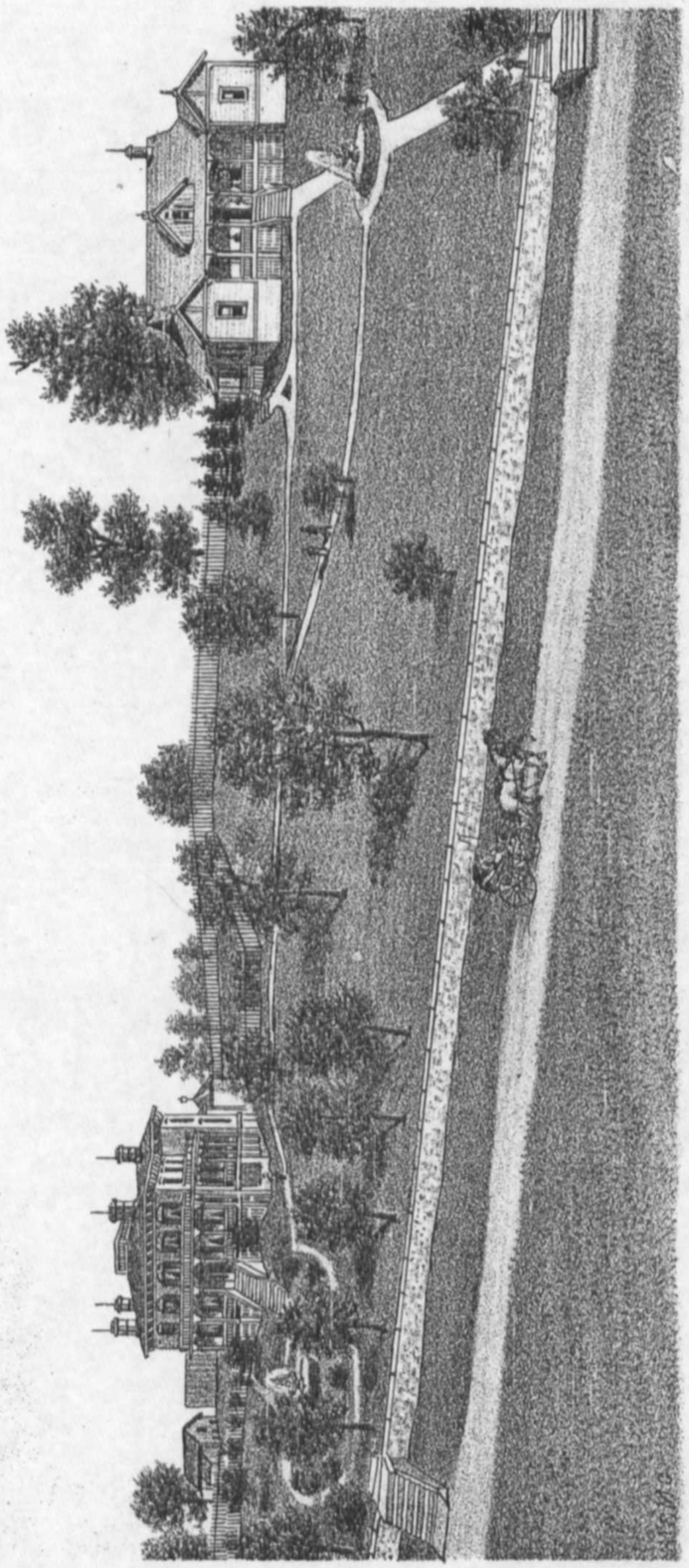
Catalogue

Staunton Male Academy,

Staunton, Va.

1884.



KURZ & ALLISON, CHICAGO

STAUNTON MALE ACADEMY.

Catalogue

Staunton Male Academy,

STAUNTON, VIRGINIA,

—

WM. H. KABLE, M. A., PRINCIPAL.

—

1884.

Course of Instruction.

1. English, (including Grammar, Composition, Literature and Elocution.)
2. Ancient and Modern History, and Geography.
3. Latin.
4. Greek.
5. French.
6. German.
7. Spanish.
8. Pure Mathematics.
9. Natural Sciences.
10. Mechanical, Architectural, and Free-Hand Drawing.
11. Surveying and Civil Engineering.

ENGLISH.

English is taught with the aim constantly in view of securing accuracy and facility in its use. Convinced that the careful study of our own language is too often neglected in schools of a higher grade, the aim is kept constantly in view to lay the ground-work of a thorough knowledge of the language by constant exercise in the etymological forms, in the construction and analysis of sentences, and in original composition.

☞ Good reading being regarded as one of the most desirable accomplishments, careful attention is given to this attainment, and instruction in the management of the voice, in intonation and emphasis, and regular practice in declamation, are made subjects of careful attention.

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, &c.,—for the purpose of grammatical instruction—a critical examination of the text read, constitute prominent features in the study of this department.

MODERN LANGUAGES.

The instruction in Modern Languages is designed to secure a correct pronunciation, the ability to translate with readiness into good idiomatic English, and to write them with facility and accuracy. For pupils sufficiently advanced, newspapers printed in the language studied are furnished, and reading at sight of articles on current topics required, and the phraseology of business transactions made familiar.

MATHEMATICS.

The course of Mathematics embraces Pure and Commercial Arithmetic (with constant drilling in Mental Arithmetic), Algebra, Synthetic Geometry, Trigonometry (Plane and Spherical), Analytical Geometry, Elements of Descriptive Geometry and Calculus. The knowledge and progress of the pupil in these subjects are continually tested by rigid class examinations and by written exercises illustrative of the principles acquired in each branch.

NATURAL SCIENCES.

Appreciating the advantages of the Natural Sciences as disciplinary studies, and recognizing their increasing influence in the higher spheres of thought, these subjects are taught with the aim to convey exact and solid knowledge of the facts of nature, and not merely to teach what has been said about them. In order that the instruction may be such as to carefully train the observing powers and enable the student to intelligently interpret natural phenomena, the school is fitted with a large and well selected collection of apparatus for illustration in Physics, and in each department of this science the principles established are required to be applied to the solution of numerous practical examples.

CHEMISTRY.

Instruction in this department is given in two classes. First, in *General Chemistry*, in which the aim is to give the pupil a knowledge of the properties of the elements and their chief compounds, their relation to each other, uses, &c. This is accomplished by experiments in the laboratory, daily examinations and explanations of the text. During the course, attention is directed to the explanation of the various reactions afforded by the Atomic Theory. Special attention is called to those substances which are of use in the arts and manufactures, and to the applications of metals and metallic salts.

Below will be found the examination for June, 1884.

The second class studies *Analytical Chemistry*. For this work the laboratory is provided with a pair of the best imported bal-

ances, graduates, and all the necessary reagents for the detection and separation, both qualitative and quantitative, of acids and bases. The first part of the course is devoted to the use of the blowpipe in the detection of metals. Then is taken up wet analysis and the detection and separation of the various acids and bases. As soon as the student is sufficiently advanced, he is given a few simple quantitive estimations, and when desired, a complete course in Quantative Analysis. In this class he is expected to spend from one and a half to three hours per day in the laboratory, with or without the presence of the instructor.

The practical effect of this course has shown, during the past year, that boys were willing to spend the time which they had heretofore passed in sport or idleness in diligent work in the laboratory.

☞ The school is provided with a well selected and carefully labeled cabinet of minerals, which prove of special value for illustration and comparison in the work of this department.

DRAWING.

The attention which this subject is attracting not only as an accomplishment, but as a branch of knowledge, having an intimate relation to many of the most important industries of our times, makes it a valuable part of a boy's education. The marked success which has attended the introduction in several States as a course of public instruction, has proven it can profitably be taught to all, and its absolute need to the architect and the builder, to the artisan or mechanic, who would be the master of his work, needs no demonstration. Its value in every department of industry cannot be too highly estimated.

SURVEYING AND CIVIL ENGINEERING.

For field instruction in this department the school is provided with the best solar compass, transit and level, surveyor's chains, &c. The subjects taught include a full course of land surveying, with field work, Descriptive Geometry, Topographical Drawing, Location and Construction of Roads, Strength and Resistance of Material, and Stability of Structures.

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.

EXAMINATIONS.

Examinations, chiefly written, are held at the middle and at the close of the session, designed to test the pupil's progress and attainments.

Announcement is publicly made at the closing exercises of the school of those who have obtained the required standard in either or both of the examinations, and the names of those so distinguished are published in the catalogue.

The standard for distinction is three-fourths of the maximum value of the examination.

☞ Monthly reports of the standing, progress, and deportment of the pupil are forwarded to parent or guardian

DISCIPLINE.

The discipline of the school is based upon the absolute authority of the teacher and the unquestioning respect, and obedience of the pupil to his recognized authority. While this is demanded of all, the constant effort is made to foster self respect and self government, and to cultivate a public sentiment in the school on the side of right and duty.

The responsibilities of the teacher towards his pupils whilst under his charge, are conceived to be, as nearly as possible, those of parent and child, and these he dares not violate in conniving at vices, or in overlooking idleness or neglect of duty. The aim of the Principal is to develop cultivated christian gentlemen, and by forbearance and gentleness, accompanied by severity if need be, to reform the vicious and reclaim the erring, but no boy who, by his age or size, is found to exert an evil influence in the school, who derives no good himself and whose example is pernicious, will be retained.

LOCATION.

Staunton is too well known throughout the South to demand any extended notice of its advantages. Situated in the most beau-

tiful portion of the State of Virginia, distinguished as a centre of education by reason of its numerous and highly prosperous seminaries for young ladies, 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 school is located on one of the most beautiful hills surrounding the city, 200 feet above its lowest level, with abundant grounds around it, bordering upon the open country. The buildings are large and commodious, built of brick, supplied with gas, water and bath rooms.

☞ Ample grounds are provided for recreation and amusement, and beyond these limits pupils are not permitted to go without express permission. This rule will be rigidly enforced.

REMARKS.

The Principal has made teaching the business of his life, and claims qualifications for his work in a liberal education at the best institution in the South—the University of Virginia—and a long experience in the diligent practice of his profession.

Boys placed under his charge are treated in every respect as members of his family. They are under his immediate supervision and control, with his assistance and guidance in their studies, and are subject to such rules as best contribute to their moral and intellectual culture and to their personal comfort. Every pupil is required to attend Sabbath School and service in the Church selected by his parents, and is required to pay due respect to the sanctity of the Sabbath.

Terms for Full Session.

FOR DAY PUPILS.

English Branches, including Natural Sciences	$50.00
For Ancient Languages and Higher Mathematics	60.00
Languages (Modern) each	10.00
Drawing	20.00
Contingent fee	2.00

BOARDERS.

Tuition in all above branches mentioned, except Drawing, with board, lights, fuel, and washing, ... $230.00

☞For Analytical Chemistry an extra charge of twenty dollars, to cover cost of material, chemicals, &c., is made for all who enter this class.

☞Payments must be made strictly in advance, one-half upon the entrance of the pupil and one-half on the 1st of February.

☞Boarders are required to furnish their own table napkins and napkin rings, towels and a clothes bag, and are limited in washing to twelve pieces per week. All clothing must be distinctly marked with the name of the owner.

☞All pupils are required to wear slippers in the school room and house as a requisite of neatness and comfort, and if not provided with them they will be furnished at cost.

☞The possession or use by pupils upon the school grounds of *fire arms* of any description is positively forbidden.

☞The use of tobacco in any form is forbidden.

Examinations.

The following examinations are offered as specimens of those given in the several departments, for this or the previous session, (this catalogue going to press before the completion of examinations for this year.) These will perhaps give a more satisfactory idea of the method of instruction and the standard aimed at than could be given in any other way.

GENERAL CHEMISTRY.

1. Describe the manufacture of carbonate of soda ($Na_2 CO_3$) from common salt (Na. Cl.,) giving the reactions.

2. Describe the spectroscope and tell how this may be used in chemical analysis. How is a knowledge of the specific heat of the elements useful in determining their atomic weight?

3. Mention the principal ores of zinc; describe any one of the 3 methods for extracting it from its ores; give its chief chemical and physical properties and its chief uses.

4. Describe the manufacture of alum and give its properties and uses; mention some of the principal ores of iron.

5. Why are the oxides of iron converted into metallic iron in the blast furnace? Why is limestone added to the charge of the furnace? What are the chief gases issuing from the mouth of a furnace and how can these be utilized?

6. What are the advantages of the *hot* blast? What are the varieties of iron depending upon the proportion of carbon in it? Why does the rapidity of cooling effect the quality of iron containing carbon?

7. Describe the cementation process for manufacturing steel? What is the peculiar appearance of the product and the explanation of this appearance.

8. How is antimonietted Hydrogen made and what are its most important properties? What is the ore of tin and what is the reaction in the manufacture of metal from it?

9. What are the properties of metallic tin which render it valuable? Tell how to make stannous chloride? Tell how to make Ferrous sulphate from metallic iron.

10. Tell how to convert the carbonate of a metal into the nitrate, giving an example and the reaction. What are the products when Cream of Tartar ($KHC_4 H_4 O_6$) is heated in the air? Also $Fe S_2$?

MATHEMATICS.—Conic Sections.

INTERMEDIATE EXAMINATION.

I. Produce the polar equations to Ellipse and Hyperbola, centre being pole.

II. Find the length of line drawn from the pt. $(x^1 y^1)$ to $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$, and discuss the equation.

III. Find the locus of a pt P whose distance from a given pt. S has a constant ratio to its distance from a given straight line KX. This locus will be of the form $(1-e^2)x^2 + y^2 - 2(1+e)dx = 0$. Discuss it supposing $e <> = 1$.

IV. Given the co-ordinates of the extremity of any diameter to the Ellipse, find those of extremity of conjugate diameter.

V. If a line cut an hyperbola and its asymptotes, the portions intercepted between the curve and asymptotes are equal.

VI. Find equation to hyperbola referred to asymptotes as axes.

VII. Find equation to the parabola's tangent at point $(x^1 y^1)$ in terms of its intercepts.

VIII. Find equation to parabola using a diameter and tangent at its vertex (inclined to diameter at angle θ) as co-ordinate axes.

IX. Every section of a right cone by a plane is a curve of the second degree which may be written $\cos\beta \sqrt{a^2 \sin^2 a + x^2 + y^2} = a \sin^2 a - x\cos a$, where a is distance on cone's axis from vertex to the cutting plane; β the inclination of axis to generating line; a the inclination of axis to plane. Compare this equation with the general equation of second degree, and show form of the curve according as $\beta <> = a$. Illustrate by figure.

Differential Calculus.

I. Find the value of dy from $2xy^2 - ay^2 = x^3$.

II. Differentiate $u = \frac{2x^2 - 3}{4x + x^2}$.

III. Differentiate $\frac{\sqrt{1+x}+\sqrt{1-x}}{\sqrt{1+x}-\sqrt{1-x}}$

IV. A boy is running on a horizontal plane directly toward the foot of a tower 100 feet in height. How much faster is he nearing the foot than the top of the tower?

How far is he from the foot of the tower when he is approaching the base twice as fast as he approaches the top?

V. A ship is sailing northwest at 15 miles an hour. At what rate is she making north latitude?

VI. Demonstrate Maclaurin's Formula and develop $y = \sin a$.

VII. Develop $u = \log (x+y)$ by Taylor's Formula.

VIII. Required the altitude of the maximum cylinder which can be inscribed in a given right cone with a circular base.

IX. Required the area of the greatest rectangle which can be inscribed in a given circle.

X. From a given quantity of material a cylindrical vessel with circular base and open top is to be made so as to contain the greatest amount. What must be the proportions?

NATURAL PHILOSOPHY.

INTERMEDIATE EXAMINATION IN NATURAL PHILOSOPHY.

(1.) Define the Centre of Gravity. Tell how to find the C. of G. of a homogeneous 4 sided plate and also a triangular one. Describe the several kinds of Equilibrium of heavy bodies, giving the tests of each kind.

(2.) Name and classify the Mechanical Powers. What power will be required to raise 2000 lbs. with a system of 4 movable pulleys? In a bookbinder's press the lever is 6 ft. long and the threads of the screw ½ inch apart, what pressure may be applied by the power of 100 lbs.? Give the value of the compound machine (figure 44 of chart), the crank being 4 ft. long, the threads of the screw one inch apart, the diameter of the wheel 6 ft., of axle 11 in., the height of inclined plane 3 feet, and its length 60 feet.

(3.) State the 4 laws of the simple pendulum. Supposing the second pendulum is 39 inches long, how long is the pendulum that beats half seconds; that beats minutes?

(4.) Give the 3 laws of falling bodies. A body falls freely

through the air, what will be the *space* described in the 5th second; the velocity at the end of the 6th second; the total space described in eight seconds.

(5.) Define Specific Gravity. Describe the method of finding Specific Gravity of solids heavier than water; lighter than water; soluble in water. A mass of iron pyrites weighs 6 oz. in air, 4.8 in water; find the specific gravity. The same mass attached to an ounce of cork weighs in water 4.7 oz. What is the specific gravity of cork? Four hundred and eighty grs of Carbonate of Potash weighs in alcohol 270 grains; the specific gravity of alcohol being .85, what is the S. G. of Carbonate of Potash?

(6.) Give the law for liquids flowing from an orifice. With what velocity will water flow from an orifice 25 ft. from the surface? What will be the relative velocities of 2 streams, respectively 9 and 16 ft. below the surface?

(7.) What amount of water will issue from an orifice ½ in. in diameter in an hour, when the pressure is 110 lbs. to the square inch on the pipe in which the orifice is made?

REGISTER.

Names.	*Parent or G'd'n.*	*Residence.*	*No. of Sess'ns.*
Aisquith, Cato M.	Charles Aisquith	Charlestown, W. Va.	1
Alexander, Herbert.	R. Alexander	" "	1
Allnutt, Albert.	W. B. Allnutt	Dawsonville, Md.	1
Ambler, Charles E.	Mrs. S. Ambler	Charlestown, W. Va.	2
Anderson, Thos. E.	Mrs. M. A. Anderson	Fauquier co., Va.	2
Avis, John.	Mrs. John Avis	Charlestown, W. Va.	1
Baker, Cecil.	Eugene Baker	Leetown "	2
Barr, A. Eugene	A. D. Barr	Charlestown, "	4
Bates, Edmund	T. H. Bates	Philadelphia, Pa	1
Bently, Wm. Abbott.	Mrs. N. L. Bently	Charlestown, W. Va.	2
Beall, J. Harry	Mrs. Martha Beall	" "	3
Boyd, Willie A.	S. J. Boyd	" "	2
Burns, Wm. Marshall.	Jno. Burns	Jefferson co., W. Va	4
Byrd, Samuel D.	J. B. Byrd	Dawsonville, Mont'y co., Md.	1
Campbell, Lynn	Mrs. John Campbell	Charlestown, W. Va.	1
Craighill, N. R.	Col. W. Craighill, U. S. A.	" "	2
Daily, Ed. W.	J. W. Daily	Jefferson co., W. Va.	2
Dyson, Vernon H.	B. F. Dyson	Montgomery co., Md.	1
Easterday, John E.	Jno. W. Easterday	Charlestown, W. Va.	1
Gallaher, Norval W.	W. W. B. Gallaher	" "	5

Gardner, S Howell	John Gardner	Jefferson co., W. Va	4
Harris Olivar M	Mrs. L. E. McGolrick	Charlestown, "	3
Herndon, A. Willis	Mrs. M. F Herndon	Fauquier co., Va	2
Hopkins, John A	Rev. A. C. Hopkins	Charlestown, W. Va	4
Hopkins, A. C., Jr	Rev. A. C. Hopkins	" "	5
Hunter, Samuel W	J. H. Hunter	Duffield's, "	2
Hursh, A. Byrne	Mrs. Robt. Moore	Baltimore, Md	2
Kable, Wm. Hartman	J. J. Kable	Jefferson co., W. Va	2
Kable, Chas. H., Jr	J. J. Kable	" "	2
Kable, Wm. G	Wm. H. Kable	Charlestown, "	2
La Boyteaux, W. H	G. B. LaBoyteaux	" "	1
LaRue, F. Corbin	J. J. LaRue	Jefferson co., W. Va	2
Lock, Harry	Mrs. V. Miller	Charlestown, W. Va	3
Mason, J. M., Jr	J. M. Mason	" "	5
McClung, Alick L	Trevor McClung	Chambersburg, Pa	2
McCoy, Kenneth	Mrs. C. D. McCoy	Staunton, Va	1
Melvin, Wm. J	J. C. Melvin	Duffield's, W. Va	2
Mitchell, Bassett W	Chas. J. Mitchell	Charleston, S. C	3
Mobley, Walter W	W. B. Mobley	Montgomery co., Md	1
Moore, Ashton	Mrs. J. S. Moore	Jefferson co., W. Va	3
Moore, B. Lee	" " "	" " "	3
Moore, Frank	" " "	" " "	2
Moore, Benjamin	Henry Moore	" " "	2
Perry, Van Lear	Mrs. E. M. Perry	Charlestown, W. Va	4
Phillips, Newton	Mrs. Wm. Phillips	" "	1
Richardson, Forrest	Dr. C. T. Richardson	" "	5
Richardson, Alex	" " "	" "	1
Rissler, Robert	S. L. Rissler	Jefferson county, W. Va	4
Riggs, John A., Jr	Mrs. R. N. Griffith	Baltimore county, Md	2
Shipley, George	Rev. J. L. Shipley	Charlestown, W. Va	2
Shipley, J. Lester, Jr	" " "	" "	2
Shipley, I. A. Gere	" " "	" "	2
Shepherd, C. N	Rev. T. B. Shepherd,	" "	3
Simmons, Vernon N.	Dr. J. V. Simmons,	" "	5
Tabb, B. P	E. C. Tabb	Jefferson county, W Va	1
Trapnell, Benjamin	Jos. Trapnell, Esq	Charlestown, W. Va	7
Trapnell, Jos., Jr	" " "	" "	2
White, John, Jr	Joseph White	Poolesville, Md	2
Wilson, Walter L	Hon. W. L. Wilson	Charlestown, W. Va	3
Whiting, Eston	Jas. S. Whiting	Moorefield, W. Va	1

Testimonials.

The following are a few of the testimonials from patrons and others:

FROM CITIZENS OF CHARLESTOWN.

The undersigned citizens of Charlestown, W. Va., having known Capt. Wm. H. Kable during the years he has resided and labored among us, and learning with regret that he intends soon to depart to another field of labor, desire to express our unqualified approval of his course as an educator of youth, and our admiration of the high standard of excellence which the Charlestown Academy has attained under his management.

Most of us have been patrons of the school during the time that Capt. Kable has been its Principal, and we heartily endorse him as thoroughly fitted for, and devoted to the important work in which he is engaged.

Henry B. Davenport,	A. C. Hopkins,
W F. Lippitt,	Sam. Howell,
B. C. Washington,	David Howell,
J. M. Mason,	Joseph Trapnell,
Geo. W. T. Kearsley,	R. Preston Chew,
Cleon Moore,	N. S. White,
D. V. Simmons,	John N. Sadler,
S W. Washington,	George Baylor,
Wm. P Craighill.	

[From John Blair Hoge, formerly Judge of Circuit Court and Ex-Congressman from W. Va.]

Washington, April 26th, 1884.

My Dear Sir:—My first information of the effort to have your school removed to Staunton, comes in your letter of the 22nd inst., just received here. As your friends suggest, that city is an educational centre and represents, undoubtedly, a wider and broader field of usefulness to one so fitted to occupy it, as I believe you to be. I have had so many opportunities to know the methods which you have so conscientiously employed at Charlestown, that I am sure the measure of your success there must be greatly increased under conditions so favorable as would surround you at Staunton. As to your scholarship, and capacity as a teacher, I need not place them upon testimony, which, however sincere, would be as valueless as mine. Your modesty may not have admitted the fact to yourself, but I am sure your reputation for both is too well established throughout both Virginias, to need testimonial or assurance from any quarter. I shall share, with

many, regret that you go from our immediate region, but I cannot deny the necessity which draws so many men of energy and purpose to fields whose harvest promises a fit return for work.

W. H. KABLE, ESQ.

TESTIMONIAL FROM TRUSTEES.

To Wm. H. Kable, Esq.,

Sir—As Trustees of the Charlestown Academy, we desire to express our entire approbation of your management of the Academy during the past year, and especially the high appreciation of your discipline and diligence, which have resulted in a zeal and thoroughness in your pupils rarely seen in any school.

Respectfully yours,

HENRY B. DAVENPORT,
JAS. LAW HOOFF,
CLEON MOORE,
DAVID HOWELL,
ROBERT T. BROWN,
THOS C. GREEN,
Judge of Court of Appeals,
HON. WM. L. WILSON,
ANDREW HUNTER,
GEO H. TURNER.

[From A. C. Hopkins, Pastor Presbyterian Church, Charlestown, W. Va.]

For several years past I have been a patron of the Charlestown Academy. Being thus acquainted with Captain Kable's system of discipline and instruction, I would strongly commend his school to any parent wishing to give his son a liberal, practical and thorough education. It is an excellent school. Capt Kable is conscientious, faithful, enthusiastic and progressive as a teacher, his discipline is kind, just and strong, his instruction is thorough as to scholarship, and trains boys to do their own thinking.

[From T. B. Shepherd, Pastor Baptist Church, Charlestown, W. Va.]

* * * The instruction at the Charlestown Academy is thorough and efficient, and I esteem it a great privilege to be able to patronize such a school, and heartily recommend it to parents.

[From Col. Wm. P Craighill, U. S. Army.]

I have had a son under Mr. Kable's tuition for several years, and his progress has been excellent. Mr. Kable brings his pupils well forward, while his methods of instruction are good and produce thoroughness as well. I can conscientiously recommend him as a very competent teacher and one to whom parents or guardians may safely entrust their children or wards.

[From Samuel Howell, Cashier First National Bank, Charlestown.]

* * * As a patron for several years past and from personal knowledge of the mode of teaching, I can heartily recommend the Charlestown Academy to any one desiring for their children a thorough, sound and practical education.

[From George A. Porterfield, Cashier Bank of Charlestown.]

* * * As a patron of the Charlestown Academy, I can recommend it as a school of superior merit.

[From W. T. Leavell, Minister in the Episcopal Church.]

* * * I know of no better school.

[From Bushrod C. Washington, Clerk Circuit Court Jefferson county.]

It affords me pleasure to add my testimonial to the excellence of your school to what seems to be the prevailing opinion of its patrons.

[From Joseph Trapnell, Attorney at Law]

* * * Can recommend it as an excellent school for boys. * * * I know of few so well qualified to fill the position of instructor as the Principal.—The progress of my son has been highly satisfactory.

[From Wm. L. Wilson, Member of Congress from West Va., formerly Professor in Columbian University, late President West Va. University.]

DR. N. WAYT, Staunton, Va.

My Dear Sir—If I could say or do anything which would save our community from the loss it is to suffer in the removal of Capt. Kable to Staunton, I would gladly interpose even at this late moment; but as he has taken the final step, it would be selfish in me to withhold any testimonial I can give which may smooth the way for him in his new home. His departure I consider a calamity to our town. To myself, both as his friend and as a parent with sons to educate, it is a personal bereavement. His success as Principal of our Academy for the past dozen years has been solid and stable. The school was never as prosperous as he leaves it, and no teacher ever more fully commanded or deserved to command the confidence and respect of the community. In scholarship he is thorough, exact and always advancing; a good linguist, a good mathematician, and something of an enthusiast in several of the physical sciences. As a man, his character is that of the sterling type which fits him to be the exemplar of the young; while as a citizen, he is liberal, progressive and public spirited. Indeed, he blends in a union, not often found, good scholastic habits and tastes, with that common sense, which is the basis and guaranty of success in the calling of teacher, as in other difficult professions

If this letter seems strong in its commendations, I beg to assure you I speak with the intimate knowledge of a near neighbor and a close friend, and while something may be allowed for the warmth of friendship, I am sure I have kept within the bounds of truth and moderation.

WASHINGTON, D. C., May 19, 1884.

[From W. H. Travers, Attorney at Law, Charlestown. W. Va.]

H. ST. G. TUCKER, Staunton, Va.

My Dear Sir—Capt. Wm. H. Kable, much to the regret of the community by whom he has been so favorably known as a teacher, has determined to pursue his occupation, in future, in the city of Staunton.

Your city will be greatly benefitted, whilst *ours* will be made conscious of a very serious loss by the change. My acquaintance, for many years, with Capt. Kable, has afforded me the opportunity to judge of his capacity as a teacher, and actual observation during that time of the progress under his tuition, made by scores of young men whom he has taught, has satisfied me of the value and thoroughness of his methods of education.

With such results it is easy to understand why he has been regarded as the ablest and most successful of the instructors who for a century, have, in succession, taught at the Charlestown Academy.

His rare qualifications for the very difficult art, to which he has devoted himself, will, I am quite sure, be appreciated in the new and larger field to which he goes and by none more than yourself, to whom I most cordially commend him.

CHARLESTOWN, June 4th, 1884.

[From Charles J. Faulkner, Jr., Martinsburg, W. Va.]

Learning that Capt. Wm. H. Kable has determined to remove from Charlestown to the City of Staunton, with the view of opening a school for young men and boys, it gives me great pleasure to bear testimony to his high standard as a man and instructor and to the success, which, for twelve years, has rewarded his labors in the department of education.

From the reputation of the school which he established and has conducted in Charlestown, I feel fully justified in saying that I know of no instructor to whose charge I would feel safer in committing the moral, intellectual and physical training of a son than to Capt. Kable.