, H. W.

DISTRICT OF  
COLUMBIA  
BEERBOWER, O. A.  
CRANFORD, P.  
CROSSETTE, G.

DAVIS, R. W.  
EASTWOOD, H. E.  
EMBRY, A. F.  
FARIS, C. W.  
FRANK, J. R.  
GAWLER, J. H.  
HARRIMAN, H. F.  
HYLAND, D. R.  
KRONHEIM, M. S.  
McCULLY, N. S.  
MATHERS, J. W.  
READY, E. F.  
ROTH, T. H.  
RUTH, C. H.  
SPARROW, H. G.  
TOTTEN, E. H.

### FLORIDA

BATEMAN, K. C.  
BELL, F. V.  
BELL, W. B.  
BOONE, J. P.  
BROWN, P. M.  
CARTWRIGHT, M. R.  
CHINA, D. E.  
CLYMA, F. W.  
COLE, E. E.  
COX, C. O.  
CROSLAND, W. B.  
DEAN, W. H.  
EHRMANN, D. T.  
EHRMANN, W. W.  
FAVILLE, L. S.  
FRISCHKORN, R. W.  
GLEASON, J. C.  
HALL, R. E.  
HAMEL, J.  
HARRIS, G. J.  
HAVERSTICK, H. R.  
HELTON, E. L.  
HESS, R. P.  
HOLLINS, D. M.  
HOLLINS, M. L.  
KITCHELL, B.

KRUG, E. G.  
LABAW, W.  
LOTSPEICH, L.  
LOTSPEICH, W.  
McCAMPBELL, D.  
MILLER, L. C.  
MOSHER, N. D.  
MOSHER, W. G.  
OSTLUND, J. J.  
OSTLUND, W. N.  
SMITH, J. B.  
SMOOT, J. M.  
SQUIRES, W. D.  
STEMBLER, W. Y.  
STONE, R. H.  
STRANGE, C. B.  
TOWSE, J. M. L.  
VANDERPEL, W. A.  
WILLETTS, H. W.  
WILLIAMSON, J. L.  
WILSON, J. P.  
WOODWARD, T. E.

### GEORGIA

CROCKER, R. O.  
HALE, D. P.  
JONES, R. L.  
KNOWLTON, J.  
MOLONY, C.  
WEAVER, J. C.  
WILDER, J. S.

### ILLINOIS

BAABA, R. J.  
BRAUN, V. C.  
CLARKE, H. M.  
DeHAVEN, J. B.  
GRANT, D. H.  
HARRIS, B. F.  
HIDY, J. H.  
HINTON, R.  
KABLE, J. M.  
KAULBACK, F. S.  
LIGGETT, J. P.





LOWRY, W. W.  
PETEFISH, W. M.  
SCHICKLER, F. E.  
WICK, R. S.  
WELCH, J. B.

#### INDIANA

ALEXANDER, M. R.  
BRACKIN, H. R.  
BRUENING, P. B.  
GARRIOTT, F. E.  
HERMANN, C. F.  
JOHNSON, W. D.  
KLEPPER, C. J.  
O'REAR, H. G.  
O'ROURK, M. W.  
ROSE, S.

#### IOWA

MAYHEW, O. C.

#### KANSAS

HOLMES, R.  
SCOFIELD, B. A.  
SCOFIELD, J. G.

#### KENTUCKY

AKERS, J. S.  
CLARK, J. W.  
DORSEY, J. M.  
DOTSON, H. E.  
FORMAN, D. B.  
LUKE, W. I.  
MAYO, T. J. C.  
MILLS, J. F.  
SULLIVAN, J. F.

#### LOUISIANA

FLONACHER, H. C.

#### MAINE

LEADBETTER, R. A.  
SEGLER, R.  
SMALL, F. M.

#### MARYLAND

BUNTING, G. L.  
EARNSHAW, G. B.  
KALB, G. L.  
KEEFER, F. M.  
LYON, A. L.  
MILLER, F. M.  
MILLER, R. G.  
PUMPHREY, O. S.  
ROBINSON, L. L.

ROSS, G. W.  
RUSSELL, J. K.  
SCHLEY, S. R.  
SHAY, F. B.  
SPRAGG, P. G.  
WAGAMAN, J. R.  
WILSON, D. K.

#### MASSACHUSETTS

BAKER, C. B.  
BARSTOW, G. L.  
CANN, L.  
CHASE, T. M. D.  
CONDIT, R. J.  
DANIELS, H. B.  
DEVINE, T. M.  
DOBYNE, R. A.  
EMERSON, W. P.  
GAHM, C.  
SCHEIRE, K. M.  
SMILEY, H. C.  
SWIFT, J. H.  
YOUNG, J. M.

#### MICHIGAN

BAIRD, D. J.  
BRIGGS, F. E.  
BURKE, H. C.  
COX, J. H.  
DOCKSON, S. H.  
EISELE, H. W.  
FINK, A. H.  
GEORGE, R. W.  
HARTSHORN, F. E.  
HUSS, D. B.  
LIPSETT, A. J.  
LLOYD, M. B.  
MAHONEY, E. J.  
NIXON, L.  
OLSON, L. G.  
REYNOLDS, E. L.  
SMITH, M.  
WASSERFALL, C. F.  
WATERS, L. E.

#### MINNESOTA

HARGESHEIMER, S.

#### MISSISSIPPI

BUSWELL, J. M.  
FAIR, F. L.  
KIMBROUGH, J. B.  
KLOTZ, A. L.  
KLOTZ, C. L.  
WATSON, F. E.

#### MISSOURI

CHILDRESS, W. L.  
MORGAN, W. G.  
SALTER, C. D.

#### MONTANA

DISBROW, W. C.  
MARTIN, C. B.

#### NEW HAMPSHIRE

BELL, J. D.

#### NEW JERSEY

AARON, H. C.  
AKE, J. N.  
ARMSTRONG, W. H.  
BEURY, J. P.  
BOARDMAN, E. H.  
BOGERT, A. B.  
BRIGHT, W. H.  
BRIGHT, C.  
BRODERSON, N. B.  
BUNN, F. H.  
CHRISTENSEN, C. N.  
COMINS, H. D.  
CONNELL, W. A.  
DAVIDSON, W. V.  
DAVIS, W. H.  
DIEDRICH, F.  
DOLEY, E. D.  
DREW, R. A.  
DUNCAN, L. M.  
ENGELHARD, E. L. F.  
EVANS, R. C.  
FRENCH, J. P. C.  
GILLIS, G.  
GLEY, P. R.  
HENRY, E. H.  
HOFFMAN, G. E.  
HUSTLER, K. T.  
KINGSLEY, R. J.  
KNOWLES, A. C.  
LEAR, H. D.  
LEIGHTON, F.  
LIPPINCOTT, H. Q.  
McCANDLESS, A. F.  
MALAKOFF, L. E.  
MATTHEWS, J. A.  
MATZENBACHER, F.  
MAY, H.  
MORRIS, W. F.  
MULLER, W. D.  
MUNGER, J.  
NORMAN, R. A.

PECKWORTH, L. B.  
PIKE, W. V.  
POPE, J. L.  
PULSIFER, W. E.  
RAPP, J.  
REES, J. T.  
REICHNER, F. F.  
REICHNER, P. S.  
ROTHACKER, G. H.  
ROWE, R. J.  
SCHAFER, M. J.  
SEELEY, E. P.  
SMITH, M. T.  
SMITH, R. B.  
SMITH, V. D.  
STEPHENS, V. C.  
TAYLOR, F. T.  
THERINGER, H. O.  
THOMPSON, R. S.  
THORNTON, B.  
TOMLINSON, A.  
TURNER, J. A.  
TURNER, M. S.  
VALIANT, W. K.  
VINCENT, E. H.  
WADLEIGH, R. H.  
WALLACE, C. B.  
WALTON, E. H.  
WEINMANN, W. J.  
WHITEMAN, T. C.  
WISE, C. F.  
WOOD, J. R.

#### NEW YORK

ALLING, V. H.  
ANTHERS, W. S.  
APGAR, J. W.  
BAER, G. O.  
BARUCH, J.  
BUDINGTON, R.  
BURNHAM, G. W.  
BURNS, F. R.  
BURNS, J. E.  
CALLAHAN, P. E.  
CARLUCCI, G. A.  
CATHCART, L.  
CONNELLY, C. B.  
CONWAY, H. W.  
DEL PRETE, J.  
DILLOFF, M.  
DINGWALL, D. R.  
DINGWALL, J. C.  
DITMORE, B. W.  
DOYLE, A. G.  
EAKINS, J. B.

EMORY, L. N.  
EXTON, R. B.  
FARMER, R. D.  
FEIERABEND, L. B.  
FEIERABEND, W.  
FINKELSTEIN, H. A.  
FOSTER, J. M.  
GARDNER, R. A.  
GEAR, J. P.  
GOODELL, A.  
GOODELL, R.  
GREEN, A. E.  
GREEN, R. N.  
HAIGHT, G. L.  
HEADS, J.  
HERLIHY, J. C.  
HRADEK, J. T.  
HUANG, A. H.  
HYLE, S. D.  
IHRISKY, L. J.  
IHRISKY, M. A.  
INGHAM, J. A.  
JUNDT, C. J.  
KATZ, J.  
KLEIN, A. R.  
KLORFEIN, J. M.  
KOCH, F. G.  
KOHOUT, J. J.  
KOPPE, H. T.  
KOPPEL, S.  
KRUDOP, H. H.  
LEACH, O. L.  
LEE, J. W.  
LEFFLER, F.  
LENHART, R. B.  
LITTLE, J. S.  
LUNN, R.  
McCORMACK, W. J.  
McDERMOTT, C. G.  
McMAHON, T. A.  
McMILLAN, F. W.  
MacVEY, A. W.  
MAHR, G. R.  
MALLALIEU, J. C.  
MASON, J. H.  
MEISTER, L. H.  
MERKENT, H. W.  
MIDGLEY, F. W.  
MOOS, D. W.  
MORTLOCK, S. F.  
MOTT, C. M.  
MUNYON, J. M.  
MURRAY, H. G.  
NADAL, J. A.  
NESHAMKIN, M. S.

NICHOLSON, C. T.  
O'BRIEN, W. H.  
OPPERMANN, A. J.  
PERKINS, F. W.  
PITT-SMITH, G.  
PLANCK, I. H.  
PRITCHARD, A. H.  
QUINBY, R.  
RHODES, F. M.  
RICE, G. W.  
RODMAN, J.  
ROSE, B.  
ROSE, C.  
RUBENSTEIN, R. M.  
RUGGIERO, F. H.  
SCHLEICHER, G. R.  
SCHLESING, C. F.  
SCHRIEFER, C. C.  
SCHWAB, G. L.  
SEIFF, P. W.  
SHELDON, W. T.  
SHERMAN, T. M.  
SHULTZ, G. D.  
STERN, B. J.  
STERN, L. M.  
STIEGLER, G. R.  
THOMAS, D.  
TORTORA, D. G.  
UTZ, C. H.  
VILLAREAL, E. C.  
WALLACE, H. E.  
WASHTON, A.  
WHITCOMB, G. M.  
WHITNEY, J. E.  
WIGHT, J.  
WILLIAMS, H. H.  
WILLIAMS, J. R.  
YOTT, B.

#### NORTH CAROLINA

BOYLES, J. H.  
GIBBONS, P.  
HAMILTON, J. G. deR.  
SHARPE, W. E.  
TAYLOR, E. C.  
THOMASON, L. W.  
UNDERHILL, J. D.  
VAN HORN, J. R.

#### OHIO

ABBOTT, G.  
BADGER, H.  
BIGELOW, F. W.  
BINFORD, L. J.  
BONNELL, J. W.



BURLINGHAM, W. R.  
COHN, W. J.  
COUNTS, W. H.  
DELCHER, J. E.  
DENNY, J. J.  
ELLIOTT, W.  
FRIEDMAN, J.  
HART, R. Z.  
HAZLETT, C.  
JENKS, G. B.  
JUNGE, W. P.  
LAIR, R. M.  
LEESER, F. J.  
LIMBACH, L. M.  
McCANN, J. B.  
McCaw, W. K.  
McSWEENEY, R.  
MARTIN, C. S.  
MICK, E. N.  
MORROW, A.  
NEBITT, F. J. H.  
OGIER, R. D.  
RICHARDSON, S. W.  
ROSACRANS, C. R.  
ROUSCH, C. M.  
SANDBERG, L. A.  
SCHOTT, E. A.  
SILVERMAN, R. A.  
SIMS, W. D.  
STAPLES, T. D.  
STRICKLAND, D. S.  
SWARTZ, G. B.  
TAYLOR, W.  
TERRILL, D.

#### OKLAHOMA

AUSTIN, J. F.  
McILHANY, W. T.  
RITTENHOUSE, A. J.  
SCOTT, R. M.

#### OREGON

GITCHELL, J. L.

#### PENNSYLVANIA

ALLISON, W. C.  
AUCHMUTY, J. H.  
BAIRD, D. L.  
BAIRD, J. S.  
BAKER, W. W.  
BALTZ, A. D.  
BELL, J. R.  
BENFORD, J. D.  
BENNINGHOFF, P.  
BERG, F. A.

BIGLEY, W. P.  
BISHOP, H. B.  
BOICE, G. N.  
BORTZ, K.  
BRADY, H. G.  
BRANDT, J. N.  
BRETSCHNEIDER, G. B.  
BROWN, R. W.  
CALDWELL, J. H.  
CAMPION, H. G.  
CAMPION, H. T.  
CARHART, R. B.  
CLEGG, J. W.  
COEN, J. P.  
COOK, H. A. H.  
COSGROVE, P. B.  
DANDO, W. B.  
DATESMAN, J. D.  
DAUGHERTY, C. M.  
DAUGHERTY, E. T.  
DAVIS, L.  
DAVISON, M. C.  
D'LAURO, F. A.  
DONOVAN, J. P.  
DUBELL, A. K.  
DUMOND, T. C.  
EDLER, L. W.  
EHRIG, R.  
ELLIS, F. M.  
ELTERICH, P. L.  
ELY, L. B.  
ERWIN, W. S.  
EVOY, E. A.  
FRY, J. H.  
GARDINER, W. H.  
GEMMILL, R. A.  
GERECTER, H. L.  
GOLDSMITH, J. T.  
GRIFFIN, F. M.  
GROWDON, J. S.  
HAGAR, W. F.  
HALLMAN, E. A.  
HAMILTON, W. A.  
HARTMAN, J. L.  
HAUSE, L. G.  
HAWKES, W. M.  
HEALY, M. J.  
HENDRICKSON, B. J.  
HESS, H. E.  
HICKS, D. J.  
HOFFER, H. N.  
HOUCK, H. L.  
HUNTLEY, W. R.  
JACKSON, G. S.  
JACKSON, J. L.

JOBE, J.  
JOHNSON, J. R.  
KEIGHLER, H. V.  
KNOX, J. B.  
KOLB, W. R.  
LADNER, A. H.  
LAFFERTY, C. P.  
LARDIN, F. R.  
LARIMER, McC.  
LETSCH, N. F.  
McCaw, A. W.  
McCRACKEN, J. L.  
McCULLOUGH, R. H.  
McFEATHERS, F. R.  
McGOVERN, C. C.  
MARTIN, C. G.  
MARTIN, E. J.  
MARTIN, H. F.  
MASON, D. C.  
MAYBERRY, W. M.  
METCALF, H. L.  
METCALFE, R. W.  
MEYER, H.  
MINNICK, E. K.  
MURRAY, H. K.  
NATHAN, D. B.  
NEFF, W. M.  
NICHOL, C. D.  
NICKLAS, R. B.  
NOBLE, J. A.  
NORMILE, J. E.  
NUGENT, R. T.  
O'BRIEN, E. M.  
PASCAL, T. C.  
PERRY, W. N.  
PETTY, J. F.  
PETTY, R. B.  
PETTY, W. M.  
PHILLIPS, J. A.  
PRICE, C. V.  
RANSOM, F. A.  
RAUP, P. A.  
REED, F. E.  
REED, J. D.  
REGAR, C. E.  
REGAR, P. W.  
RHODES, C. L.  
ROSAR, C.  
ROSS, E. P.  
ROTHFUSS, C. W. S.  
RUGGIE, B. E.  
RUGGIE, T. W.  
SADLER, H. W.  
SAILER, P. C.  
SAUSSER, J. S.



OLD TRINITY—FOUNDED 1763

SCARLETT, L. C.  
SCOTT, F. T.  
SHAVER, J. H.  
SHRIVER, N. H.  
SHUSTER, W. P.  
SIMPSON, J. R.  
SLOCUM, G. K.  
SMITH, R. D.  
SMITH, R. K.  
SPROWLS, J. M.  
STEINFORD, G. B.  
STEUER, L. R.  
STEWART, H. M.  
STILES, W. P.  
STONE, W. R.  
SWAN, J. R.  
SWAIN, D. W.  
TAM, J. M.  
THOMAS, T. F.  
TROUP, J.  
TRONELL, R. S.  
VARIAN, H. F.  
VENTER, K. F.  
WALKER, A. O.  
WALKER, R.  
WARREN, V. S.  
WATTON, A. M.  
WATTON, N. B.  
WEISBERGER, W. H.  
WELSH, V. H.  
WEST, F. E.  
WILLIAMS, T. D.  
WITTAN, E. M.  
WOLOZ, L.  
WRIGHT, T. H.  
WURSTER, A. H.  
YINGST, C. E.  
YOUNG, E. M.

#### RHODE ISLAND

ALMY, W. A.  
CLARKE, D. W.

#### SOUTH CAROLINA

BEEBE, G. K.  
JONES, C. L.

JONES, J. H.  
TAYLOR, A. R.

#### TENNESSEE

BEAUMONT, L. L.  
DORSETT, J.  
HYDE, C. E.  
TAYLOR, F. F.

#### TEXAS

BATEMAN, H.  
DRESSEN, E. R.  
SAFFORD, H. R.  
STERLING, L. B.

#### UTAH

EDWARDS, L. K.

#### VIRGINIA

ASHTON, L. A.  
BLOOMBERG, H. S.  
BRABRAND, T. V.  
CHEW, H. W.  
DENT, M.  
DIXON, T. H.  
GIBBS, W. W.  
HALL, E. M.  
MARKLEY, R. A.  
MERCEREAU, W. W.  
MORRIS, J. D.  
OVERTON, J. B.  
RUSSELL, T. H.  
SHONTS, T. H.  
SHULTZ, H. S.  
STEELE, L. B.  
WELLER, M. R.  
WOODWARD, J. B.

#### WEST VIRGINIA

BEESON, W.  
HUDDLESTON, R. L.  
LAZEAR, R. L.  
MEADOWS, A.  
NIHISER, G. W.

RUSSELL, M. H.  
SHANK, T. J.  
WALKER, J. W.

#### WYOMING

CAVE, E. W.

#### CANADA

DUMBRILLE, J. L.

#### CANAL ZONE

ROWE, W. G.

#### CUBA

BONY-GAMARD, H. P.  
DUVINAGE, H. H.  
LENHARDT, J. R.  
TROMPH, R. L.  
WEILL, R. A.  
ZUMETA, J.

#### DOMINICAN REPUBLIC

ORME, T. S.

#### INDIA

ALEXANDER, C. A.

#### JAMAICA

CLARKE, G. F.  
CLARKE, O. M.

#### HAITI

FREEMAN, G. D.

#### AUSTRALIA

NOLAN, C. W.

#### VENEZUELA

ALVAREZ, R. A.





## COURSES OF STUDY

### Classical Course

FIRST YEAR	SECOND YEAR
Algebra I English Grammar Ancient History Latin I	Algebra II Modern and Mediæval History Latin II (Cæsar) Composition and Rhetoric
THIRD YEAR	FOURTH YEAR
Plane Geometry (first semester) Latin III (Cicero) American Literature French } Elect one German } Spanish }	Latin IV (Virgil) English Literature French } German } Elect one Spanish } Physics } Elect one Chemistry }

### Scientific Course

FIRST YEAR	SECOND YEAR
Algebra I English Grammar Ancient History French } German } Elect one Spanish }	Algebra II Modern and Mediæval History Composition and Rhetoric French } German } Elect one Spanish }

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### THIRD YEAR

Plane Geometry (first semester)	
Physics } Chemistry }	Elect one
English History } American History }	Elect one if neither Physics nor Chem. is taken
American Literature	
French } German } Spanish }	Elect one

### FOURTH YEAR

Solid Geometry (first semester)	
Plane Trigonometry (second semester)	
Algebra III (second semester)	
French } German } Spanish }	Elect one
Physics } Chemistry }	Elect one if not taken third year
English History } American History }	Elect one if neither Physics nor Chem. is taken
English Literature	

### GENERAL ELECTIVE LIST

Civics	Bookkeeping
Greek	Economics
History	

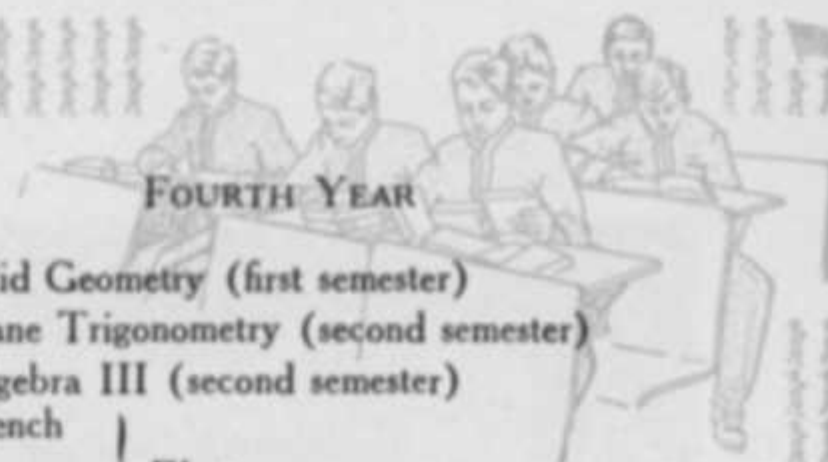
Spelling is required of all cadets.

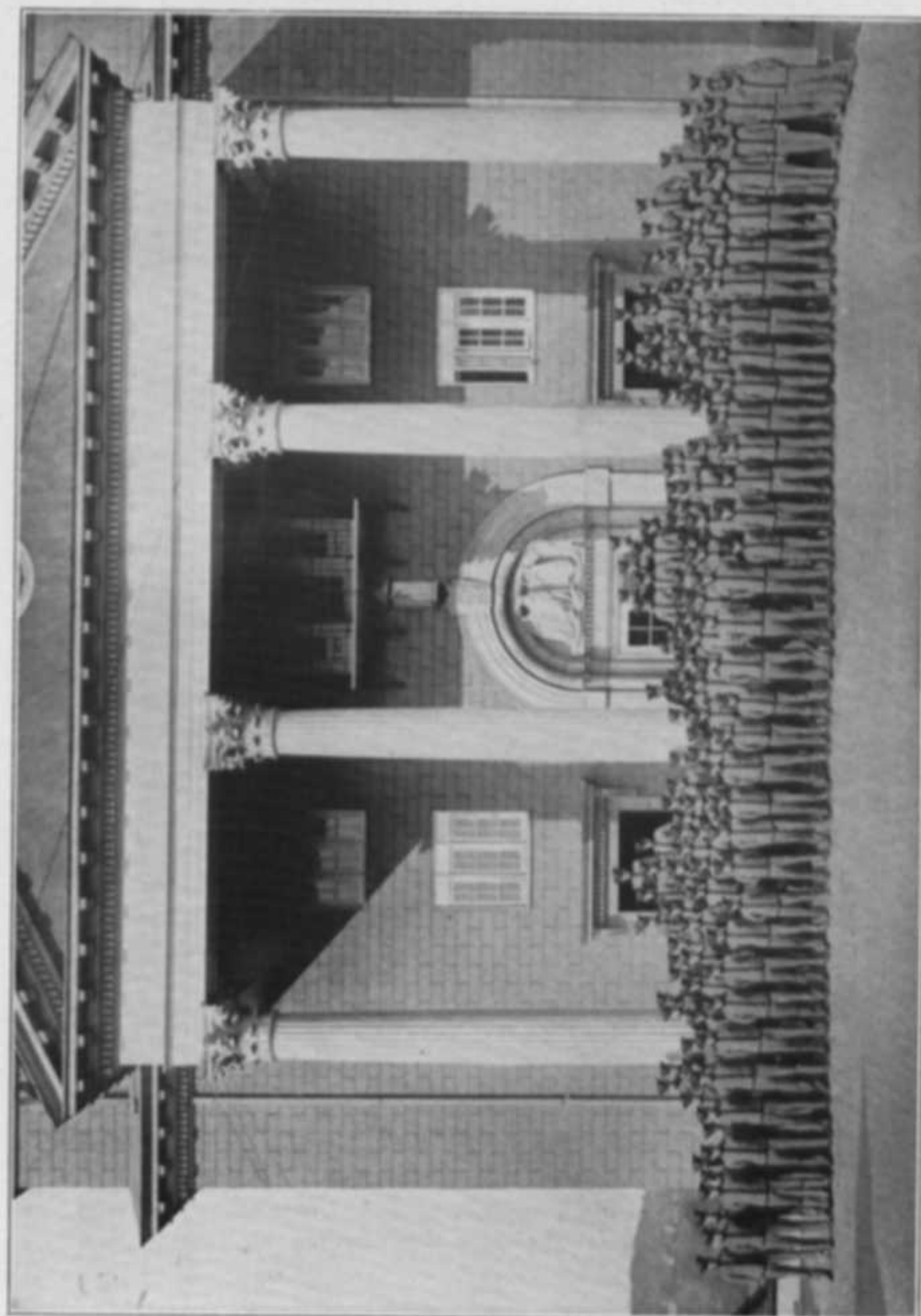
The above courses are planned on a four-year basis, the cadet taking the minimum of work (four subjects). Selections from the elective list may be made up to five subjects if desired, and either the Scientific or the Classical Course be modified to meet the requirements of any college. In the Scientific Course additional language may be substituted for the elective history in the third and fourth years or a selection made from the general elective list. In the Classical Course elective history may be substituted for the elective language in the third year. In either course a selection from the general elective list may be made, provided that in no case may an elective be substituted for one of the required subjects. Opportunity is given to make up conditions wherever necessary.

Courses in Music, Drawing, Qualitative and Quantitative Analysis and Bookkeeping specially arranged.

Classes in each course recite daily; *there are no alternating courses in the Academy.* The schedule in force requires five forty-five minute periods weekly in each department. These periods are doubled for Laboratory work in Chemistry and Physics, and also for the extra time required for Bookkeeping.

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HONOR CADETS IN STUDIES  
(Winners of the Academic Decoration)

## RÉSUMÉ

- ¶ Boys and young men prepared for commercial pursuits, the scientific schools, and thoroughly fitted for any college or university, at the lowest charges commensurate with good work and a high standard of efficiency.
- ¶ School commences Thursday, September 15, 1927.
- ¶ Cadets admitted at any time during the year in the event of chance vacancies, and charged accordingly.
- ¶ Expense for board, lodging, tuition, laundry, fuel, lights, library, gymnasium, military training for the year, \$750.00. See elsewhere in Catalogue for cost of uniforms and extras.

## In Conclusion

¶ We have had sixty-seven years' successful experience, and as to methods, apparatus and scholarship, we are up with the times. Our teachers are skilled, painstaking instructors, and our modes of instruction and discipline are intended for well-bred, orderly boys and young men. We undertake to furnish such a comfortable home, treat them kindly, and teach them thoroughly. Our past success of over half a century justifies this claim. We believe we have the **BEST SCHOOL FOR THE PRICE IN THE UNITED STATES.** Come and see.





## Terms of Full Session for First Year

Below is given complete and itemized list of everything required, which means everything that we can think of after years of experience in this business. The regular academic charges are \$750.00, but we want you to know, and we believe you want to know, just exactly what the total school expense will be. We do not want you shocked with extra charge items so notoriously common to some private schools, items that you are innocent of and have no reason to expect when you are making your decision as to where you will place your patronage. Instead of allowing some expenses to remain camouflaged through the Catalogue, whether intentionally or not, we here bring them all out in bold relief, that he who runs may read.

Board, tuition, military training, room, heat, lights, laundry, use of library, gymnasium, etc. . . . . \$750.00

Complete uniform outfit for the entire year, including two fatigue uniforms, one full dress uniform, one overcoat, two caps, two pairs leggins, full dress shako, belt, accoutrements, two flannel shirts, two black ties, one pair winter woolen gloves, six pairs white gloves, one campaign hat, four pairs duck trousers, one pair suspenders, ten regulation collars . . . . . 250.00

Physician's fee . . . . . 15.00

Athletic fee . . . . . 10.00

Camp fee . . . . . 10.00

Deposit for books and stationery . . . . . 25.00

Total expense for session . . . . . \$1,060.00

This entire amount, \$1,060.00, is due at entrance but for the convenience of patrons is payable in two installments, the first, amounting to \$675.00, must be paid ten days before the session begins, and the second, amounting to \$385.00, must be paid January 1st. The registration fee of \$25.00 is credited on the January payment.

NOTICE.—For cadets from foreign countries the entire amount, \$1,060.00, must be paid ten days before session begins.

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## Terms After First Year

The expenses for second and subsequent years are less than for the first year due to the fact that much of the uniform equipment, especially the full-dress uniform and overcoat, will last two years. The charges for board, tuition, etc., are the same each year. For those cadets who have spent at least one year at the Academy the total expenses are approximately \$910.00. This amount is itemized as follows:

Board, tuition, military training, room, heat, lights, laundry, use of library, gymnasium, etc. . . . . \$ 750.00

Deposit for uniform garments and other supplies that may be needed . . . . . 100.00

Physician's fee . . . . . 15.00

Athletic fee . . . . . 10.00

Camp fee . . . . . 10.00

Deposit for books and stationery . . . . . 25.00

Total expenses . . . . . \$910.00

This amount is also payable in two installments. The first payment, amounting to \$550.00, must be made ten days before the beginning of the session and the second payment, amounting to \$360.00, must be made January 1st.

## Extras

We charge extra only for those few courses that cost us extra to maintain.

General and Analytical Chemistry, including all extras, are entirely optional (except that a Senior must elect either Chemistry or Physics) . . . . . \$ 50.00

Physics, including use of Laboratory . . . . . 30.00

Music (2 lessons each week), per half-session, \$75.00; per month . . . . . 20.00

Bookkeeping . . . . . 50.00

Extra charge for Junior School . . . . . 50.00

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well as the writer, that we are thoroughly delighted with the marked progress that Floyd Junior has shown after three months at the Staunton Military Academy.

Furthermore, we are being showered with congratulations and it is our desire to advise you of these facts.

I suppose that in the training of boys there are many discouragements, altogether too frequent complaints and dissatisfaction. That Floyd Junior's scholastic standing is not what we had hoped it would be, judging from his reports up to this time, is a fact; nevertheless, none of us have any right to be discouraged in view of the evident improvement that he is showing and certainly you have every reason to be encouraged and also to feel that your work with him has been distinctly worth while.

You are rendering us a great service and we simply want you to know that there are some grateful beings in the world and we are very thankful to you and your associates for the progress made thus far.

Again wishing you a Very Merry, old-time Christmas, for which my native State, Virginia, is so justly celebrated, I am

Sincerely yours,

FLOYD T. TAYLOR.



4812 Douglas St.,

OMAHA, NEBRASKA, OCTOBER 24, 1925.

Col. Thomas H. Russell, President,  
Staunton Military Academy,  
Staunton, Virginia.

DEAR COLONEL RUSSELL: I just received your splendid letter of the 21st instant last evening.

Before receiving your letter we had received Alan's grades and we were delighted with the grades and are highly pleased with your own personal interest in Alan.

Alan has also told us of his appointment as lieutenant and we are also highly pleased on account of what that means to us and especially to him, and the indication it is of his standing at school.

Mrs. Shorthill and myself are highly pleased with the good returns on our investment in Staunton Military Academy.

We, both of us, extend to you our highest personal regards and best wishes for a splendid future.

Sincerely yours,

J. W. SHORTHILL.

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ELLIOTT'S KNOB IN RAINSTORM—EIGHTEEN MILES FROM STAUNTON



NEW CASTLE LEATHER MANUFACTURING COMPANY

324 East Eleventh Street

WILMINGTON, DELAWARE

JULY 2, 1925.

Col. Thomas H. Russell, President,  
Staunton Military Academy,  
Staunton, Virginia.

DEAR SIR: I am enclosing you a check for \$63.97 covering balance due you of \$38.79, as per your statement of June 15th, and \$25.00 to cover entrance fee for my son, Richard W. Willis, for the school year 1925-1926, and I assure you that it is with a great deal of pleasure that we again send our son back to you. This will be his fourth year at the school and it has certainly given us a great deal of pleasure to see the benefit he has derived from his stay with you.

With kind regards, I am

Very truly yours,

J. WIRT WILLIS.

✍

ACACIA MUTUAL LIFE ASSOCIATION

Homer Building, 601 13th Street, N. W.

WASHINGTON, D. C.

JULY 2, 1925.

Col. Thomas H. Russell, President,  
Staunton Military Academy,  
Staunton, Virginia.

DEAR SIR: Enclosed please find registration blank and check. There is no question that I want my son to be back with you next year, and you will be glad to know that there is no doubt in his mind that he wants to stay with you.

One of the reasons he has come to like the school is the manner in which the boys are rewarded for good work. He feels that it pays. During this year, you have created in him an ambition to do things, and this is possibly the biggest value he has gotten out of this year. During his two first years in high school in Washington, all his ambition was killed because it was too easy. Without studying, he could get near 100 in each subject. "What use was it then to work," became his state of mind. He began to feel the same way toward other problems. This is all changed now. Not only have you made him see that hard work is necessary to really accomplish things, but you have taught him to enjoy it, and even though

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he can not get all honors, he is willing to work for them, and, as you know, accomplish something.

I am sorry that I did not send him to your school two years earlier.

Yours very truly,

J. P. YORT.

HERBERT G. CAMPION

*Building Contractor*

PHILADELPHIA

JANUARY 7, 1925.

*Col. T. H. Russell, President,  
Staunton Military Academy,  
Staunton, Virginia.*

MY DEAR COLONEL: The enclosed check covers the second payment due on the best investment I have ever made.

The dividends received to date have been greatly in excess of my hopes and expectations. Herbert, Jr., has been with us during the holiday period and his bearing and attitude reflect the training of the few months he has been in your care. He is returning to you for the spring term with evident pleasure and a desire to maintain his standing.

While the timber furnished you was sound I must give you all credit for the shaping and forming of it by your master workmen. Good material is often ruined by careless handling and poor treatment.

I want to thank you all for your efforts and to inform you that I find the results to be wonderful. Such an improvement can only be attributed to the environment and example set by the officers and instructors together with their ability to understand boys.

If I can be of service please advise me.

Sincerely yours,

HERBERT G. CAMPION.

(Mr. Campion now, 1927, has two sons with us.)

710 Screven Ave., WAYCROSS, GA.  
NOVEMBER, 1924.

*Col. Russell.*

DEAR SIR: As Thanksgiving Day draws near and the blessings of by-gone years drift through my memory your dear school looms up in my day dreams and I bow in reverence at its shrine. I have always wanted to tell

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you how indebted we feel to "S. M. A." for what we have reaped in Lucius. We sent him to you just the raw product and you turned him over to us in four years a worthy, honorable gentleman, and as he goes out in life he'll always be a living monument to the faithful, thorough, manly training he received in your school. So let me thank you each and every one for your patience, love and guidance while he was there and promise you, in his behalf, he will always try to prove worthy of it.

With best wishes for a happy Thanksgiving at "S. M. A."

Sincerely,

MRS. OSCAR LOTT.

81 Ivy Street, BROOKLINE, MASS.  
DECEMBER 2, 1924.

*Maj. Roy W. Wonson,  
Head Master of S. M. A.*

MY DEAR MR. WONSON: I have received reports concerning the scholastic standing and merits of my son, Clifford J. Gahm. I have also had some mighty fine letters from Cliff. He is so very happy and doing so well I hope you know how happy it makes his mother and me.

I cannot thank you enough for what Staunton is doing for him, and I do not hesitate to have you know that your success with him and all that has been brought out in him in the past term represents the first success Cliff has ever had at school away from home.

Please know that I want to coöperate in any way possible, and my congratulations on what you have accomplished with my boy. Should you come near us during the Christmas holidays, we will be at home during that time and we would be delighted to have you with us at any time.

Most sincerely,

DESMOND MURPHY.

PANAMA BREWING AND REFRIGERATING COMPANY

Avenida Norte, Panama

SEPTEMBER 30, 1924.

*Col. T. H. Russell,  
President Staunton Military Academy,  
Staunton, Virginia.*

MY DEAR COLONEL: In the "Red Book Magazine" for October I have read with a great deal of pleasure your article on "DISCIPLINE" and have enjoyed it immensely and no one is in a better position to judge results on your training than parents who have had their children under your guidance.

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The four weeks that Joel spent with us in Panama we certainly enjoyed although it was all too short, but his training certainly showed to great advantage both with us and with those with whom he came in contact and every one spoke very highly of the way that he carried and conducted himself, and we cannot help but give you credit, praise and thanks for a large portion of same.

Some years ago when we decided to send Joel to the United States, my wife and I went through some twenty catalogues of schools and finally decided on Staunton and we now know and realize that we made no mistake and we feel that our boy in your hands is certainly well taken care of and we hope that during this year and the next that he will continue in your good graces and those of his instructors and I feel sure that the training he will still receive at your hands will be of the highest.

Both my wife and I wish to extend to you many thanks and hope that you will continue long in this land and be able to help other boys as you are helping ours.

Sincerely yours,

THEO. MCGINNIS.

(Joel has graduated from S. M. A. and is now doing successful work at Washington and Lee University.)

D. B. B. BUCHANAN  
25 South Second Street  
SAINT CLAIR, PA.

JANUARY 19, 1925.

Major Roy Wonson, Head Master,  
Staunton Military Academy,  
Staunton, Virginia.

MY DEAR MAJOR WONSON: Your personal letter to me, dated 16th inst., is herewith acknowledged and I assure you your promptness in replying so satisfactorily is appreciated very much.

Mere words will never tell you how completely we were satisfied with the pronounced change in Edward when he arrived home for the holidays. I am very sorry that I made the mistake last year in sending Edward to Washington to school. I regret that he did not attend Staunton instead. I have another brother, Ralph, who is a Junior in Pottsville High School taking the science course preparatory to the taking of the Naval Academy entrance examination upon his high school graduation and I wish you would advise me whether I may make application to you at this early date to have him entered at Staunton for the year commencing September, 1926. I will willingly forward the matriculation fee for that year so as he would be assured registration. On January 6th, we sent Edward back to Staunton with a feeling of absolute dependability and self satisfaction in Staunton because of the good which

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had been wrought in Edward in so short a time down there. Edward was an altogether different boy. He has set aside that method of dilly-dallying that he acquired in Washington, his manners reflected the careful supervision of Staunton and he had adapted a way of snap and intense interest beyond my expected hopes. I am satisfied entirely.

Regarding Edward's West Point examination (on file at Staunton are all the papers): I wonder whether the War Department would designate Colonel Phelps the medical examiner or whether it will be necessary to have Edward take his physical examination in Washington at the Walter Reed Hospital as he did last year this time. He passed the West Point physical examination, being first alternate appointee last year. Kindly advise me whether I should take this matter up with the War Department or whether you or Major Bringham will arrange matters.

It will be necessary to have the designated examination place changed as under present orders New York City is named on Edward's appointment as the place of the examination and going to and from New York to Staunton would necessitate too long an absence from class work at Staunton. I feel certain that the War Department, if petitioned, would designate a more adaptable place.

I have this date written Edward a very long letter admonishing him to greater efforts in obtaining better scholastic grades in the coming examinations and you are at liberty to take Edward to task at any time you may deem it necessary to personally interview Edward for the boy's own welfare. Having implicit confidence in your integrity and ability I know that all advice you may give Edward will greatly benefit him.

Awaiting a reply and with sincere personal regards to you and Major Bringham, believe me to be

Very truly yours,

DAVID B. B. BUCHANAN.

W. J. McILHANY  
"Better Dry Goods Cheaper"  
KINGSTON, OKLAHOMA

Captain W. S. Thomas,  
Staunton, Virginia.

JANUARY 20, 1925.

DEAR CAPTAIN THOMAS: I wish to avail myself of this opportunity to express my warm appreciation to you for the interest manifested in my son, Truett, and to place my unqualified indorsement upon The Staunton Military Academy as a SUPERIOR SCHOOL for boys.

It is the desire of Truett's mother and me to develop in him all the natural talents that he may possess that will tend to make a REAL MAN and we feel that in commending him to your care we have made no mistake.

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We wish to coöperate with the school to our utmost and shall be glad to know of anything that we may do to further the interests of our son and the school.

With kindest personal regards to yourself, Colonel Russell, Major Wonson and Mrs. Littell, all of whom Truett has spoken of in the very highest terms, I am

Yours very truly,

W. J. McILHANY.

DR. M. W. FREDRICK  
Butler Building, 135 Stockton Street  
SAN FRANCISCO

FEBRUARY 23, 1924.

Col. Russell,  
Staunton, Virginia.

MY DEAR COLONEL: It would be difficult to tell you how we felt when the Military Academy at West Point notified us that they had accepted the rating of our son, Robert, and that he would not have to take the mental test. Every time I write to one of your staff I cannot find words expressive enough to tell how pleased we are that we sent our boy to you. I would like to ask a question: In the circular sent us from West Point it stated that any candidate having time on his hands would do well to devote part of it to the study of the French language; we know that Robert has not taken any French yet; do you think he had better drop his Spanish and take French instead?

Robert is very anxious to come home during the time after he is graduated from Staunton and before entering West Point. Could he leave your institution a week before your commencement without prejudicing his standing at West Point?

Kindly accept the very best regards of Mrs. Fredrick and myself for yourself and the other members of your staff, and, believe me,

Very truly yours,

M. W. FREDRICK.

(Robert has now been at West Point three years, Class of 1928.)

A. L. CARHART  
CONSTRUCTING ENGINEER  
Main Office: 1328 Chestnut Street

PHILADELPHIA, NOVEMBER 30, 1923.

Col. Thomas H. Russell, President,  
Staunton Military Academy,  
Staunton, Virginia.

MY DEAR COLONEL RUSSELL: I have gone over the reports of Richard's work for the past six weeks and feel that the results are most

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gratifying. The boy has worked hard; his heart and soul are in his work, and from the merits he received his conduct apparently has been satisfactory.

I assure you that we are most pleased that his efforts have been rewarded in his promotion to the rank of Corporal. This honor he prizes very highly, and I know will show his appreciation by his conduct and standing in his studies.

Let me thank you again for your splendid coöperation and interest in my son's education and development and my complete satisfaction in every way with the high standard maintained by your Academy.

Mrs. Carhart joins me in sending kindest regards.

Most cordially yours,

A. L. CARHART.

(Richard is graduating this year, 1927, as Major of the Battalion and will enter West Point July 1st, 1927.)

UNITED STATES SHIPPING BOARD EMERGENCY FLEET CORPORATION  
WASHINGTON

Colonel Russell, President,  
Staunton Military Academy,  
Staunton, Virginia.

NOVEMBER 12, 1923.

MY DEAR COLONEL: I wish to express my appreciation of what S. M. A. is doing for my son, David. He seems to have caught the school spirit and is becoming thoroughly impregnated with it. The effect is apparently wholesome. Every phase of life there is about all right, according to the letters which he writes to me.

As David will presumably come to Annapolis with the football squad next Saturday, November 17th, I write for permission to keep him with me until Sunday evening. He will not break training rules and will be back in time for reveille Monday A. M.

With best wishes for the welfare of S. M. A.

Very cordially yours,

D. C. EBERHART.

(David graduated from S. M. A. and is now in his second year at the University.)

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AMERICAN LADY CORSET CO., Inc.

DETROIT, MICH., December 21, 1922.

Col. T. H. Russell,  
Care Staunton Military Academy,  
Staunton, Va.

MY DEAR COL. RUSSELL: I am not going to allow the rush and crush of this Christmas time to keep me from extending to you, and through you to your faculty, the compliments of the season and to wish for each of you a happy Christmas and New Year.

We sent you a wonderful boy and you have sent him back to us even more wonderful.

You and your co-workers have done for him what it is hard for a parent to do—you have been the outside agency to crystalize and impress upon his mind the value of bigger things.

In three months, under your supervision and influence, Charles has come to himself and what was a serious care on my mind before he left for school is entirely gone now and I feel sure that the remaining five months will find him so grounded in correct fundamentals of life as to insure his future.

I wish that I could have the ear of every father of a nearly grown boy that I could influence them to turn their boys over to your institution during that trying period.

You are doing a great work and your reward will come in the lives of your boys throughout their future years.

As Harry Lauder says, you are a lamp lighter.

Every boy who passes through your school will be as a lamp you have lighted on life's great highway and each of their lights will brighten that highway for every other boy and girl as they pass by—and I say, God bless you and yours,

CHAS. J. CROCKETT.

(Charles graduated from S. M. A. June, 1923, and from the University June, 1927.)

NEW ORLEANS FURNITURE MANUFACTURING CO.

NEW ORLEANS, U. S. A., December 21, 1922.

Col. Russell, President,  
Staunton Military Academy,  
Staunton, Va.

MY DEAR COLONEL: My son, William, just received a beautiful book from Staunton Military Academy "with Christmas greetings to the old boys," and he is very proud of it.

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Mrs. Wright and I will always be glad that we put our two boys through your excellent school. They learned more than they ever did anywhere else and have improved physically, and the moral influence we have found to be of the best.

It was a great pleasure to us to come up each year and attend the Finals—a pleasure which we are denied now from not having any more boys to send up there. However, there is a grandson coming along who may get to Staunton yet, and if he does, we will be around to see those beautiful closing exercises which always interested us so much.

With best regards to you and the Faculty and thanking you for many courtesies shown us in the past, I am

Yours very truly,

J. W. C. WRIGHT.

B. K. DAVIS & BROTHER

PHILADELPHIA, PA., December 15, 1922.

MY DEAR COLONEL RUSSELL:

Only two months had elapsed, after my leaving Kenchin in your charge, until I walked in, unannounced, on the little fellow at the Academy. What a remarkable change was wrought in so short a time!

My mother remained a week in Staunton after I left and in a letter to me she described the change which has been effected in Kenchin as a magic transformation.

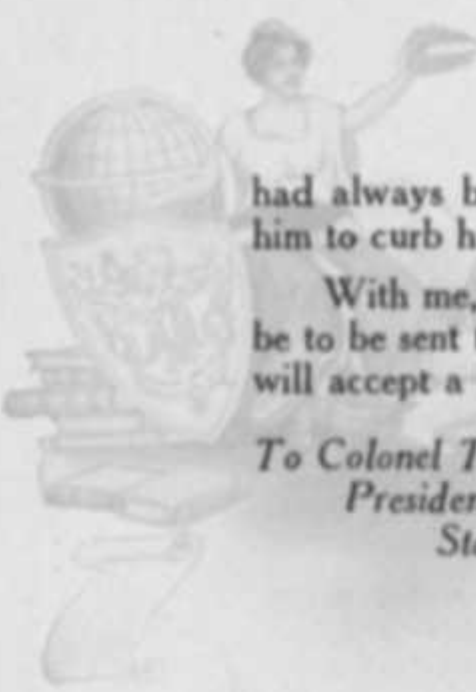
We know the Staunton Military Academy to be a wonderful institution, and we know Staunton has a health-giving climate. In view of this we would have expected such a betterment in Kenchin within two years, but that he should have improved so much in two months is little short of miraculous. His bearing, his demeanor, his enunciation, his health were almost incredibly altered.

Kenchin had acquired the habit of pronouncing his words so deliberately that his speech was becoming distressingly like a drawl. On seeing Kenchin I did not at once completely sense the various changes, but suddenly I was arrested by his manner of speaking and I exclaimed, "Why, Kenchin, you don't drawl your words, I am delighted!" The lad's reply was, "Oh, the fellows here are a snappy lot; you just have to be snappy."

If for no other reason but his health's sake, I'd be glad I sent Kenchin to Staunton. When he left Philadelphia he was thin of body and yellow skinned. On visiting him I found him rounded out and ruddy cheeked. It

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had always been necessary to coax him to eat, now I must needs admonish him to curb his appetite.

With me, henceforth, it would not be a question of how old a boy should be to be sent to your Academy, rather what is the earliest age that your school will accept a boy.

Sincerely,

B. K. DAVIS.

To Colonel Thomas H. Russell,  
President Staunton Military Academy,  
Staunton, Virginia.

THE J. C. STINE COMPANY

TYRONE, PA., U. S. A., October 23, 1922.

Major Roy W. Wonson, Head Master,  
Staunton Military Academy,  
Staunton, Va.

MY DEAR SIR: I am very pleased to acknowledge receipt of your valued favor of October 20th. The report on John is certainly very pleasing and I only hope that he will continue to do as well or better. You, of course, can appreciate how anxious I am that he should make good and be a source of credit to us both.

Mr. J. C. Schorb, of Altoona, Pa., whose son, Ernest, is at your school, called me up this morning on the telephone and told me he spent a couple of days at the school. He is exceedingly well pleased with everything he saw. He feels that all the boys from this locality, with one exception, are doing well. He talked to all of them and they all expressed themselves as well pleased with the school, the table and the treatment accorded them. He stated the boys were all in the best of health and seemed absolutely satisfied. I am sure a report of this kind from an independent source will be very gratifying to you, as it is to us.

It is not my wish to bore you on the subject of my son's education, but you can appreciate how much a letter from time to time means when one has so much at stake.

Yours very truly,

J. C. STINE.

HOUGHTON-LUMSDEN & COMPANY

DALLAS, September 15, 1922.

DEAR CAPTAIN PITCHER:

I just received the credits and want to thank you for the kind consideration you have shown me, both in school and out. I am going to attend the Uni-

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versity of Texas this fall and, of course, I am glad that I will be able to attend; but I know that I shall never receive the patient attention that was given me by the faculty of S. M. A.

I hope you had a very pleasant vacation and now feel that you will be able to impart some of your knowledge of "Trig." to some other cadet that is as impossible as I seemed to be.

I thank you for the advice in your letter. I am sure there will be times when advice like that will be mighty welcome.

With best regards,

HAL HOUGHTON.

316 TEANECK ROAD

RIDGEFIELD PARK, N. J., September 9, 1922.

Capt. Wm. H. Steele,

Treasurer S. M. A., Staunton, Va.

SIR: I am enclosing my check for Four Hundred and Fifty Dollars (\$450.00), it being the first payment due on the account of Cadet Hadley T. Case, who will arrive at S. M. A. some time Tuesday, September 12th.

Mrs. Case and I are much pleased with the progress made by Cadet Case. His manly bearing, ease and self-possession displayed when meeting business men speak well for the training he has had under the Faculty of S. M. A.

This his Senior year we hope will be his best and next June when he completes his work with you we believe he will have fulfilled his parents' desires and we trust will be an honor and a credit to S. M. A.

I am

Very truly,

HADLEY C. CASE.

SHUTE'S LAUNDRY

Col. T. H. Russell,  
Staunton, Va.

PHILADELPHIA, PA., June 26, 1922.

MY DEAR COLONEL: In sending re-registration fee (under separate cover) for Herbert T. Hosking, Jr., we want to express our appreciation of the results of Herbert's first year at Staunton.

The difference in averages between Staunton and our city high school is so marked that it calls for this special commendation on our part.

Very sincerely,

HERBERT T. HOSKING, SR.

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ITTER DENTAL MANUFACTURING COMPANY, Inc.

ROCHESTER, N. Y., June 22, 1922.

Colonel Thomas H. Russell, President,  
Staunton Military Academy,  
Kable Station,  
Staunton, Va.

MY DEAR COLONEL RUSSELL: Mrs. Wayman and I both wish to thank you for the splendid condition in which our boy came home. We both feel that you will be glad to know of his great interest and enthusiasm for the school and also that he will be back next term.

We have noticed a wonderful improvement in him both physically and mentally since he has been attending the Academy, and we want you to know how much we appreciate his progress.

With very kindest regards, I am

Yours very truly, E. L. WAYMAN.

UNION PACIFIC SYSTEM

Staunton Military Academy,  
Staunton, Virginia.

CHICAGO, ILL., June 17, 1922.

GENTLEMEN: Referring to conversation which the writer had with your Major Wonson during the commencement exercises with respect to the matter of his son, Robert Kent, entering West Point:

I would like to inquire if Kent's credits are such as will, in your opinion, permit him to enter West Point without entrance examination and if you will at once certify him to the U. S. Military Academy at West Point. I am taking action towards securing an appointment for Kent and hope to be successful.

I cannot help but feel that I should at this time record expressions of my sincere appreciation for the wonderful success that you have had with my son, both from an academic and a physical standpoint. I was so impressed with the manly characteristics which the cadets, more particularly those in the senior class, so clearly manifested during the commencement exercises, that I have not hesitated to mention it to dozens of my friends and you may be sure that I will regard it not only as a great privilege but a duty as well to recommend your school to everybody with whom I come in contact.

With sincere good wishes to Colonel Russell and to Major Wonson, and hoping for an early reply, I beg to remain

Very sincerely yours,

7349 Union Avenue.

R. B. ROBERTSON.

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SCHOOL OF COMMERCE

GEORGIA SCHOOL OF TECHNOLOGY

ATLANTA, GA., April 26, 1922.

President Staunton Military Academy,  
Staunton, Va.

DEAR SIR: Below you will find a news item relative to one of your former students which you may have published in your local papers, as well as in your school paper, if you desire.

Very respectfully,

J. M. WATTERS.

Mr. A. T. Hunt, who graduated from the Staunton Military Academy in 1919, holds the distinction of having made the honor roll in the Junior Class of the School of Commerce, Georgia School of Technology. This is quite a distinction, considering the fact that his records were made in competition with students from nearly every state in the Union.

In addition to having maintained a very high standard of scholarship, Mr. Hunt has been very active in school activities, being a member of the famous Tech Golden Tornado football team, Junior manager of the baseball team, also a member of the Psi Kappa Sigma, and the Alpha Kappa Psi Fraternities, and of the Koseme, Bull Dog and Cotillion Clubs. He is a son of Mr. J. S. Hunt, a prominent lumber manufacturer and capitalist of Hodge, Louisiana.

This distinction especially speaks well for the type of preparation which is being given by the Staunton Military Academy in the preparation of young men for college.

SCHUYLKILL COUNTRY CLUB

POTTSVILLE, PA., February 22, 1922.

Major Roy W. Wonson, Head Master,  
Staunton Military Academy,  
Staunton, Va.

DEAR MAJOR WONSON: Just about a year ago several letters passed between us in reference to Robert's failing at Dartmouth. You felt, as did I, that there was no possible justification for any such failure; that there was something wrong somewhere but just where neither of us could determine. I was afraid then, and I have no reason to change my opinion now, that his grades had got mixed up with somebody else's and I wrote the faculty asking that an investigation be made but without any satisfaction being received.

When Bob got home he was broken-hearted over the result. I have never seen a boy so deeply hurt, and the hurt was the more acute because he felt that it was undeserved.

What seemed to cause him the most regret was the fact that he had unwittingly brought disgrace upon the apple of his eye, namely, Staunton Military Academy. I wonder if you have any idea of the fine spirit of loyalty that you and your associates have instilled into the boys who have been under

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your charge. I do not refer to my own son particularly but to *all* your boys. We, at home, in a spirit of fun, have tried to criticise Staunton—the teachers, the boys, the discipline, the barracks, the drill—a thousand and one things connected with the institution, and instantly Bob is up in arms for *his* school.

I have written you more at length than is necessary, perhaps, but I wanted you to know how we feel, and to recognize the fact that we, in no way, attributed his ill success to the school, his teachers, or the instruction he received.

To-day I received his report from Dartmouth and the difference is so marked that I want you to see it, compare it with that of a year ago, and ask yourself the question whether or not our judgment or that of the Dean was correct.

You, I know, are in a position to judge of a boy's fitness for college, and from an experience of seventeen years in a high school, having fitted many boys for all the larger colleges in America, I believe I am fairly qualified to speak authoritatively.

Robert's grades for the first semester of this year are as follows:

Advanced Chemistry	.....	Superior quality of work
Citizenship	.....	" " "
History	.....	" " "
English I	.....	Average quality of work
Analytical Geometry	.....	" " "

I hope that the foregoing may give you a fraction of the satisfaction it affords the writer and if it does, can you find time to send Robert an appreciative word at 14 Lebanon Street, Dartmouth College, Hanover, N. H.?

Permit me to again thank you for all you did for the boy and to say that if you need any recommendation in this section of Pennsylvania, please apply to

Yours most sincerely,

B. S. SIMONDS.

NOTE—S. M. A. now, 1927, is represented in each class at Dartmouth, Senior, Junior, Sophomore and Freshman.

ABERDEEN, MD., January 4, 1922.

Colonel Thos. H. Russell.

MY DEAR SIR: Well, the vacation time is nearly over and our son, Mitchell, will return to you, sorry to leave home but anxious to get back, and I want to tell you how well pleased we are at what you have done so far for him and now I am willing to believe you can accomplish much more during his stay at your school.

I am greatly pleased with his physical make-up and more than pleased at the interest he has taken in his studies. His marks could be better, but I am

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so glad he is trying and has even done so well. He seems so interested and anxious to make good this year, which I only hope he may.

He took no interest at all in his work at the home school last year, so I am more than gratified at his efforts this year.

Thanking you many times for what you have already done for him and wishing you more success in the future, I remain

Very truly yours,

MRS. WM. M. HOPKINS,  
Aberdeen, Md.

CREECH COAL COMPANY, INC.

TWILA, KENTUCKY, February 2, 1922.

Staunton Military Academy,  
Staunton, Virginia.

GENTLEMEN: Replying to your favor of February 1st, I enclose you herewith check for \$334.54, as per your statement of the above date.

I regret very much that I overlooked mailing you check for this matter in the early part of January. I had intended to try to be prompt on my payments, especially this year, as possibly this is the last year that I will have a boy in school at your place. I will say that I regret very much that you haven't a further course than the preparatory work connected with your school, so Robert could continue on in school at your place, as I think your school is a great place for a boy to be and all the time that I have patronized it your management in every respect has been very satisfactory to me.

With kindest regards, I am

Very truly yours,

R. W. CREECH.

HOTEL MARGARET

BROOKLYN, N. Y., January 5, 1922.

Colonel T. H. Russell,

Staunton Military Academy, Staunton, Va.

DEAR SIR: I feel that I must write you a few lines to let you know how pleased we are with the progress Elsworth has made at Staunton Military Academy.

Not only has he improved in his school work, but we were pleased to note a decided improvement in him in every way.

In the three months he has been with you, he has gained considerably in

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weight and has grown a couple of inches. In fact, I hardly knew him when he got off the train.

He was very anxious to get back to Staunton, and spoke very highly of his teachers, and everybody at Staunton Military Academy.

We certainly feel we made no mistake in sending him to you and thank you for all you have done for him.

Yours very truly,

MRS. W. E. SPRAGUE.

MOYERS COAL CORPORATION

BLUEFIELD, W. VA., January 6, 1922.

*Staunton Military Academy,  
Staunton, Va.*

GENTLEMEN: My son, William Thompson, has just returned on his first vacation since he matriculated as a cadet in your splendid institution.

I think it due you to tell you that my son is even more pleased with your school than he anticipated, and he was expecting much.

Under your tutorship, my son has made a splendid and creditable stride, mentally and physically. He, my wife and I are more pleased with his progress than I can tell you.

But wishing to express my entire satisfaction with your noble school, I would feel it untrue to both you and me if I did not write you this unsolicited endorsement.

Thanking you for the many courtesies you have extended my son and me and with many good wishes for your Academy, I beg to remain

Sincerely yours,

H. B. THOMPSON.

MRS. WALTER SCHOONMAKER

*Staunton Military Academy,  
Staunton, Va.* CAMBRIA, WYOMING, August 5, 1921.

GENTLEMEN: Yesterday our son, Gwynne, sent you a blank to be filled as required by Leland Stanford University, since then matters have come up that will make it impossible for us to allow him to go there, but later we will send you another blank to be properly filled for entrance to the University of Wyoming, so please destroy the first blank.

May I at this time tell you how much we appreciate the splendid training Gwynne received at Staunton Military Academy and how happy we will be

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to always praise the school, the two years he was with you have made him a very manly boy, and his affection for all his instructors is truly very deep, and we feel they all did so much for him that he was indeed fortunate to be associated with such fine men who aided him in getting a very fine preparatory education.

Thanking you for all courtesies in the past, as well as the one we are now anticipating, and with kindest wishes for continued success for Staunton Military Academy, I am

Most sincerely yours,

MRS. WALTER SCHOONMAKER.

THE KING GARAGE AND MACHINE SHOP

W. S. KING, PROPRIETOR

*Mr. Thos. H. Russell,  
Staunton, Va.*

SPENCER, W. VA., December 27, 1921.

DEAR SIR: In reply to your request in "Points to Patrons," I desire to thank you from the depths of my heart for the good you have done my boy. I firmly believe you are doing everything in your power to make real men of our boys. Of course, my boy is not making good grades for some cause. There has been a great change in his attitude toward his books the past three years and this has been a constant worry to me but I am trying to be patient for I believe the time will come when he will again resume his studies as he did at one time. From the age of six to fourteen years he always led his class, made excellent grades and didn't know what failure was. I was so proud of him. It seemed that he could lead his class and did not have to work hard to do it. When he began to lose interest I decided to place him in the best school I could locate. I placed him with you with the hope that he could overcome all these tendencies to idleness, but while he is not making the grades, he is developing wonderfully in a great many ways. I can see a very marked change since sending him to you this fall and I shall continue to be patient with the hope that he will be able to make better grades in the future. I have no criticisms to make as I feel that you are very patient and kind to the boys. Eugene's roommate is spending the holidays here and I would feel more than proud to call them both my own. If you think it would do any good I would be glad if you would talk to my son concerning his education in a way that you think best. I am sending my son back to you in January for I am more than satisfied with his training. I realize you are making this your life work and you are far more competent than I. Trusting that I have said nothing to spoil your vacation, I am

Yours very truly,

MRS. W. S. KING.

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PITTSBURGH, PA., October 29, 1921.

Colonel Thomas H. Russell, President,  
Staunton Military Academy,  
Staunton, Virginia.

MY DEAR COLONEL RUSSELL: I wish to express my appreciation of your letter of October 22d and your assurance that my son is in good health and doing well.

I would have been particularly disappointed if he had not reacted properly to the conditions at Staunton as it was the boy's own idea that he needed the outdoor life and conditions of a military school to improve his health and make for advancement in his studies; furthermore, after getting information regarding different schools, Staunton was his own selection.

Mrs. Hitner and I both feel that nowhere else could our boy have the opportunities for development as with you and you may feel assured of our support and coöperation at all times.

May you have continued success in the making of men such as our country so badly needs and may you continue to find this good work a pleasure.

With kindest regards from Mrs. Hitner and myself, I am

Yours sincerely,

HARRY F. HITNER.



WM. J. NEWTON  
FLORIST  
303 Granby Street

Greenhouses: Corner Colonial Avenue and 24th Street.

Norfolk, Virginia.

Colonel Wm. Kable,  
Staunton, Virginia.

DEAR SIR: Just this past moment have I turned the last page of your catalogue and there is only one thing missing—the face of the boy you use so extensively in your magazine advertisements.

Since my doll-baby days, when I was allowed to cut pictures from the magazines, the face of this boy has been my ideal of what a real boy should look like. There is something so wonderfully fine and clean about that face that I have dreamed of boys of my own like that when I should grow up.

Now, you will understand my disappointment in not seeing the face which has played so important a part in my ideal of manhood.

Now the dream has come true—my boys are here, boys that are alive,

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real and noisy and I bless the face of the Staunton Boy, for it has inspired me to be a better mother, so my boys would be better boys. For all that Staunton stands for is reflected in the face of the Staunton Boy. At times my fear has been that I would not be able to send my boys to you, but now I see my way clear to send one and perhaps in September, 1921, I shall be able to send the younger, too. My regret is I could not send the older one sooner.

Our schools, all through the South and especially in Norfolk, where the influx to our city has been unusually great, and the out-going of teachers to better paid positions, have been seriously handicapped.

And the last two years of the children's school life has been almost wasted in so far as their advancement is concerned.

Since the death of their father, the business is taking a greater part of my time, and that is another big reason why I want them in Staunton. For I know they will get the best there, and the best is not too good.

Aside from my personal interest in Staunton, I have been inquiring of my friends who have sons in your Academy and not one of them could praise it too highly. Mr. Floyd Hurst, whom I have known since girlhood and whose son you have with you also, said his one regret is he did not send his son sooner, and that he hasn't more sons to send. For you cannot fully appreciate the improvement and benefit of your method until you see it in your own son. So I am asking that you take my boy and do all for him that his father would have done, had he lived, and all that he could not do, for I realize all boys need the discipline they cannot get in the home.

I should like to see the face of the "Staunton Boy" on every catalogue and every piece of literature you publish. It is more than a trade-mark. It is an inspiration.

Most sincerely,

MRS. WM. J. NEWTON.

NOTE: The young man referred to by Mrs. Newton was a cadet at S. M. A. for five years. Mrs. Newton's son graduated with honors in June, 1925.



THE ALLYN LUMBER COMPANY

CLEVELAND, OHIO, January 15, 1919.

Colonel T. H. Russell,  
Staunton, Va.

MY DEAR COLONEL RUSSELL: My son came home for his Christmas vacation a few days ago and even his mother almost failed to recognize him as he stepped from the train. He had taken on twelve pounds in weight and three-quarters of an inch in height in less than three months at Staunton. He

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is in perfect physical condition and in his studies his entire average is above 90 with a record of 100 both in examination and daily recitations in one of his studies. Mrs. Allyn and I are more than pleased in every way. I intended to write you before but in the stress of business it was overlooked.

Wishing S. M. A. continued success, I am

Yours very truly,

A. M. ALLYN.

HERRING-HALL-MARVIN SAFE COMPANY  
Hamilton, O.

E. K. Poor, General Sales Manager.

March 1, 1920.

Col. W. H. Phelps, M. R. C. U. S. A.,  
Medical Officer, Staunton Military Academy,  
Staunton, Va.

DEAR SIR: Ned reached home in very good shape and was looking much better than I hoped for. He realized the first day at home that he was not as strong as he thought, so has been willing to stay in the house unless the sun is shining brightly. We have had some very cold weather since he came to us. The first day after he reached home, he had a gathering in his left ear and we were afraid of mastoid trouble. Fortunately, in our own block, we have one of the best specialists practicing in Cincinnati and I do not believe he will have any serious trouble, although Ned is now willing to acknowledge that he is an invalid.

I want to thank you, Miss Allen, and your assistants for the care you gave my boy. I realize that he was in a very serious condition and I give you all full credit for his recovery. People, as a rule, do not place much faith in the medical staff of institutions like Staunton, but after my trip and watching your methods, I came away feeling that my boy was in excellent hands and was receiving the very best of service.

Please remember me to Colonel Russell and convey to him my appreciation of keeping me informed as to Ned's condition.

Yours very truly,

E. K. POOR.

214 FRANKLIN AVENUE  
NORFOLK, VA., March 20, 1919.

Colonel Thos. H. Russell,  
Staunton Military Academy, Staunton, Va.

MY DEAR SIR: I received catalogues from a great many schools, and not knowing any one who had attended any of the different schools, it was hard to make a selection.

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I left the matter to Winthrop and he selected S. M. A., and I must say he made a very wise selection. From the very start of the term, his letters have been full of enthusiasm. He has made wonderful improvements, and I feel that it is one of the best investments I have ever made. If you will recall my last visit, I was deeply impressed with his carriage, also his manly appearance. Am very proud of the progress he has made.

I also had an excellent opportunity to become acquainted with the thorough manner in which the cadets were drilled, and, to my way of thinking, it was perfect (especially Co. E). During my visit I had the pleasure of meeting Major Wonson, Major Acker and Capt. Pitcher and was very much impressed with the interest they took in their boys. I received Winthrop's report dated February 15th and I am very proud of him. As his year is now coming to a close, I wish to enroll him for the coming year. If necessary, call on me and I will take great pleasure in recommending S. M. A. to one and all. Mrs. Kerwick also joins me.

Yours truly,

R. M. KERWICK.

P. S.: I have read the old catalogue so often that it will not hold together. Don't forget to send me one of the new ones when you get them.

ALTSTADT AND LANGLAS BAKING CO.  
WATERLOO, IOWA, March 4, 1919.

Colonel Thos. H. Russell,  
Staunton Military Academy, Staunton, Va.

DEAR SIR: I take great pleasure in recommending your school to any one who wishes to send a boy to a military school. Our son, Louis, has made a very fine record while at your Academy.

Your climate is excellent and your school is all you claim for it.

With best wishes for your continued success, I am

Sincerely yours,

C. F. ALTSTADT, President.

LAW OFFICES OF  
ROBERT J. FRANCIS

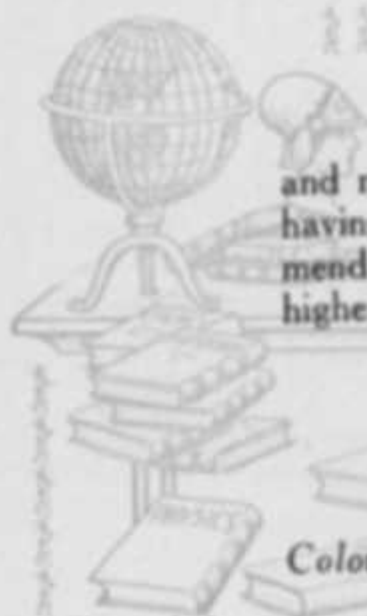
Staunton Military Academy, PETERSBURG, VA., March 21, 1919.  
Staunton, Va.

Attention of President.

DEAR SIR: This is to advise that my brother, Nicholas J. Francis, who has been a student at your Academy for the past year has improved by your valuable teaching and training to an extent unexpected by me. My mother

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and myself both feel that your institution is all that has been said for it, and having visited there and watched the advancement of my brother, can recommend it as a valuable institution for young men preparing for college and higher education.

Respectfully yours,

R. J. FRANCIS.

WASHINGTON, D. C., March 21, 1919.

Colonel Wm. G. Kable,  
Staunton, Va.

MY DEAR SIR: Replying to your letter of March 19th, I take pleasure in writing to say that I am more than pleased with the progress my son, Frederick R. Neely, has made at your splendid school.

His ambition seems to have been aroused and his interest stimulated in his studies, and his loyalty and enthusiasm for his school gratifies me exceedingly.

I shall take every proper occasion to commend your school as most worthy of the patronage of those who are seeking to serve the best educational interest and general welfare of their boys.

Thanking you for the kind interest that all seem to have taken in my son, and with best wishes for your continued success, I am

Sincerely yours,

MRS. ISABEL R. NEELY.

1300 E. St., S. E., Washington, D. C.

PORT HURON, MICH., March 21, 1919.

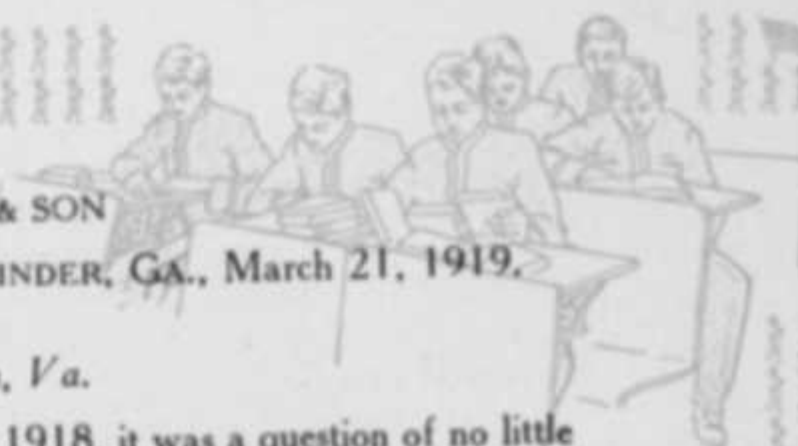
Thos. H. Russell, Superintendent,  
Head Master, Staunton Military Academy,  
Staunton, Va.

DEAR SIR: I cannot speak too highly of your school, as the benefit my son has derived, under the teaching of your competent teachers, is very pleasing to me. Taking into consideration the great interest you take in your pupils, I feel sure that your school will always be a success and I can assure you that if the opportunity is afforded me, I will not hesitate in giving your school the highest recommendation I can. I think it is a splendid idea to give young men the knowledge of handling men and prepare them for the obstacles which they are sure to meet some time in life.

Yours very respectfully,

PHIL HIGER.

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H. N. RAINEY & SON

WINDER, GA., March 21, 1919.

Colonel Wm. G. Kable, President,  
Staunton Military Academy, Staunton, Va.

MY DEAR SIR: During the summer of 1918, it was a question of no little importance as to where I should place my son in school for the best results. After a very careful study upon my part, I decided to place him with you.

Mrs. Rainey and I accompanied him when he entered S. M. A. last fall, and were more than delighted with our choice and selection. The impression made upon us while there, proved beyond question the merits of your school.

When our son returned home for the holidays, it became the expression of the people of our city that they never saw such marked improvement in a boy for the short length of time. We are happy over his advancement along all lines, and shall keep him with you until he has finished his work there.

I only regret that we have but the one to place with you, as there can be no question as to the beneficial and helpful results obtained.

I regard S. M. A. as one of the very best schools in the Union for young men of his age.

Respectfully,

H. N. RAINEY.

W. M. RITTER

2107 MASSACHUSETTS AVENUE

WASHINGTON, D. C., March 21, 1919.

Colonel Wm. G. Kable, President,  
Staunton Military Academy, Staunton, Va.

MY DEAR COL. KABLE: I am highly pleased to be able to say a few words in appreciation of the splendid progress my son has made since entering your Academy, not only in his studies, but in his manner and the development of those manly qualities which will mean so much to him in the future.

It is evident that your students are given close personal attention and supervision to attain such results as are so manifest in my son, and I wish to extend my thanks to you and your capable assistants who have been responsible for his progress, and through whose efforts he has been so greatly benefited. I am

Sincerely yours,

W. M. RITTER.

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ZEVELY, GIVENS & STOUTZ

ATTORNEYS AT LAW

MUSKOGEE, OKLA., March 21, 1919.

Colonel W. G. Kable,

*Staunton Military Academy, Staunton, Va.*

MY DEAR SIR: It gives me pleasure to state that I have great faith in your institution as a place for the education of boys. Its moral tone is high and no parent need be afraid to entrust his son to the care of your Faculty. Your methods are thorough, and the personal attention each pupil gets gives the assurance of advancement if the boy has it in him to make it. The personal bond between teachers and pupils speaks much for the methods of your institution, and when I compare the progress of my boy during the past two years at your institution with his work at the public schools here, I am eternally thankful that I felt moved to put my boy with you. Though he graduates this year we are seriously contemplating having him take a post-graduate course with you.

Yours very truly,

R. W. STOUTZ.

BRANTLEY BROS.

ADVANCING MERCHANTS

TROY, ALA., March 22, 1919.

Colonel Thos. H. Russell, Head Master,

*Staunton Military Academy, Staunton, Va.*

MY DEAR COL. RUSSELL: It gives me great pleasure to say a few words in behalf of the Staunton Military Academy. My son, Alex, has certainly been greatly benefited by attending your school. His last report was splendid and you are surely getting the work out of him.

I lose no sleep over my boy. I know he is being well cared for and that the discipline you have is getting results. He has shown great improvement in every way and I attribute it to your school. I do not regret having selected your school for him. I wish I had another boy for your training.

Wishing you continued success, and thanking you for your interest in my boy, I am

Yours truly,

WM. H. BRANTLEY, SR.

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1911 N. TEJON STREET

COLORADO SPRINGS, COL., March 23, 1919.

Colonel T. H. Russell,

*Staunton Military Academy, Staunton, Va.*

MY DEAR COLONEL RUSSELL: During the summer of 1918 I was continually confronted with the question, "Where shall I send my boy to school in September?"

After studying numerous catalogues I decided S. M. A. was the place for him. I feel that I have made no mistake.

During his visit home at Christmas time I noted a decided improvement.

His second reports have just reached me. It is with great pride and pleasure that I note his excellent grades.

My son is carrying a very heavy course. I was a little fearful he had undertaken too much. His excellent records show he is making good in every department of his work.

I attribute it to the special training your teachers have given him. This and the continued assurance from my boy, "I will make good," make me have no doubt of his ultimate success.

I want to thank each member of the Faculty for the careful training given my son. I wish I could do so personally.

I cannot say too much for S. M. A. It is just the place for a boy.

Yours very sincerely,

MRS. NANNIE M. FARLEY.

PITTSBURGH COAL COMPANY

ENGINEERING DEPARTMENT

PITTSBURGH, PA., March 24, 1919.

Colonel Thos. H. Russell, Supt., Head Master,

*Staunton Military Academy, Staunton, Va.*

DEAR COLONEL: I wish to thank you for your kind letter of March 19th informing me of Laird's good progress at "Staunton" during the present year. Mrs. Auchmuty paid him a short visit at the school quite recently and was delighted with the able manner in which you care for the boys, and we both feel more than satisfied in having sent our son to "Staunton" to have him prepared to enter college. He himself has been very enthusiastic in his praises of the school, its teachers, and its fine military training and discipline. The latter was one of our main reasons for sending him to you, and we both desire to assure you that we are entirely satisfied, and have a warm appreciation of Staunton Military Academy and its able management.

Sincerely yours,

HARRISON L. AUCHMUTY.

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1834 MADISON AVENUE  
MEMPHIS, TENN., March 24, 1919.

Colonel Thos. H. Russell,  
Staunton, Va.

MY DEAR SIR: It gives me great pleasure to testify to the high standard of morality, the splendid equipment and general environment of Staunton Military Academy.

My son spent the year of 1918-1919 there, and made marked progress. During my visit of about one month's duration, I found the location an ideal one; my son being much improved physically. The discipline maintained was of the best, and the officers in charge splendidly fitted to handle boys.

I most heartily commend S. M. A. to parents who wish their sons surrounded by the most elevating influences which make manly, self-reliant boys.

Very sincerely,

MARGARET GLENN KING.

MIXON-McCLINTOCK COMPANY  
GENERAL MERCHANTS

MARIANNA, ARK., March 24, 1919.

Mr. W. G. Kable, Principal,  
Staunton Military Academy, Staunton, Va.

MY DEAR SIR: It gives both Mrs. McClintock and myself great pleasure to note the improvement our son is making under your care, and we feel that it would have been to his gain if this had been done sooner, as he did not get such results under other training before placing him with you.

Yours very truly,

W. S. McCLINTOCK.

1034 N. GEORGE STREET  
YORK, PA., March 24, 1919.

Colonel Wm. G. Kable.

DEAR SIR: It gives us pleasure to say a word in behalf of your institution. We believe that Staunton Military Academy successfully combines the precision and discipline of military training with the habits of study and application that a good preparatory school should teach. Our son has been there two years and we believe it is one of the best institutions of its kind in the country.

Sincerely yours,

DR. AND MRS. H. DAVID SMYER.

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HOUSE OF REPRESENTATIVES, U. S. A.

WASHINGTON, D. C., March 24, 1919.

Colonel William G. Kable,  
Staunton Military Academy, Staunton, Va.

DEAR COLONEL KABLE: Let me express to you my appreciation of the splendid work that is being done at Staunton Military Academy, judging it entirely by the progress made while there by my son, Richard. My son has been most happy in his work, and from a careful study of the reports sent me, I know that your teaching force is not only efficient from an academic standpoint, but that they take special and personal interest in all of the students. This is so essential, to my mind, in a boys' school.

Let me again thank you, as well as congratulate you, for the splendid work you are doing.

Sincerely yours,

GEO. R. LUNN,

Formerly Mayor of Schenectady, now Lt. Governor of N. Y.

(Richard has graduated and his brother, Raymond, is now a Cadet at S. M. A.)

C. E. RUGH

ATTORNEY AT LAW

ABILENE, KAN., March 24, 1919.

Colonel W. G. Kable, President,  
Staunton Military Academy, Staunton, Va.

DEAR COLONEL: As the close of your school year is drawing near, I take this opportunity of expressing my appreciation of what you have done for my boy, Karl, during his term in your institution.

In his last letter to me he said, "Dad, I never knew how to study until I came to S. M. A., and if I had failed in all my grades while here, I am sure it has paid to be here. I know how to work now."

From my observation of the boy before he went to you, and his grades since he is there, I think he told me the truth in that letter.

Karl has made satisfactory grades since he has been there, but we feel that the most important thing he had to learn was "how to work," and he has learned that. His mother and I thank you for your interest in his mental, moral and physical welfare.

Sincerely yours,

C. E. RUGH.

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LAW OFFICES  
KAGEY & SMITH

BELOIT, KANSAS, March 24, 1919.

Colonel Wm. G. Kable,  
Staunton, Va.

MY DEAR COL. KABLE: Mrs. Kagey and I deeply appreciate the personal interest taken by the officers of the Staunton Military Academy in the welfare of our son, Lloyd M. Kagey. He has done excellent work, and is very anxious to return next year. It is our intention that he shall do so.

With kind regards, I remain Sincerely yours,

C. L. KAGEY.

WEBER-WOLTERS DRY GOODS COMPANY  
IMPORTERS AND JOBBERS

CAIRO, ILL., March 24, 1919.

Mr. W. G. Kable, Principal,  
Staunton Military Academy, Staunton, Va.

DEAR SIR: I wish to acknowledge receipt of reports of progress made by my son, Harold Weber, on the different studies he is taking.

I must say that it was beyond my expectations as he was obliged to be away from his studies on account of being in the hospital and at home during convalescence.

I could recommend the Staunton Military Academy to any father or mother who has a son that wishes to attend the Academy and assure them that he will get the best in mental as well as physical training.

My son was physically weak, and his weight was very little compared to his height. He has gained in weight twenty-five pounds since he began taking this training and as his weight was only one hundred and five pounds and height five feet seven inches, it is indeed gratifying to know of the wonderful results achieved by your training.

It gives me great pleasure to recommend your Academy.

Yours truly,

H. WEBER.

(Harold graduated from S. M. A. and four years later from Harvard. His younger brother, Lester, graduated with the Class of 1925 at S. M. A., and is now a Junior at Harvard.)

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E. N. DANIELS, M. D.  
BELOIT, KANSAS, March 25, 1919.

Colonel William G. Kable,  
Staunton Military Academy, Staunton, Va.

DEAR SIR: We received your letter February 22d. We were more than pleased at your report. His grades were fine and we are pleased with the splendid work he is doing.

We chose S. M. A. to send our son, Vernon, to as we wanted him in a good school, and to have the best instructors; we have every reason to believe he is in just such a school.

When he was home for his Christmas vacation he was delighted with S. M. A., had no criticisms to make, said the instructors were fine, and they sure knew their business. He thinks it's the only school. He likes it better since Christmas and said in a recent letter, "It's Sunday again and hardly seems two hours since last Sunday. I have been back to school two months and it hardly seems like two weeks." He is already looking forward to spending his senior year at S. M. A. With best wishes for the continued success of the school,

Yours very truly,

DR. AND MRS. E. N. DANIELS.

BERNA S. TYLER, D. D. S.  
FREEPORT, ILL., March 24, 1919.

Colonel Wm. G. Kable,  
Staunton, Va.

MY DEAR COLONEL KABLE: My wife and myself wish to express to you our appreciation of the splendid improvement in our son, both mentally and physically, since attending your Academy. The boy in his letters home says that he just loves the S. M. A. more each day. We are more than pleased with his grades and consider the money spent our very best investment. We hope to have the pleasure of coming to Staunton next June when he graduates. Thanking you and your associates for your kind interest, I am

Respectfully,

DR. B. S. TYLER.

R. T. FULLER, M. D.  
NEW ORLEANS, LA., March 25, 1919.

Colonel Thos. H. Russell, Head Master,  
Staunton Military Academy, Staunton, Va.

MY DEAR COL. RUSSELL: I am glad for this opportunity to express my appreciation for the interest and personal attention given by all the members of your Faculty to my son, Paul, particularly for the careful considera-

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tion given the boy while he was sick, and for the relief you gave us at home by your prompt and frequent messages.

I am delighted with the progress Paul has made this year. We know that he has been greatly benefited physically, mentally and, we believe, spiritually, by being under your care and training. It is our purpose to send him back to finish the course with you next year and wish, right now, to ask you to make the reservation.

Paul has only words of highest praise for your splendid school and I shall be glad to recommend Staunton Military Academy to any one looking for the best place to send his son.

Wishing you continued success and prosperity, I am

Sincerely yours,

DR. R. T. FULLER.

LAWSON MANUFACTURING COMPANY

PITTSBURGH, PA., March 25, 1919.

Colonel William G. Kable, Ph. D.,  
Staunton Military Academy, Staunton, Va.

MY DEAR SIR: I have your letter of the 18th and am very glad to take this opportunity to express my appreciation of your efforts in behalf of my son, Lynn J., who has been under your instruction since the opening of the 1918 term. The high averages shown on his reports are certainly gratifying and indicate the efficiency of your instructors. The military training has been very beneficial and I believe is responsible to a great extent for the excellent health he has enjoyed.

Thanking you for the interest you have shown and wishing you continued success, I beg to remain

Yours very truly,

L. S. LAWSON.

EAST PALESTINE, OHIO, March 25, 1919.

Captain W. G. Kable,  
Staunton, Va.

DEAR CAPTAIN: Permit me to express my appreciation of the Staunton Military Academy. That our son, Louis, has had the advantages it affords will always be a satisfaction to us and, we believe, a benefit to him.

I can, with pleasure, recommend S. M. A. as a school where both mind

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and body receive proper attention; where development is directed along the lines of clean, sturdy, masculine habits of thought and action. Thanking you for the personal interest you have shown in the past and hoping the Academy may have continued success and prosperity, I am

Yours very truly,

D. J. McBANE.

CATONSVILLE, MD., March 25, 1919.

MY DEAR COLONEL RUSSELL: I returned this evening from Chicago, where I had been for a week and have your favor of the 19th inst.

It gives me great pleasure to add my testimonial to the many you have, as to the excellence of Staunton Military Academy as a school for boys.

Henry's progress has been remarkable and I know of no other school which combines in the same degree excellent schooling and upbuilding of manly character. I am so well pleased with Henry's progress that I am determined my second son, Gustav, shall be a cadet at Staunton when he is old enough.

With best wishes for the continued success of the Academy and a full appreciation of what you and it are doing for Henry, I am

Very sincerely yours,

HENRY C. BERTRAM.

OFFICE OF  
H. T. KIMBRO

LUBBOCK, TEXAS, March 25, 1919.

Mr. Thos. H. Russell, Supt., Head Master,  
Staunton Military Academy, Staunton, Va.

DEAR SIR: I am just in receipt of reports of grades of my son, who is at present attending your splendid school and wish to say that I am very much gratified at the splendid showing he is making, and I also congratulate myself in selecting such an institution for him, for before doing this I made careful inquiries and wrote many letters regarding different institutions and with them all before me, I decided to send him to your school, mainly for the following reasons:

You have a splendid Faculty, your school has an excellent reputation of long standing, and also taking into consideration that you have an ideal

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location, climatically, as well as being, you might say, in the center of educational institutions, thereby being in a school atmosphere, and I feel that I could not have possibly made a better selection.

This letter is to extend to you my deep appreciation of your school and to further say to you that I will take pleasure in recommending your institution to others.

Again assuring you of my deep appreciation for what you have done and are doing for my son, I am

Yours very truly,

H. T. KIMBRO.

GEORGE LAWLEY & SON CORPORATION  
YACHTS AND MOTOR BOATS

Colonel Wm. G. Kable, BOSTON, MASS., March 25, 1919.  
*Staunton Military Academy, Staunton, Va.*

MY DEAR COLONEL: It would not be right for me not to praise the results of the excellent work that has been accomplished by your organization and methods so far as my son, George, is concerned during the last session.

He is very much improved physically, probably due to the good training, and also in his studies, due to the fine staff of instructors. They, at least, have accomplished one thing which no other school has done yet, and that is to teach George the method of studying.

I was very favorably impressed with his surroundings while at Staunton and I do not hesitate to advise any one to entrust his son with you should he be so inclined.

With best wishes, I am

Sincerely yours,

FREDERICK D. LAWLEY.

THE BELBER TRUNK & BAG COMPANY

PHILADELPHIA, PA., March 25, 1919.

Colonel Wm. G. Kable, Ph. D., Principal,  
*Staunton Military Academy, Staunton, Va.*

MY DEAR COLONEL: Permit me to congratulate the Faculty of the Staunton Military Academy and especially yourself on the elegant progress and standing of my sons, Milton and Mervine.

I want to thank you for your effort in their behalf. May your good work continue.

Sincerely yours,

HENRY C. BELBER.

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UNITED STATES FINANCE COMPANY

NEW YORK, January 5, 1920.

Col. Thomas H. Russell,

*Staunton Military Academy, Staunton, Va.*

MY DEAR COLONEL: After having our lad with us for the Christmas holidays and noting the continued improvement wrought in him by your good institution and after hearing the splendid report he made of the school, its affairs and Faculty, I feel impelled to express to you my sincere appreciation and gratitude for all you have done for him. His enthusiastic support of the entire institution and his loyalty to all concerned bespeak his love and devotion for S. M. A. in the highest possible terms.

During the holidays we had with us other boys from other schools and the faults and defects registered by them, however unwittingly, were missing in every expression I heard from Cadet Benedict regarding S. M. A. His was the "best and only" and you certainly have a faithful solicitor in him as I could not fail to note on several occasions.

Personally, I am inclined to agree with him in all he has to say in favor of your good institution and fully appreciate the benefits his course with you have brought him. Such results could only be produced by the most efficient system and with officers and Faculty of unquestioned ability and integrity. Permit me to congratulate you on having such an organization and to personally thank you and, through you, your worthy assistants, for the far-reaching benefits you are conferring upon my boy and others intrusted to your care.

With sincere and best wishes, I am

Most respectfully,

GEO. C. BENEDICT.

J. W. GORDON, M. D.

BELLE VERNON, PA., March 26, 1919.

Colonel T. H. Russell,  
*Staunton, Va.*

MY DEAR COLONEL: Your letter and John's report at hand. His academic work has been eminently satisfactory, and his physical development has responded wonderfully under your system of training. It will give me great pleasure to recommend Staunton Military Academy to my friends. With sincere regards and appreciation for your interest in my son, I am

Very truly yours,

J. W. GORDON.

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C. STERN & MAYER, INCORPORATED  
CRAVATS

*The Staunton Military Academy,  
Staunton, Va.*

NEW YORK, March 26, 1919.

GENTLEMEN: It affords me great pleasure to state that my son has been greatly benefited by the training he has received in your institution.

I was rather reluctant to send him away from home, and had my doubts about military academies in general, but I can truthfully say that S. M. A. has made a man out of him, and I can highly recommend your institution to any father of boys.

It seems to me that you must have a wonderful body of capable instructors and teachers, and I feel that every boy who has been trained by you will be a better man for it for the rest of his life.

Wishing you all success, and the continuance of the wonderful name you have achieved for yourself, I remain

Very truly yours,

JULIUS ACKERMAN,  
Secretary.

(Julius graduated from S. M. A. and four years later from Columbia University.)

*Col. W. G. Kable,  
Staunton, Va.*

LAREDO, TEXAS, March 29, 1919.

DEAR SIR: The time is drawing near when our son, W. Keeran Young, will be through with his school duties in your splendid Academy. We do not want him to leave without a line of commendation and thanks to you and your able corps of assistants.

In selecting a school for Keeran we were very much in doubt as to the best place for him as we had to consider not only the work he would do but his health as well.

He had never been strong and we wanted a place where he would have the advantages of the very best academic courses as well as a climate that would build him up. In looking back over the three years he has been with you we feel we could not have made a better choice than the Staunton Military Academy in your lovely Virginia climate.

We feel that Keeran leaves the Academy prepared, both physically and mentally, to meet the responsibilities of life. He has not only done splendid work with you but each vacation has found him eager to return to school and anxious to take his friends with him rather than have them go elsewhere. Mr. Young joins me in wishing you continued success and we shall be most happy to recommend the Academy to any of our friends who are contemplating sending their boys away to school.

Sincerely,

MARY L. YOUNG.

DUNN BROTHERS

*Colonel T. H. Russell,  
Staunton, Va.*

WICKLIFFE, KY., March 27, 1919.

DEAR SIR: It gives me great pleasure to add my testimonial in behalf of your school.

I have been much pleased and gratified at the work that my son, Harkless, has done with you during the past year. I only regret that my son will not get four years, instead of one, of your excellent training.

Thanking you for the kindly interest you have manifested in my son, I am

Yours very truly,

J. I. DUNN.

WESTERN ELECTRIC COMPANY

*Colonel Wm. G. Kable,*

NEW YORK, March 27, 1919.

*President Staunton Military Academy, Staunton, Va.*

DEAR SIR: It has been very gratifying, indeed, to note the progress made by my son, Dudley, in his school work. I have had nothing but good reports regarding his conduct and his studies, and I am convinced that all of this is the result of proper discipline and an efficient corps of teachers. It has always been my thought that a military school is the proper place for the average boy.

Dudley enjoys his work and his associates, and is very much interested in what the school has in prospect for him.

It is a pleasure for me to recommend the work of your Academy to those who have in mind the preliminary school training of a boy.

Yours truly,

W. E. RICE.

CENTRAL BANK AND TRUST COMPANY

MANSURA, LA., March 27, 1919.

*Colonel Wm. G. Kable, Ph. D., Principal,  
Staunton, Va.*

MY DEAR SIR: I write to thank you very sincerely for the attention you have given my son, Joe. He thinks there is no place like S. M. A., and I find progressive improvement in his letters home.

Thanking you again, and wishing you continued success with your institution, I am

Yours very cordially,

EMIL REGARD.



99 INDEPENDENCE AVENUE

QUINCY, MASS., March 27, 1919.

Colonel T. H. Russell, B. S.,  
Staunton Military Academy, Staunton, Va.

GENTLEMEN: During the past year since my boy has attended the Staunton Military Academy, I have enjoyed reading the many very interesting letters he has written about the good work he is doing and how he has enjoyed the different branches of athletics he has taken part in. It seems that military training, with studies and athletics, keeps him very much interested and he has enjoyed every bit of his school work by this combination.

I do not hesitate recommending Staunton to any one as I know my boy has received a splendid training and has benefited materially during his course.

Yours truly, J. H. JENKINS.

NOTE: Percy Jenkins graduated from S. M. A. and four years later from Harvard. He was a star member of the Harvard football and baseball teams.

MAPLETON DEPOT, PA., August 18, 1917.

DEAR COLONEL KABLE: I will take a few minutes to tell you how well S. M. A. is represented in our new army. All S. M. A. men were commissioned and Jack Blizzard and I have passed the examination for the regular army. Jack is in the 4th Infantry, now at Gettysburg, Pennsylvania, and I am in the 22d Infantry at Governor's Island, New York. We are both ready for our foreign service and will leave for France very shortly.

We expect to be with our Staunton friends again some day next week.

I must close, hoping this finds you all well and happy. I will see you shortly.

As ever, LIEUTENANT O'CONNOR,  
22d Infantry U. S. A.

DR. WITTEN B. RUSS

SAN ANTONIO, TEXAS, April 1, 1919.

Colonel Wm. G. Kable, President,  
Staunton Military Academy, Staunton, Va.

MY DEAR COL. KABLE: I assure you that Mrs. Russ and I are much pleased with the progress made by our boy at Staunton Military Academy. We are gratified at the excellent work he has been doing, and at the marked

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improvement in his physical condition. The spirit reflected in all of his letters bears testimony to the excellent influences with which he is surrounded.

I beg to thank you for the interest that you and the other faculty members have taken in him.

Very truly yours,

W. B. RUSS, M. D., F. A. C. S.  
Major M. C., U. S. A.

18 BROOK STREET

MANCHESTER, N. H., April 9, 1919.

Colonel W. G. Kable, President,  
Staunton Military Academy, Staunton, Va.

MY DEAR SIR: Permit me to assure you that the great improvement, morally, mentally and physically in my ward, Lewis B. Parmerton, since he entered Staunton Military Academy, especially during the past three months, is most gratifying. His ideals are much higher than ever before. His pride and ambition have been aroused wonderfully. I could neither ask nor desire anything better than the last reports received of his daily work in the classroom and of examinations. His marks have been shown with pride to all most deeply interested in him. John, his elder brother, located in Lima, Peru, recently wrote expressing hearty approval of my choice of a school for Lewis and strongly urged his continuance there.

Every day, especially since his marked awakening three months ago, I have felt thankful that he had the privilege of profiting by the splendid discipline and training of Staunton Military Academy, and that in this critical period of his development, he could be under the wise guidance of men of such high character and personal worth as yourself and Colonel Russell.

With a heart full of gratitude for all that you are doing for this fatherless boy, I am, with great respect,

Most sincerely yours,

EMMA P. OLMSTEAD, Guardian.

E. A. McPHAIL

DRY GOODS, CLOTHING, SHOES, MILLINERY, LADIES' READY-TO-WEAR  
AND GENTS' FURNISHINGS

SAGINAW, MICH., December 31, 1920.

Staunton Military Academy,  
Staunton, Virginia.

MY DEAR FRIENDS: It is with pleasure I am sending my boy back to your school. He has been with you for the past two and one-half years and expects to graduate next June. I have noticed the benefit his training with

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you has done from time to time on his visits home, but never so much as at this Christmas holidays and I greatly appreciate what the management and Faculty of Staunton Military Academy have done for my son. And I will consider it a favor if I can be of any assistance to you in any way or at any time.

It was a close friend of mine who advised me to send Kenneth to S. M. A., and I am using every opportunity to pass the good advice along.

Kindly accept my best wishes for a happy and prosperous New Year.

Yours very respectfully,

E. A. McPHAIL.

254 LENOX AVENUE

PROVIDENCE, R. I., April 16, 1917.

Colonel Thos. H. Russell.

MY DEAR SIR: I am enclosing check for two dollars for the extra carfare and think it a splendid idea for the boys to camp at Harper's Ferry.

I also want to tell you, Colonel Russell, how very pleased I am at William's progress in the school. His last reports were very satisfactory, but the reports alone are not all that make me feel so satisfied, it is what I read in his letters that he does not realize that he writes—that he has awakened to his responsibilities and that he has gotten just what we sent him there to acquire.

Ever since I wrote you in January and you had the talk with him which you wrote me of, I have noticed a great change. You surely made him see that it was doing, and not intending to do, that brings success. William speaks very highly of you, Colonel Russell, and I wish you to know that I feel very grateful, for I know your kindly advice to William at the time when he was so behind in his duties has brought about the results that cause Mr. Ziegler and me to feel very pleased that William is still an S. M. A. cadet.

Yours very sincerely,

MATTIE CLARK (MRS. F. F.) ZIEGLER.

THE W. J. WESTGATE CO.

GROCERIES AND MEATS

10524-10600 SUPERIOR AVENUE

CLEVELAND, O., December 4, 1917.

President Kable,

Staunton Military Academy, Staunton, Va.

MY DEAR SIR: I wish to thank you in behalf of Mrs. Westgate and myself for your interest, consideration and efforts put forth for our son,

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Frank, in the past three years. It was money well spent. Refer to us any time we can do you or your school any good.

Again thanking you, I am

Respectfully,

W. J. WESTGATE.

DR. WM. E. CAMPBELL

DR. H. F. McDUFFIE

606-10 ATLANTA NATIONAL BANK BUILDING

ATLANTA, GA., September 5, 1917.

Colonel Kable,

Staunton, Va.

MY DEAR COLONEL: A young patient of mine, Mr. T. O. Poole, Jr., has talked of going to another school, but I told him that you had the *ONLY SCHOOL* for boys that I knew of that was up to the standard. He will write you, in all probability, for a catalogue, but if he does not, send him one to No. 311 Peachtree Street, Atlanta, Georgia, and I am sure you will get him as a pupil.

Very truly yours,

W. E. CAMPBELL.

P. S. My son, William, whom you had in years past has since gone through the University of Georgia, and is now finishing his fifth year at Columbia in medicine.

W. E. C.

CLEVELAND, O., December 27, 1917.

Colonel Kable, President,

Staunton Military Academy, Staunton, Va.

MY DEAR COLONEL KABLE: Words cannot express my appreciation of the good work accomplished by you and your Faculty in behalf of Cadet C. C. Hill. He is a changed young man and you have brought this about in three months. Good work, let it go on. I shall always feel obligated to boost S. M. A. and what it stands for.

Thanking you again both for Mrs. Hill and myself, and wishing you a happy and prosperous New Year, I am

Respectfully yours,

CHARLES K. HILL,

Secretary The H. C. Tack Co.

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COMMERCIAL BODIES

PARRY MANUFACTURING CO.  
BUILDERS OF AUTOMOBILE EQUIPMENT

EXTENSION BODIES

INDIANAPOLIS, IND., December 15, 1917.

Colonel Russell,  
Staunton Military Academy, Staunton, Va.

MY DEAR SIR: I am pleased to inform you that George arrived home several days ago.

It is a pleasure for me to report to you that George is well pleased with the school and he certainly has improved, considering the short time he has been with you.

His grades show good results and am confident he will continue to do good work.

He is much taken and highly elated with the military work, which is equally pleasing to me as I was not quite sure how he would take to it.

With kind regards and extending to you all the compliments of the season, I am

Sincerely yours,

S. C. PARRY.

J. R. MAYO

MAYO & ROBINSON  
WHOLESALE GROCERS

W. M. ROBINSON

WYNNE, ARK., March 31, 1917.

MY DEAR COLONEL RUSSELL: Two years ago, Mrs. Robinson and I felt that upon the choice of a school for our boys much would depend. Since that time our satisfaction in having placed them with you has steadily increased. In fact, we have often congratulated ourselves upon having made so wise a decision.

We feel that by the careful and intelligent supervision of their mental, moral and physical training, your school develops boys into well-rounded young men of fine ideals and worthy ambitions.

We note with satisfaction the spirit of loyalty and pride which our two sons have for the school and all its interests. We are glad to see, also, their respect and admiration for the Faculty and their kindly feeling for their fellow students.

We cannot express our appreciation of the Staunton Military Academy more strongly than by saying that if we had other boys to send away to school we should promptly and unhesitatingly place them there.

Very cordially yours,

W. M. ROBINSON.

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THE INTERLAKE STEAMSHIP CO.

INTERLAKE STORE  
182 OHIO STREET

96 GREENWOOD PLACE

P. J. CURRY,  
Storekeeper

BUFFALO, N. Y., April 4, 1917.

Col. W. G. Kable,  
Staunton Military Academy, Staunton, Va.

DEAR SIR: The progress that my son, Francis J. Curry, has made at the Staunton Military Academy is to me marvelous. I never expected to obtain any such results. Your system of education and teaching must be perfect, and you also must be an excellent judge of human nature and the temperament of the boys to obtain such results.

I conclude in wishing you and your entire staff of teachers a hundred fold the success in the future that you have had in the past.

Yours very truly,

P. J. CURRY.

F. E. BALLOU CO.

PROVIDENCE, R. I., January 15, 1916.

Col. W. G. Kable,  
President Staunton Military Academy, Staunton, Va.

MY DEAR COLONEL: It is with much pleasure that I give my testimony as to the merits of the Staunton Military Academy, and as to the good influence it has had upon my son, Harold. In his recent visit home, at the holiday season, we noticed quite a change in the young man, his erect carriage and general development commanded his mother's, as well as my, marked attention.

He seems to be doing better in his studies, and his percentage shows a decided improvement. I am sure the tutoring which he has received at the hands of your instructors has been very pleasing to me. The young man speaks very highly of your school and was anxious to return, when the vacation season was over.

We have never heard one word of complaint from him up to the present writing that would in any way discourage us from continuing him in your splendid academy.

I am anticipating seeing as much improvement in him at the end of the present term in June as we did on his last visit home, and I hope that other parents will have had the same complimentary experience.

Very truly yours,

FRANK E. BALLOU.

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*Staunton Military Academy,  
Staunton, Va.*

WAUKEGAN, ILL., April 16, 1917.

GENTLEMEN: I want to express to you my great admiration and respect for the S. M. A. Having had a son there for the past year I have noticed with a great deal of satisfaction his improvement both in mental and physical development. I certainly expect to have him with you the coming three years. It is a real pleasure to recommend the S. M. A. to all who have boys they want to educate and develop physically. In my estimation there is "none better." Wishing you continued and merited success, I remain

Sincerely yours, W. I. RICE.

TARRYTOWN, N. Y., April 4, 1917.

*Col. W. G. Kable, Ph. D.,*

*Staunton Military Academy, Staunton, Va.*

MY DEAR COLONEL KABLE: Realizing my boy of sixteen, weighing 187 pounds, without special tendency to systematic physical development, would be considerably handicapped handling gracefully and beneficially his mass of tissue without proper training, I determined that a well-conducted military school, with its drill, setting-up exercise and discipline, would be the solution. Decided, after investigation, on Staunton Military Academy, and the results so far have been most gratifying. He has been "set up" and symmetrically developed physically, and mentally has acquired marked self-confidence and been broadened by close contact with the large number of boys from all parts of the country at Staunton. My visits to the school impressed me with the fairness with which the boys are treated. "Don't" is supplanted by well-defined rules and regulations, the violations of which are subject to summary stated penalties. The location of the school on the hill above Staunton, with fine water supply, best of drainage, big field for athletics and drills, makes it ideal from hygienic and scenic standpoints. Several days spent at Staunton in February put me in touch with the school life. The cadet officers impressed me with their well-set-up, confident, manly appearance and conduct. Of the Faculty, results show what they are doing. In the study line it is up to the boy and I am well satisfied. I certainly recommend Staunton Military Academy. Military training is of benefit in every way to a boy. The discipline makes him bigger, association with a large number of boys broadens him out, and he is better fitted to care for himself, of greater use to his friends, his community and his country for it in the years to come.

Yours very truly,

HOWARD L. COLES, M. D.

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GENERAL MANAGER  
PUBLIC UTILITIES  
HOT SPRINGS, ARKANSAS

April 5, 1917.

DEAR COLONEL RUSSELL: I know that you will be pleased to hear that our son, S. Edwin Dillon, graduated from the United States Naval Academy on March 29th, 1917. Mrs. Dillon and I had the pleasure of being present when the diplomas were distributed to the class of one hundred and eighty, by the Secretary of the Navy, Mr. Daniels.

I wish to again take this opportunity of expressing to you the satisfaction felt in having sent our son to the Staunton Military Academy in preparation for the Naval Academy. The benefits that he received at Staunton cannot be overestimated.

Wishing you every success.

Very sincerely yours,

*Colonel T. G. Russell,*

*S. E. DILLON.*

*Staunton Military Academy, Staunton, Va.*

C. T. TANNER, PRESIDENT  
W. C. BATTIS, VICE PRESIDENT

E. M. GALBREATH, GENERAL MANAGER  
W. S. EDWARDS, SECRETARY-TREASURER

HURT & TANNER DRUG COMPANY  
THE REXALL STORE

*Colonel T. G. Russell,*

SPRINGFIELD, TENN., March 31, 1917.

*Staunton Military Academy, Staunton, Va.*

DEAR SIR: January, 1916, we decided to place our son, Charles, age 18, in your charge. We were much worried over his physical and mental condition. He was thin and stooped in carriage and did not take interest in school work, so we decided that a military school was the place for him and felt we could not find one better than Staunton Military Academy. And the result has been far beyond our expectations. Physically he has acquired an erect carriage, gained flesh, muscle and health until he does not look like the same boy. As to his studies, his reports are fine.

Your splendid corps of teachers know how to get results and have had him do his best. We only wish we could in words tell just what we think your school has meant to the boy physically, mentally and morally.

His letters home now are full of how he has grown to love the school and how he dreads to see June come, when he will have to leave, knowing that he will not be with the school next year. We wish we could tell every father and mother who have boys to go away to school, not to make the mistake of not sending them to a military school and if possible to S. M. A.

Hoping and praying always for your success, we remain your loyal friends.

Respectfully, MR. AND MRS. E. M. GALBREATH.

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JAMES H. SNOWDEN, PRESIDENT

J. N. LUMMUS, VICE PRESIDENT

JOHN H. LEVI, SECRETARY-TREASURER

THE MIAMI OCEAN-VIEW CO.

MIAMI BEACH, FLA.

Lieutenant Colonel T. G. Russell,  
Staunton Military Academy, Staunton, Va.

March 31, 1917.

MY DEAR COLONEL: My son, Newton Lummus, has been a student at your school for two years. I am more than pleased to write you how much he has improved, physically and mentally, since he has enjoyed your bracing mountain climate. Your discipline for a growing boy is excellent and his improvement in every respect has been most gratifying to us. Newton is very much attached to his school and respects and honors his teachers. I can recommend Staunton Military Academy most highly to all parents. The training is just what every growing boy needs.

With best wishes and kindest regards, I remain

Very sincerely yours,

J. N. LUMMUS.

NORFOLK & WESTERN RAILWAY COMPANY

WAYNE, W. VA., January 12, 1917.

Colonel W. G. Kable,  
President Staunton Military Academy,  
Staunton, Virginia.

MY DEAR COLONEL: Earl has worked very hard while at home to enable him to get through school and from the grades that we have received from your school we know that he has worked hard there. His mother and I have nothing but the highest appreciation for you and your school; you have made a MAN of our boy. We have another son that, if he should live, we want to send to your school in a few years.

I hope to have the pleasure of meeting and thanking you personally when Earl graduates next June.

In conclusion, I beg to remain

Very truly yours,

BENTON MOSSER.

Colonel Thos. H. Russell,  
Staunton, Va.

SCOTIA, N. Y., January 11, 1917.

DEAR COLONEL RUSSELL: Received your December report of department of Theodore R. Schermerhorn, and am pleased to see the check mark where it is.

While home on his Christmas vacation I was able to note some changes,

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which, in the short time he was away, speak well for the discipline and instruction given. I trust that he will continue as he has started, which seems to be right. I wish to thank you for all you have done to make the boy more manly in appearance and action, as well as to add to his intellectual store.

Wishing you a pleasant and prosperous year, I remain

Sincerely yours,

H. L. SCHERMERHORN.

H. C. BARNES, PRESIDENT AND TREASURER

T. J. RICE, VICE PRESIDENT

C. E. WOOD, SECRETARY

H. C. BARNES, INC.

WHOLESALE AND RETAIL DRUGGISTS

Jefferson Street Opposite Passenger Depot

Col. Wm. G. Kable,  
President S. M. A.,  
Staunton, Va.

ROANOKE, VA., March 30, 1917.

MY DEAR COLONEL KABLE: I wish to add my name to the already long list of grateful parents whose fortunate sons have been in attendance at your most excellent school. I can heartily recommend S. M. A. as a most superior school, from personal knowledge and contact gained by numerous visits made in the past five years, during which time you have had my two sons, Raymond and Richard, who will graduate this year.

Raymond was in his thirteenth year while Richard had not yet celebrated his twelfth birthday when these young boys were placed with you in the fall of 1912. I was fully conscious of the step taken at that time—of the great responsibility of selecting a school, S. M. A. being the one chosen after considerable investigation. The best was what I wanted. An acquaintance with our boys, a product of S. M. A., is convincing proof that our selection was good. The development of these two boys has been almost beyond our understanding—wonderful in the training and advancement of their mental faculties, physical development, and manly bearing. They are perfect specimens of vigorous young manhood of the real "red blood" variety, and notably free from "habits." They are both enthusiastic S. M. A. boys. Mrs. Barnes most willingly concurs with me in my estimate of S. M. A. and of the benefits which our sons have derived from the school. I have said nothing about the Faculty, whom I have met on the occasions of my many visits, and whom I know so pleasantly. The fact that they have taught my boys and are so largely responsible for what my sons now represent, reflects great credit to their fitness, character and ability. I would like to mention the names of the

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officers and Faculty whom I shall always cherish as my friends, because of my regard for them—for what they are, and for what they have done. The list, however, would be too long. For this reason, I am sure, my friends will take no offense.

I always speak a good word for S. M. A. and wish you continued success.

Very sincerely, H. C. BARNES.

NOTE—Four of his sons have now graduated from S. M. A.

ADAMS EXPRESS COMPANY

CENTRAL DIVISION

A. D. BROSIUS, Superintendent.

Lieutenant Colonel T. G. Russell, COLUMBUS, O., April 3, 1917.  
Staunton, Va.

DEAR SIR: My son has been greatly benefited by his year at Staunton Military Academy. I was especially pleased to note the personal interest shown by his teachers. He has learned the great art of concentration and attention. I visited Staunton twice during the school year and was very favorably impressed with your location, outfit, and gentlemanly officers.

Cordially yours,

A. D. BROSIUS.

4020 Swiss Avenue

DALLAS, TEXAS, December 1, 1915.

My Dear Colonel Kable:

Frederick's first report has come and I am very much pleased. Equally great has been my satisfaction over his reports of the school.

It is good to hear his accounts of fine health, hard study, but "always feeling like doing something," as he expresses it, his high regard for his teachers and, withal, his enjoyment of the life.

In one of his late letters he says: "I am an S. M. A. man now and forever. It is the grandest school in the world. Everything is done by the honor system here. It certainly makes a man out of a kid to go here. Some schools may be harmful to kids, but I don't believe a military school is, and S. M. A. certainly is not. It helps you every way—mentally, physically and morally." This is only one quotation from many enthusiastic letters.

Of course, these things are common with you, but I want you to know that one more mother is glad she sent her son to you. Dr. Hagaman will perhaps write to you before long.

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May the relationship between you and my dear boy continue delightfully for all time, and with the very best wishes for S. M. A.

Sincerely,

MRS. W. F. HAGAMAN.

LAW OFFICES

GEO. HARSH

MEMPHIS TRUST BUILDING

MEMPHIS, TENN., December 31, 1915.

Colonel William G. Kable,  
S. M. A., Staunton, Va.

MY DEAR SIR: I received your letter of the 22d inst. I have no criticism to make, whatever, of your school. The material trouble with our son when he entered your school was the lack of application and I think that you have taught him to apply himself. His last report was excellent.

It has pleased me to speak well of your school to a number of my friends who have boys to educate.

With every good wish for you and your Faculty and school, I beg to be

Yours very truly, GEO. HARSH.

LOUIS D. DICKERSON, M. D.

McCOMB CITY, MISS., January 2, 1915.

Colonel W. G. Kable,  
Staunton, Va.

DEAR SIR: The only regret we have is that we did not send our boy to your school at least two years ago. We are pleased with his progress in every way.

I notice that he made only 43 in History in his last examination. He claims to have been sick the day of the examination; please see that he brings this up, for it will be impossible for me to send him more than one year after this, and I wish so much for him to graduate. See that his studies are arranged to that end and I will appreciate it no little, I assure you.

He left here at noon to-day. His roommate is sick and will be detained for a week or two.

Thanking you for your kindly interest in our dear boy, and promising you more patronage from this section, I beg to remain

Yours most sincerely,

LOUIS D. DICKERSON.

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COMMONWEALTH OF VIRGINIA

DAIRY AND FOOD DIVISION

BENJAMIN L. PURCELL, *Commissioner*

E. B. GIANNINY, *State Inspector*

*The Staunton Military Academy,  
Staunton, Virginia.*

GENTLEMEN: I have just had the pleasure of being shown over your entire plant by Mr. Kivlighan, your Commissary Officer, and it gratifies me very much to be able to state that in all the institutions I have visited I have made the very closest inspection and can say without qualification that the sanitary and general conditions of the Academy along health lines are beyond criticism. I think that I can say with truth that in all my inspection I have never seen a place which I could more unreservedly commend.

As State Inspector of Institutions I naturally am in a position to see the inside workings of all the schools and various institutions of the State and I am glad to go on record in stating that among all of them I believe the Staunton Military Academy holds the palm. I found the dining room, kitchen, bakery and all other departments immediately under Mr. Kivlighan to be in exceptionally fine condition. Indeed, I do not see how this department of the school could be improved upon.

With kindest personal regards, believe me,

Cordially yours,

E. B. GIANNINY,

*State Inspector.*

MOORE-HANDLEY HARDWARE CO.  
HARDWARE AND MACHINERY

BIRMINGHAM, ALA., March 23, 1915.

*Lieutenant Colonel T. G. Russell,  
Commandant Staunton Military Academy,  
Staunton, Va.*

DEAR SIR: I thank you for your kind letter of the 17th and appreciate the nice things you have to say about my boy, and rejoice that he has gained

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the admiration of the Faculty. In my investigations to find a suitable preparatory school where I could send my son and do the best thing for him I corresponded with a number of schools, and from among the number of excellent ones, as it appeared to me, I concluded I could not do better than to send him to the Staunton Military Academy, located in the mountains of Virginia where all the conditions for good health were at hand and also in the midst of an educational atmosphere, where the people were refined and intelligent. I observed that you had a large student body gathered from various parts of the United States, thus giving a boy an opportunity to make friends over a wide area, while at the same time broadening his outlook on life. To care properly for this large student body I observed that your Faculty was also large enough to provide that personal touch which each student needs and should have to secure the best stimulus for arousing a laudable ambition and in order that he would not be neglected in the multitude of large numbers. I gathered further from reading your catalogue that the moral and religious training was not overlooked at the perilous and important period of boys the age of your student body. Am glad now, after having my boy with you for two years, to feel that I made no mistake in sending him to the Staunton Military Academy. My son expresses himself as being well pleased, and when the term comes to a close and you and he must separate, I rejoice to feel that it will be with mutual respect and best wishes for the success of each other.

Should you care to use any part of this letter as an evidence of my satisfaction with the S. M. A., you are at liberty to do so.

With best regards, I remain

Yours truly,

J. D. MOORE.

HAGER BROTHERS CO., LTD.

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MARQUETTE, MICH., June 27, 1913.

*Captain W. G. Kable, Ph. D.,  
Staunton, Va.*

DEAR SIR: Inclosed please find application for admission of my son, George, who attended your school last year. I wish to thank you for the fine training he received last year and although his vacation has only started he wishes he were back at school, as he finds time hangs heavy on his hands owing to the regularity of your fine school. Owing to being very busy I have neglected writing you sooner. Again thanking you for the kind manner in which he was treated and wishing you and your able staff success, I remain

Yours respectfully,

JOHN A. HAGER.

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JOSEPH J. HOOKER, PRESIDENT

J. N. WILSON, VICE PRES.

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TUCKASEIGEE BANK  
CAPITAL STOCK, \$10,000

DILLSBORO, N. C., December 29, 1913.

Colonel Thos. H. Russell, Head Master,  
Staunton Military Academy, Staunton, Va.

DEAR COLONEL RUSSELL: When I placed in your hands the care of my only son last September, I felt that I was not making a mistake, and as I have never had one word of complaint of any kind whatever from him I naturally felt that he and I had made a wise selection of a school for him, and now that he has returned to us for the holidays and I have seen and talked to him, I think, in justice to you, I should tell you how entirely satisfied I am with all you have done for him.

I want to try to express my appreciation to you and your entire Faculty for the excellent care you have given him.

I even had to ask him if he had been homesick; think of it, a boy who had never in his life known anything but the tenderest care from us all, he said of course, he had been homesick at times and wanted to see us at home, but added: "You just ought to stay there and see how nice and clean everything is and how nice you are treated then you would understand why one does not get homesick much."

Scroop seems so satisfied and contented that I hope to keep him with you for the four years which I first intended.

I have been so delighted with Scroop's reports, and especially with the footnote from you on the October report.

I am glad that I left everything concerning his studies to your good judgment, as all you have done has been entirely satisfactory, and the best of all is that he is entirely satisfied.

Please accept for yourself and the Faculty, as well as for your entire school, my every good wish for each and every one of you, and may the coming year bring forth peace, happiness and prosperity to your school, in which Mrs. Hooker joins me, I beg to remain

Sincerely yours,

JOSEPH J. HOOKER.

WELLS E. GOODHUE, YOUNGEST CADET IN NAVAL ACADEMY

Wells Eldredge Goodhue, son of Wells Goodhue, of Evanston, has just passed successfully the entrance examinations to the Naval Academy at Annapolis, Maryland, and begins his duties, it is said, as the youngest cadet in the

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navy. He is but a little more than sixteen. He has been at the Staunton Military Academy of Virginia for four years preparing for his present duties. He was appointed to the Naval Academy by Congressman Foss.

Extract from *Record Herald* (Chicago), July 4, 1907.

UNIVERSITY OF MICHIGAN

ANN ARBOR

DEPARTMENT OF ENGINEERING

WILLIAM H. BUTTS, ASSISTANT DEAN

Principal, Staunton Military Academy,  
Staunton, Va.

DEAR SIR: I take pleasure in sending to you a few application blanks for the Engineering Department. We hope to see more of your bright young men next year, as your graduates do excellent work with us. Please let me know if you or your pupils wish catalogues or additional blanks.

Yours very truly,

W. H. BUTTS,  
Assistant Dean.

FIRST NATIONAL BANK

J. H. WEAR, PRES.

DR. G. T. THOMAS, V. PRES.

W. B. THOMAS, CASH.

C. D. SEYBOLD, ASST. CASH.

W. M. SHOTWELL, ASST. CASH.

ROGERS, TEXAS, July 19, 1913.

Captain Wm. G. Kable, Principal,  
Staunton Military Academy, Staunton, Va.

DEAR SIR: Replying to your special letter of 15th, regarding whether my son, George, will return to S. M. A. for the next term, I advise that he will certainly be with you in due time.

I advise that he is well pleased with the school and the conditions there, and he would not miss the next term for anything.

With kindest personal regards, I am

Yours very truly,

J. H. WEAR.

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SUPREME COURT OF VERMONT

MORRISVILLE, VT., February 28, 1912.

Captain T. G. Russell,  
Staunton Military Academy, Staunton, Va.

DEAR CAPTAIN RUSSELL: My son, Horace, has now been attending your institution five months, and I have kept careful watch of his progress there. I feel that I am now in a position to express an opinion of some value regarding the institution and its work. If you care to know what that opinion is, I could not, in fairness to you, say less than this: I am entirely satisfied. In discipline, in instruction, in wholesome influences—in every department—you have met my highest expectations. Mrs. Powers, who is, perhaps, even more critical than I, joins in this expression of approval.

Sincerely yours, (JUDGE) GEORGE M. POWERS.

CASPER, WYOMING  
W. S. KIMBALL, MAYOR

CASPER, WYO., December 5, 1910.

Major Thos. H. Russell,  
Staunton Military Academy, Staunton, Va.

MY DEAR MAJOR RUSSELL: I am pleased to hand you herewith remittance as per statement received last evening. I want to take this opportunity to say that I never spent money more cheerfully in my life than the money I am paying for my son's tuition and other expenses to your institution. As you can readily divine by his bearing and conduct, he was not sent there for "correction," for he never gave me any trouble during his life at home. I sent him because I believe in military training along with mental instruction, which investigation led me to believe was combined to better advantage in your institution than most others; because I think that to insure a good, law-abiding citizen, the youth of the land should be taught not only to command, but to obey; and because Staunton, being situated both East and South, should be particularly attractive to the parents of the North and Northwest, as bringing their children in touch with not only the culture of the East, but that even better quality, the spirit and bearing of the true Southern gentleman, which is so instinctively bred in the true sons of the South who constitute a large factor in your school. I am more than pleased with what you have done and are doing for my son, and feel that you are entitled to my gratitude and sincere thanks, in addition to the fee required.

Very sincerely yours,  
W. S. KIMBALL.

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NAVASOTA, TEXAS, March 15, 1913.

Major Thomas H. Russell, Head Master,  
Staunton Military Academy, Staunton, Va.

MY DEAR MAJOR RUSSELL: My son's report dated March 1st has just reached me, and I feel that I do want you to know with what great pleasure and pride I note his excellent grades and good improvement.

Indeed, I am very gratified for your keen interest in my boy's progress, and my confidence in the boy makes me firm in the belief that he will make good. Ike's letters to me ring with enthusiasm, and from the very first he has been perfectly happy at S. M. A. I shall hope for his return to you next session, and at all times you may depend on my entire coöperation in all things pertaining to my boy's advancement.

With very best wishes, I am

Most sincerely,  
MRS. LEE ROAN.

FROM STAUNTON, VA.

"We are glad to report a quiet work of grace in our church. On last Sunday morning, after a very tender sermon by the pastor, on the 'Homesickness of the Prodigal Son,' three manly cadets of the Staunton Military Academy stood up and confessed Christ. In this connection it is a pleasure to state that the squad of thirty-five who attend the Baptist Church is composed of a fine set of real gentlemen. Their behavior in church is perfect, they listen with reverent attention, and it is a great pleasure to have them with us."

—Augusta Baptist.

506 West Market Street

LIMA, OHIO, April 2, 1905.

Captain W. G. Kable,

DEAR SIR: We want to express to you our appreciation of Staunton Military Academy as a school for boys—inspiring in its beautiful surroundings, healthful in its location, and thorough in its instruction; with instructors who, by constant care and watchfulness, show their fitness for their work and their love for the boys; who in time of peril risk their own lives to insure safety to those entrusted to their protection; whose cheerfulness and kindness never waver under the most adverse circumstances, nor when disaster comes; who teach godliness with manliness. With such instructors, how could results be other

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than they are? It was with some misgivings we sent our son so far away from home, but the results have justified the experiment, and his record is a source of pride to us, both in his school work and his gentlemanly conduct. He is absolutely happy and contented at S. M. A., loving his instructors for their kindness and care, and has not had a homesick day during the entire year.

Please accept our heartfelt thanks and our assurances of his return at the opening of the term in September next.

MR. AND MRS. M. S. THOMPSON.

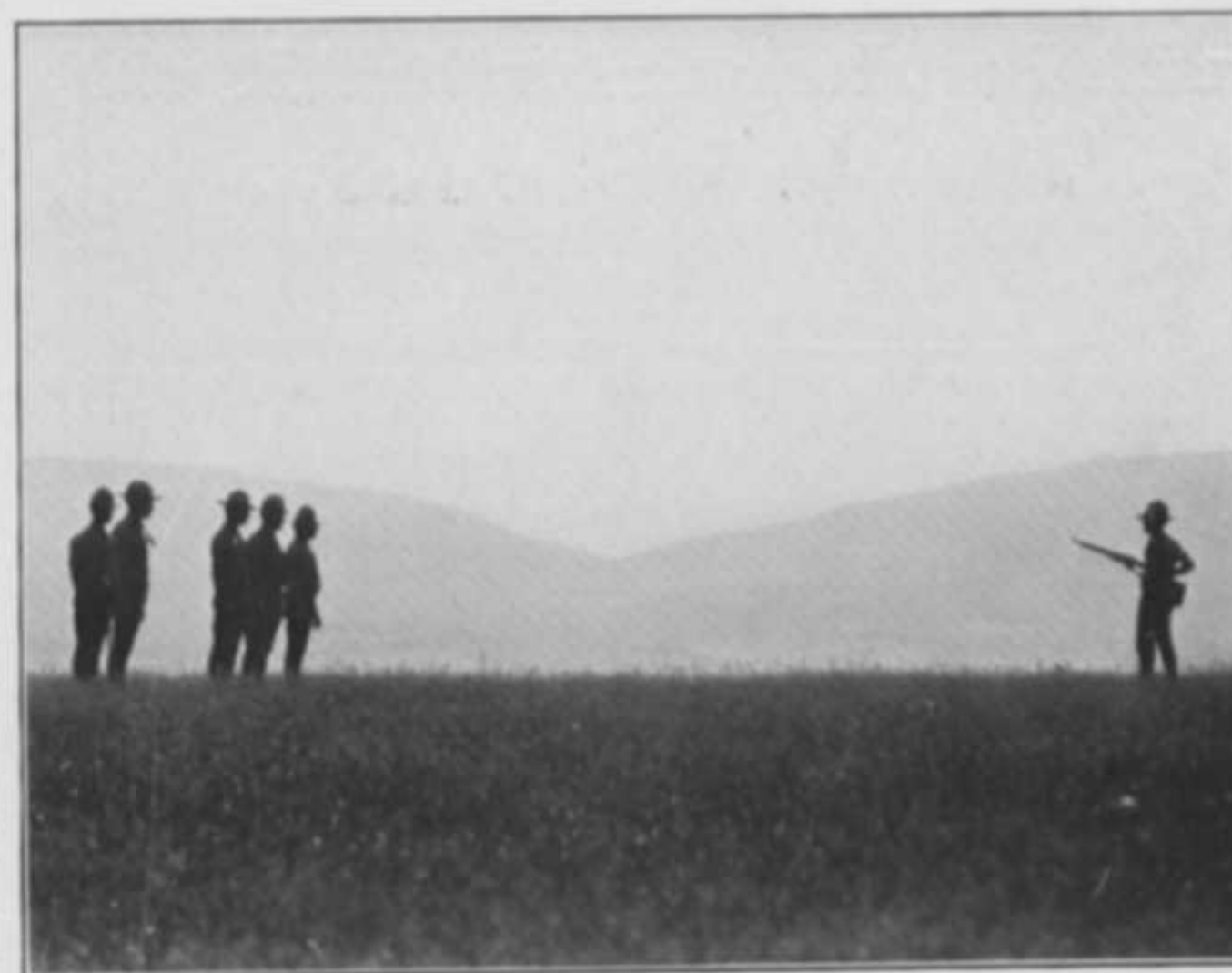
McKEESPORT, PA., March 21, 1904.

DEAR CAPTAIN KABLE: As our boy neared the age when he would leave home for an education, I was not a little concerned about the selection of a school for him. I knew the responsibility of the matter rested largely with me; so, in order to be prepared to select the place that would afford him the best possible means of fitting himself for life's work, I made a careful study of many schools and locations, and selected the Staunton Military Academy out of a goodly number, not only because it is situated in the most beautiful valley in the country, with surroundings and climate most conducive to study and healthfulness, but because our boy will have the advantage of military discipline, and Christian influence and training also. The progress he has made is very gratifying, indeed, his health has been perfect, his associations most pleasant, and since entrusting him to your care we are not in the least concerned about his welfare. Mrs. Crawford joins me in wishing the Academy a prosperous future, and in commending it to parents having sons to send away from home to school.

Sincerely yours,

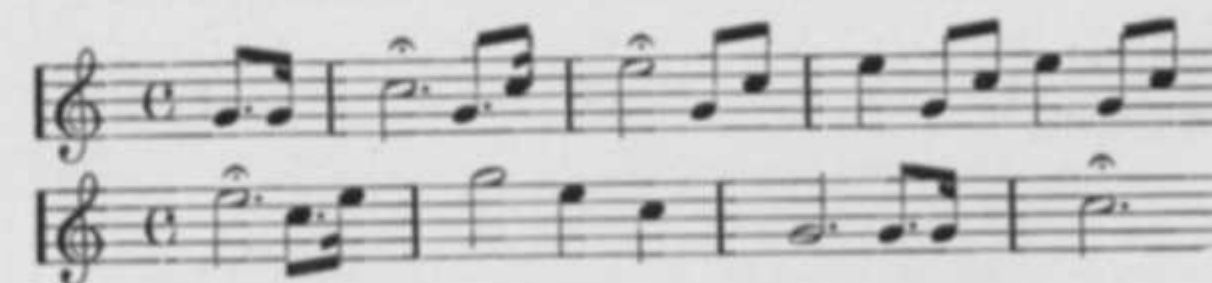
R. C. CRAWFORD.

NOTE: This is the father of the famous Staunton boy whose face is familiar to thousands.



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In Camp

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Bugle blow,  
Sweet and low!  
Through the hall  
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Echo seems  
To recall  
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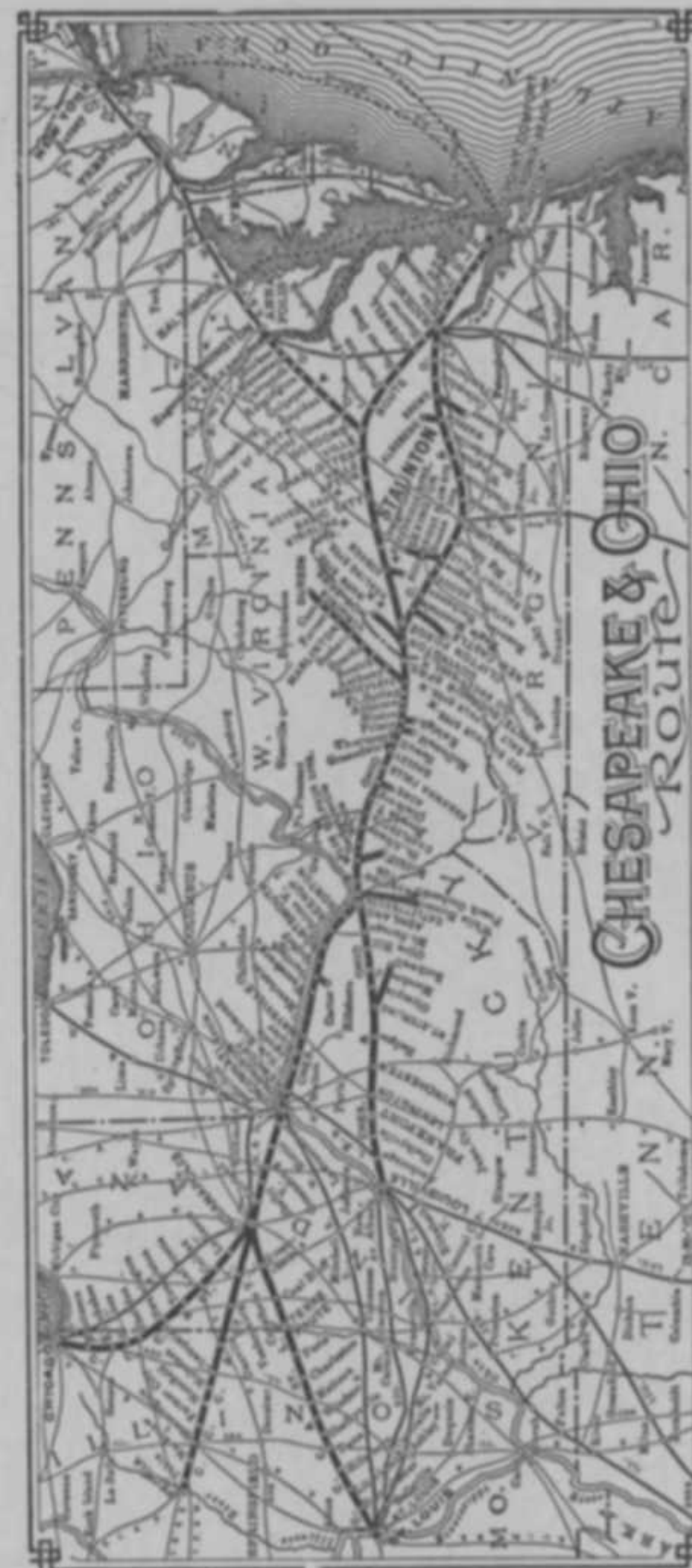
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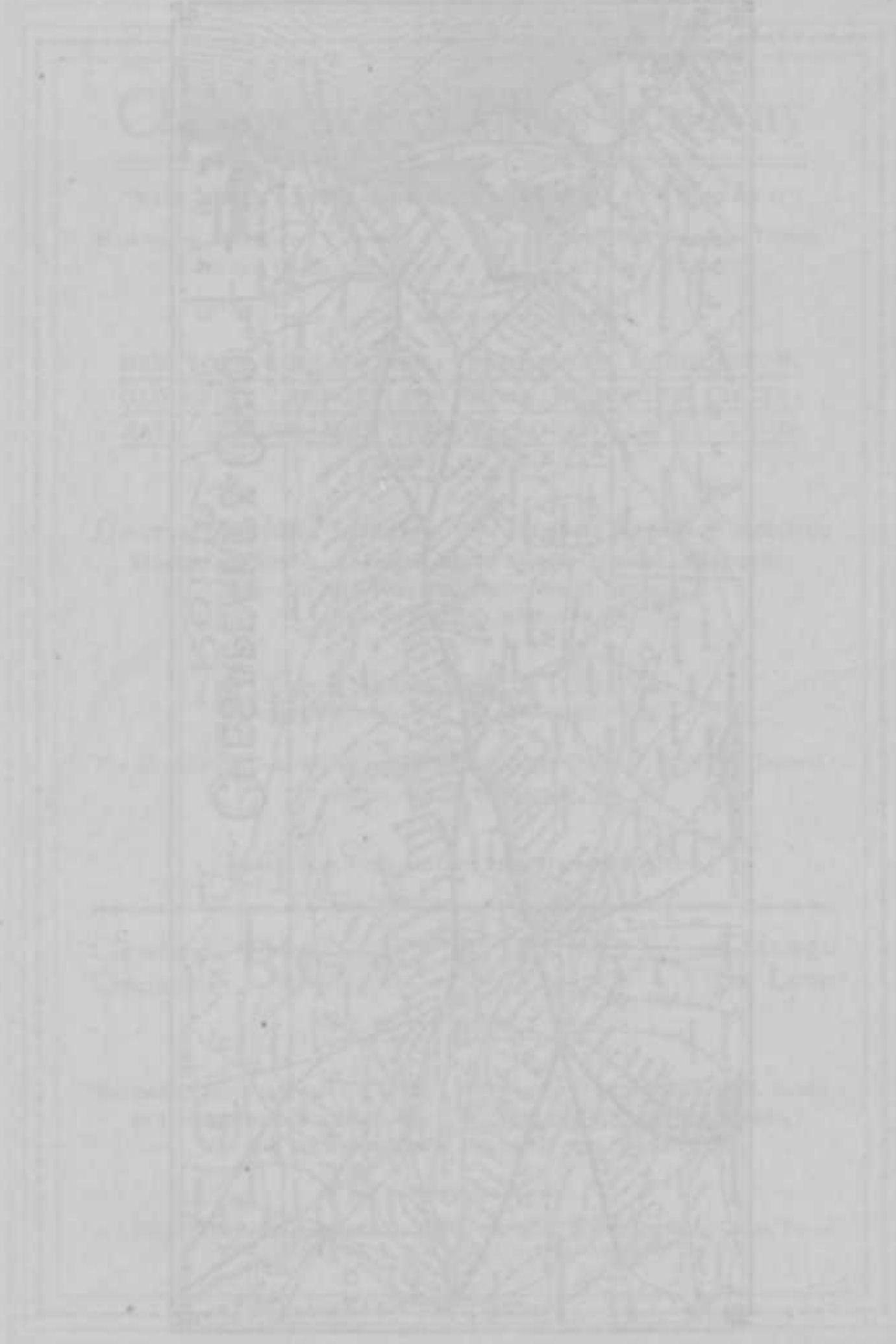
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R. W. DARLING, T. P. A., Big Four, Huntington, W. Va.







FILL OUT. TEAR OUT AND MAIL TO US WITH ENTRANCE FEE



APPLICATION FOR ADMISSION TO THE

## Stanton Military Academy



STANTON MILITARY ACADEMY:

1927

I enclose \$25.00, entrance fee, and apply for the admission of my son

as a cadet in the Stanton Military Academy, for the year beginning September 15th, 1927, and ending June 6th, 1928.

He last attended school at

and has been honorably dismissed from that school.

In making this Application, I agree to the provisions and rules, and promise for my son cheerful submission to the regulations of the Academy, and for myself, cooperation with the Faculty in the maintenance of good discipline.

Age

Years

Months

Respectfully,

Height

Weight

Church Affiliation

Is he a member?

### REMARKS

We respectfully hand you this Application for admission to the Academy in order to ascertain, as soon as practicable, who are the new cadets we may expect, so we may arrange as to their quarters and commensals, and that we may, as nearly as possible, determine our numbers before the opening of the school. Your prompt acknowledgment of the receipt of this Application and your decision as to school will greatly facilitate our work and be esteemed as a very great courtesy to us.

APPLICATION  
FOR ADMISSION TO THE

STAUNTON  
Military Academy

of STAUNTON, VIRGINIA

Session 1927-1928

Made.....

Accepted.....