

Staunton Male Academy,

STAUNTON, VIRGINIA.

W. M. H. KABLE, A. M.,
Principal.



Valley Virginian Power Press, Staunton, Va.

W. W. BBS,
Business Manager.

A Classical and Scientific School with Military Training.

1888.

Capt. Wm. H. Kable,

Principal Staunton Male Academy, Staunton, Va.

Dear Sir:

I desire to enter my son,
as a Cadet in the Staunton Male Academy for the session commencing September 5, 1888, and ending in June, 1889, subject to provisions of your printed catalogue and the regulations of the Academy.

STAUNTON : MALE : ACADEMY :

→ A ←

Classical. Scientific and Military Boarding School

FOR YOUNG MEN AND BOYS.

STAUNTON, VIRGINIA.

THE NEXT SESSION COMMENCES WEDNESDAY, SEPTEMBER 5, 1888.

CLOSES THE FIRST WEEK IN JUNE, 1889.

Valley Virginian Power Press, Staunton, Va

CORPS OF TEACHERS.

SESSION, 1888-89.

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

T. TERRY, A. M., COMMANDANT OF CADETS.

J. H. SAUNDERS, A. M., B. S.
LANGUAGES AND MATHEMATICS.

W. NEWTON HOLMES, A. M.,
NATURAL SCIENCES AND LABORATORY WORK.

MAJ. JED HOTCHKISS, CIVIL AND MINING ENGINEER.
LECTURER ON GEOGRAPHY AND PHYSIOGRAPHY.

W. W. GIBBS,
TELEGRAPHY AND APPLIED ELECTRICITY.

..... (To be filled.)
MODERN LANGUAGES.

PROF. A. J. TURNER,
PIANO, VIOLIN, GUITAR, CORNET.

J. ST. P. GIBSON, M. D.,
PHYSICIAN IN ATTENDANCE.

W. W. GIBBS,
BUSINESS MANAGER.

PHOTOGRAPHIC VIEWS

The object in introducing the Photographic Views is to give the parents as accurate a conception of the surroundings of their sons as it is possible to have without a personal visit to the school.

1. Northern view from Portico.

2. Western view from Portico.

3. Parlor and Reading-Room.

4. Dining Room.

5. Bed Chamber.

6. School room.

7. Philosophical Apparatus.

8. Section of the Laboratory.

The Parade and Ball Ground is shown on the First page of Cover.

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 student to enter the higher classes of our universities. The success which those pupils have won who have attended the University of Virginia, or Washington & Lee University, or received appointments at Annapolis and West Point, gives assurance of the character of this preparation. Yet recognizing the demand for a course of study for a large class of boys whose opportunity of education will and must be limited to the Academy, a course of study has been adopted which is intended to fully meet this demand, and which is believed to be surpassed by no other school in the South.

DISCIPLINE.

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

STAUNTON MALE ACADEMY:

STAUNTON, VA.

Staunton is too well known throughout the country to demand any extended notice of its advantages. Situated in the most beautiful portion of the Valley of Virginia, distinguished as a centre of Education, (six schools, one business college 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.

SITUATION.

The School is situated on one of the most beautiful hills surrounding the city, 200 feet above its lowest level, thus placing it 1,650 feet above the sea level. The grounds, embracing 16 acres, are handsomely laid off and adorned, and afford ample facilities for recreation and amusement. The photographic views presented can give but a feeble and imperfect representation of the magnificence of the prospect, which captivates by its beauty and grandeur all who have visited the school. Ample grounds are set aside for base ball, foot ball, drill and parade.

BUILDINGS.

The buildings are large and commodious, built of brick, supplied with gas and water, and bathing facilities, with hot and cold water.

HEALTH.

The health of the location is proverbial. Students from the malarial districts of the South quickly give evidence of the health-restoring influence of the climate.

SUBJECTS TAUGHT.

- | | |
|---|---|
| 1. English, (including Grammar, Composition, Literature and Elocution). | 12. Assaying. |
| 2. Ancient and Modern History, and Geography. | 13. Botany. |
| 3. Latin. | 14. Mineralogy. |
| 4. Greek. | 15. Geology. |
| 5. French. | 16. Mechanical, Architectural and Freehand drawing. |
| 6. German. | 17. Surveying and Civil Engineering. |
| 7. Spanish. | 18. Music. |
| 8. Pure Mathematics. | 19. Telegraphy and Applied Electricity. |
| 9. Physics. | 20. Book-keeping. |
| 10. General Chemistry. | 21. Physiology and Hygiene. |
| 11. Analytical Chemistry. | |

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 its 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—and 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 required in each branch.

SURVEYING AND CIVIL ENGINEERING.

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.

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 relations to one another, uses, &c. This is accomplished by experiments in the class-room, daily examinations and explanations of the text. The second class studies ANALYTICAL CHEMISTRY. This department of the school is, as far as known, unequaled in the completeness of its outfit and the thoroughness of its work, by any academic institution in the entire South. The work done by the students during the past year is quite as difficult and equal in point of successful results to that of our best mining schools. To young men preparing for entrance to medical or pharmaceutical colleges, or mining schools, our laboratory offers special advantages, and in the courses in quantitative analysis, or in assaying, we can offer thorough instruction and the best facilities for the accomplishment of accurate work. For this work the laboratory is provided with a pair of the best imported balances, graduates, and all the necessary re-agents 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 blow-pipe 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 quantitative estimations, and then a complete course in Quantitative Analysis. The work in this class is done under the immediate supervision of a professor.

DRAWING.

The attention which this subject is attracting, not only as an accomplishment, but as a branch of knowledge, and its value in every department of industry, cannot be too highly estimated.

MINERALOGY.

The school is provided with a well selected and carefully labeled cabinet of minerals, and the instruction in this department is thorough, accurate and practical. Constant work in the determination of minerals for mining companies and parties prospecting for valuable ores through the mining districts of Virginia and West Virginia, is done here, and offers valuable opportunities for students to familiarize themselves with the practical details of such work.

GEOLOGY.

Lectures on Geology will be regularly delivered by one of the most eminent geologists and mining engineers in the Southern States, in which a thorough exposition of the science is given and the subject fully illustrated by drawings and practical applications of the principles in field work. Opportunities will be given students of making detailed sections and of testing their work by that of skilled geologists who have passed over the same ground. The advantages of this method of instruction over that of simple instruction from a text book need only be mentioned to be appreciated.

PHYSIOLOGY AND HYGEINE.

(Sanitary Law.)

Popular, practical lectures will be delivered on—

Drainage,
Sewerage,
Ventilation,

Analysis of Water,
Respiration,
Circulation,

Digestion,
Excretion,
Secretion,

etc.,

etc.,

Structive uses and abuses of Special Senses, (Sight, Hearing, &c.), Physical Development, etc., etc.

A microscope with a magnifying power of 1000 diameters, and chemical tests will be introduced, where practicable, in order to demonstrate the subject of the lecture.

These lectures will be void of all technical expressions, and made as practical as possible. In brief: the object of the Lecturer will be to give such advice and instruction as will enable the student to comprehend, appreciate and apply important facts and laws in every-day life.

BOOK-KEEPING

Pupils fitting for Commercial Pursuits are instructed in the principles of Book-keeping and drilled in Commercial Arithmetic, both intellectual and written; also in the practice of English Composition and Letter-writing, and in the preparation of mercantile and business papers.

Especial attention is directed to Orthography, Penmanship and English Composition, as the basis of accurate scholarship and a sound education.

MUSIC.

There being a constantly increasing demand for instruction in music for boys and young men, as an accomplishment, and on account of its refining influence, ample facilities are afforded for instruction on the Piano, Organ, Violin, Guitar, Cornet, and for vocal culture, individually and in class.

PRACTICAL TELEGRAPHY.

Thorough instruction will be given in the use of instruments, sending and receiving messages, putting up instruments, switching and testing wires, construction and management of telegraph, system of accounts used by the Commercial and Railroad Telegraph Companies of the country, construction and management of Telephone Exchanges and Circuits.

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.



MILITARY DEPARTMENT.

The Military Department is so conducted as not in any way to interfere with the progress of the pupil in his literary pursuits; but, on the contrary, the discipline is so woven into the exercises of the school as to secure system, and thereby aid in the promotion of order and the advancement of study.

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-restraints.

THIRD—The attention which a uniform attracts cultivates in the wearer a regard for gentlemanly deportment and personal neatness and cleanliness.

FOURTH—The exercise and drilling, while they develop and strengthen the muscular system, produce erect, manly carriage and graceful movements.

DRESS.

Both a dress and fatigue uniform have been adopted, and as they are no more expensive than ordinary suits, no other will be allowed.

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, physical 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.

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

The table is abundantly supplied and unusually well served, as pupils and visitors testify, and liberal provisions made for the comfort of the pupils in every respect.

In case of sickness, they are removed to infirmary rooms, away from noise and disturbance, where careful nursing and the best medical attendance are provided.

Careful attention is given to the deportment of pupils at the 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 could be demanded by the most careful parents. They sit at the same table with the ladies of the family, and the favorable

comments elicited from visitors by the gentlemanly deportment of the boys constitute the best encomium upon the results of the method pursued.

The sleeping-rooms are subject to daily inspection, and tidiness and neatness are constantly insisted upon and enforced. Any abuse of furniture or defacement of the room is charged against the offender, and where the offender is not discovered, charged equally between the occupants of the room; thus destructive or careless habits are restrained. The same restraining influences are exercised in the school-room, so that the furniture in the school-room, which is the best that the market can furnish, stands without defacement.

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

Each pupil is supplied with a separate bed, unless when two are desirous of occupying the same bed.

The entire house is heated with steam by the most approved process, and is unsurpassed in the comfort of heating arrangement by any school in the South.

Ample grounds are provided for base ball, foot ball, drill, parade, etc., and the fair ground lake affords ample facilities for skating and bathing.

A reading-room, provided with comfortable chairs, tables, etc., and supplied with books of reference, accessible to all pupils who desire the use of them, with library under special charge of a librarian, is set apart for the use of the school.

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

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.

Books and stationery are furnished at usual prices, and a deposit should be made for them of ten dollars.

Students will be received only for the entire school year, and no deduction will be made for short delays of entrance, for withdrawal, for dismissal, for misconduct, or for absence, unless caused by protracted sickness ; in such cases one-half the regular charge for the period of such absence will be remitted.

The hours devoted to study at night are held in the study hall under the direction of either the Principal or a Teacher thus insuring to the student perfect quiet and the necessary application on the part of those who are inclined to be idle.

Each pupil is limited in washing to fifteen pieces per week ; when more than this number, an extra charge is made.

ARTICLES TO BE FURNISHED

2 Pair of Shoes,	1 Tooth-brush,	6 Towels,	12 Shirt-collars,	1 Comb,
1 Hair-brush,	7 Shirts,	1 Clothes-brush,	10 Pocket-handkerchiefs,	1 Pair Blankets,
4 Pair Drawers,	6 Pair Cotton Socks,	1 Comfort for Bed,	1 Clothes-bag.	

TO BE PURCHASED AFTER ARRIVAL AT SCHOOL.

1 Dress Coat,	1 Fatigue Suit, (Coat, Vest, Pants)	3 Pairs White Drilling Pants,
1 Cap,	Cotton Webbing, (for Belts.)	



TERMS FOR FULL SESSION.

For Tuition in all branches, see course of instruction, (except the special branches mentioned below), with Board, Fuel, Lights, and Washing,..... \$250 00

EXTRAS.

Analytical Chemistry, (including Blow-pipe and Qualitative Analysis),....	50 00
Quantitative Analysis, additional,.....	20 00
Drawing—Architectural, Mechanical and Free-hand,.....	20 00
Telegraphy and Applied Electricity,...	40 00
Book-keeping,.....	25 00
Music,.....	50 00

Payment must be made strictly in advance, one-half upon the entrance of the pupil, and one-half on the 1st of February. It is essential to the real success of an Academy that the Principal be not only an efficient teacher, but a vigilant and constant superintendent of each instructor and pupil. The Principal is always at his post, and that this habit may be maintained, he must be relieved from business annoyances by punctual payments.

COURSES OF STUDY.

PRELIMINARY COURSE.

A thorough system of training is afforded to boys who are not qualified to enter upon the Preparatory 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.

COURSES OF STUDY.

FIRST YEAR.

CLASSICAL.	SCIENTIFIC AND ENGLISH.	CLASSICAL.	SCIENTIFIC AND ENGLISH.
LATIN.	LATIN.	ENGLISH.	ENGLISH.
Grammar, Cæsar, Books I, II, Composition,	Grammar, Cæsar, Books I, II,	Grammar, Literature,— Lady of the Lake,	Grammar, Literature,— Lady of the Lake,

CLASSICAL.

ENGLISH.

Bunyan's P. Progress,
Letter-writing and Compo-
sition,
Penmanship,
HISTORY.
United States,

SCIENTIFIC AND ENGLISH.

ENGLISH

Bunyan's P. Progress,
Letter-writing and Compo-
sition,
Penmanship.
HISTORY.
United States,

CLASSICAL.

MATHEMATICS.

Arithmetic,
Algebra (Elementary),
GEOGRAPHY.
Maury's Course.
ELOCUTION.
Declamations,

SCIENTIFIC AND ENGLISH.

MATHEMATICS.

Arithmetic,
Algebra (Elementary)
GEOGRAPHY.
Maury's Course.
ELOCUTION.
Declamations.

SECOND YEAR.

CLASSICAL.

LATIN.

Virgil, 4 books,
Composition,
Reading at Sight.
GREEK.
Grammar, Reader,
Anabasis, B. I, II,
Composition.

SCIENTIFIC AND ENGLISH.

LATIN.

Virgil, 4 books,
Composition,
Reading at Sight.
FRENCH.
Grammar,
Reading.

CLASSICAL.

ENGLISH.

Analysis,
Literature,
Selections from Washington
Irving,
Vicar of Wakefield,
Lays of Ancient Rome,
Composition,

SCIENTIFIC AND ENGLISH.

ENGLISH.

Analysis,
Literature,
Selections from Washington
Irving,
Vicar of Wakefield,
Lays of Ancient Rome,
Composition.

CLASSICAL,
MATHEMATICS.
Algebra, (Higher),
Geometry, (Plane),
GEOGRAPHY.
Ancient.

SCIENTIFIC AND ENGLISH.
MATHEMATICS.
Algebra, (Higher),
Geometry, (Plane),
GEOGRAPHY.
Ancient.

Rome,
Greece,
ELOCUTION.
Declamations,

SCIENTIFIC AND ENGLISH.
HISTORY.
Rome,
Greece,
ELOCUTION.
Declamations,

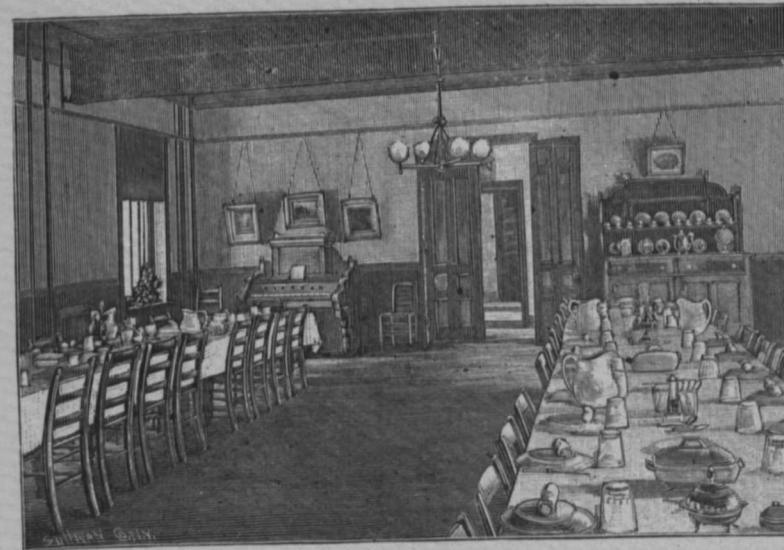
THIRD YEAR.

CLASSICAL.
GREEK.
Memorabilia,
Herodotus,
Composition,
Reading at Sight,
LATIN.
Cicero,
5 Orations,
Eclogues of Virgil,
Reading at Sight,
Composition.

SCIENTIFIC AND ENGLISH.
History, general,
CHEMISTRY.
Qualitative Analysis,
General Chemistry.

CLASSICAL.
GERMAN.
Grammar, Reader,
Composition,
FRENCH.
Prose Selections,
Composition,
ENGLISH.
Literature,—
Classical Readings;
Composition,

SCIENTIFIC AND ENGLISH.
GERMAN.
Grammar, Reader,
Composition,
FRENCH.
Prose Selections,
Composition,
ENGLISH.
Literature,—
Classical Readings,
Composition.



CLASSICAL,
MATHEMATICS.
Solid Geometry,
Conic Sections,

SCIENTIFIC AND ENGLISH,
MATHEMATICS.
Solid Geometry,
Conic Sections.

CLASSICAL,
SCIENCE.
Physics,

SCIENTIFIC AND ENGLISH,
SCIENCE.
Physics.

FOURTH YEAR.

CLASSICAL,
GREEK.
Homer, 4 Books,
Demosthenes, Composition.
Reading at Sight,
GERMAN,
Selections,
Composition,
Reading at Sight,
Oral Practice,

SCIENTIFIC AND ENGLISH,
GERMAN.
Reading,
Composition,
Oral Practice.
ENGLISH.
Literature,
Shakespeare,
Macaulay,
Paradise Lost,
Composition.

CLASSICAL,
LATIN.
Tacitus, Horace,
Composition.
Reading at Sight.
MATHEMATICS.
Conic Sections,
Diff. Calculus,
SCIENCE.
Chemistry,

SCIENTIFIC AND ENGLISH,
FRENCH.
Tacitus, Horace,
Composition,
Reading,
MATHEMATICS.
Conic Sections,
Diff. Calculus.
SCIENCE.
Quantitative Analysis,
General Chemistry.

ELOCUTION.
Declamations,

ELOCUTION.
Declamations.

ELOCUTION.
Original Speeches.

ELOCUTION.
Original Speeches,

The above Course of Study has been prepared with special care, under the guidance of our own experience and the suggestions of some of the best and most experienced teachers. The present mental discipline, as well as the best results in any special study, are likely to be attained by those who adhere to the prescribed courses. This is not only true of those who propose completing a course of study at college, but of those who may expect to complete their course of study here.

TESTIMONIALS.

UNIVERSITY OF VIRGINIA, May 12th, 1886.

We cordially commend to the public the Staunton Male Academy, now in charge of Mr. Wm. H. Kable, an alumnus of the University of Virginia, as a school of high grade, in which young men intending to enter the University can be well prepared for its different Academic Courses, in the Languages, Mathematics and Natural Sciences.

CHAS L. VENABLE, L. L. D.,
Chairman of Faculty, Professor of Mathematics.
W. M. THORNTON,
Prof. of Mathematics, Applied to Engineering,
F. P. DUNNINGTON, B. S.,
Prof. of Analytical and Agricultural Chemistry.
F. H. SMITH, M. A., L. L. D.,
Prof. of Natural Philosophy.
WM. E. PETERS, L. L. D.,
Professor of Latin.
J. W. MALLET, PH. D., M. D., L. L. D., F. R. S.,
Prof. of General and Industrial Chemistry.

[From Hon. John E. Massey, Lieut-Gov. of Virginia.]

Having known Capt. Kable intimately for many years, and having had fine opportunities for forming an opinion, I take pleasure in stating that he is a gentleman of high intellectual, moral and Christian character, a thorough scholar, a fine disciplinarian and one of the best educators I have ever known. His school combines in an eminent degree the advantages of thorough and practical education, with parental discipline and the comforts and refining influences of home.

U. S. NAVAL ACADEMY, ANNAPOLIS, MD., May 19th, 1886.

Capt. Wm. H. Kable, Staunton, Va.—

Dear Sir: Edmund has passed his examination on FIRST TRIAL. He was well prepared and I thank you for it.

Yours truly,

C. BERKELEY, M. D.

AUGUSTA COUNTY, VA, June 19th, 1886.

Two of my sons were pupils of Capt. W. H. Kable's Staunton Male Academy during the last session. They have done well in their studies, and one of them was recently the successful competitor in an examination for the U. S. Naval Academy, from this Congressional District.

HUGH. F. LYLE.

WASHINGTON AND LEE UNIVERSITY, LEXINGTON, VA., April 27th, 1886.

For several years past we have had in attendance at this institution students who had been prepared for college in the school of Mr. Wm. H. Kable. These young men have evinced, by the thoroughness

of their training, the ability and faithfulness of their instructors. We, therefore, cordially recommend this school to parents and guardians as worthy of their confidence and patronage.

G. W. C. LEE, President.

C. J. HARRIS, A. M.,
Professor of Latin.

S. T. MORELAND, M., C. E.,
Prof. of Natural Philosophy.

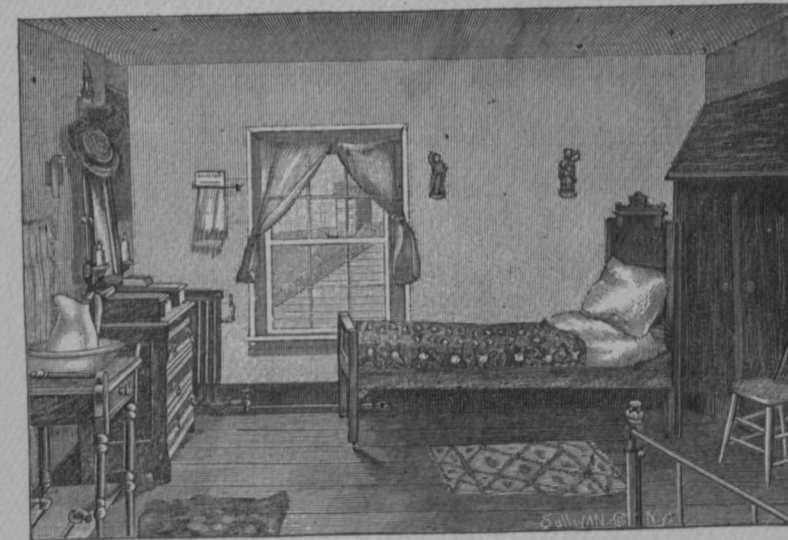
A. M. NELSON, M. A.,
Professor of Mathematics.

J. J. WHITE, A. M.,
Professor of Greek.

J. A. HARRISON, A. M.,
Prof. of Modern Languages.

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

I have had a son under Mr. Kable's tuition for several years and his progress was excellent. Mr. Kable brings his students 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 Hon. A. C. Snyder, Judge Court of Appeals, W. Va.]

LEWISBURG, May 5th, 1885.

I am a patron of the Staunton Male Academy. From information and actual experience, I can cheerfully testify that Capt. Kable is an excellent teacher and a most estimable man. His modes of teaching and discipline are well calculated to develop not only the mental but the orderly and manly qualities of his scholars. His control and management, while firm and decided, are such as to inspire obedience without ill-will or distrust, and tend to produce the best results on the character and disposition of those under his care. It gives me pleasure to recommend his school to those who have sons to educate.

COLUMBIAN UNIVERSITY, WASHINGTON, D. C.

I take pleasure in hereby stating that I have been intimately acquainted with Mr. Kable for many years past, and with his academic work, as well as with a large number of his most intelligent and influential patrons, and that he is universally regarded as a gentleman of the highest moral and intellectual character, of thorough scholarship, of great administrative ability, and of the amplest qualifications in every respect for the office of principal of a school of the highest grade. Parents or guardians who desire to prepare their children or wards for our universities or for the business of life may entrust them with perfect confidence to him.

A. J. HUNTINGTON,

Prof. of Greek Language, Columbian University.

[From W. T. Leavel, minister in the Episcopal Church].

I know of no better school.

* * *

[From Hon. John Biair Hoge, formerly Judge of Circuit Court and ex-Congressman from W. Va.]

I have had so many opportunities to know the methods which Capt. Wm. H. Kable has so conscientiously employed, that I am sure the measure of his success must be greatly increased under conditions such as he now possesses. As to his scholarship and capacity as a teacher, I need not place them upon testimony, which, however sincere, would be as valueless as mine. His modesty may not have admitted the fact to himself, but I am sure his reputation for both is too well established throughout both Virginias, to need testimonial or assurance from any quarter.

(From Hon. W. L. Wilson, member of Congress from West Virginia, formerly Professor in Columbia University, late President West Virginia University.)

No teacher ever more fully commanded or deserved to command the confidence and respect of the community than Capt. Wm. H. Kable. 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.

(From Charles J. Faulkner, U. S. Senator, Martinsburg, W. Va.)

It gives me great pleasure to bear testimony to Capt. Wm. H. Kable's high standard as a man and instructor, and to the success, which, for many years, has rewarded his labors in the department of education.

From the reputation of the school which he has established and conducted, 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.

(From Mrs. M. I. Branch, Geogia.)

As a patron of the Staunton Male Academy, and having visited same, it gives me genuine pleasure in being conscientiously able to add my testimonial of esteem to the many already given. I regard this Academy as being of the highest standing in instruction, discipline and home influences.

STAUNTON MALE ACADEMY.

The number and excellence of the institutions for education located in Staunton, have given our city a wide reputation throughout the country as an educational centre. One of the most conspicuous and important of these is the Staunton Male Academy, an institution of which our city may well be proud. In

the beauty of its location, in the completeness of its equipment and in the character of the instruction given there, we confidently claim that in no part of the country can a better school be found. A visit and a thorough inspection will reveal to any one, as it has revealed to us, the truth of this claim. The ample building occupied by the boarding pupils are not only comfortable, but handsome and elegant. The rooms are large, airy, well heated, well ventilated, and look on a prospect so broad and beautiful that dull indeed must be the nature that would not be excited to enthusiasm by the contemplation of such a landscape. We found the imposing brick buildings heated by steam, lighted by gas, bath rooms with hot and cold water, with such conveniences as might be expected in a first-class hotel, but which cause surprise when found in a boy's boarding-school. Besides, the extensive grounds, handsomely laid off and nicely kept, the playgrounds for base ball, foot ball, etc., are all that could be wished, whilst the large parlors, study hall, library, halls, and passages, are for the use and enjoyment of the boys. A gymnasium, readily accessible, affords opportunity and means for physical development, and is highly appreciated by all the school.

The boarding department receives careful attention. The excellence of the table fare, the tidiness and neatness of the dining room and outfit, the thorough and constant supervision bestowed upon the dormitories, all give evidence of industry, thorough attention, and superior management.

The school room or Academy, is a marvel of elegant adaptation of means to an end. All the rooms are on the same floor, with the exception of the chemical laboratory, which is below the assembly room



and recitation rooms. The instruction given in analytical chemistry is such as rarely can be given in our colleges, for the very good reason that you will hardly find such a laboratory outside of a University. We wish it to be known throughout our State, at least, that chemical analyses, both qualitative and quantitative, can be made at this laboratory, and that work done here may be relied upon as thorough, accurate and complete.

Over all Capt. Kable presides, encouraging and stimulating his pupils to faithful and successful effort. He is in constant supervision of the school and permits no defection from duty to escape his attention. In every branch of study he has shown the utmost liberality in providing the best instruction, by the best instructors. His aim and determination when establishing this enterprise was to have a school best in all respects and not to count the cost until he had attained that end.

The fact that the teachers reside on the premises, having a constant and immediate intercourse with the pupils, and being accessible at all times in case of needed instruction, adds vastly to the excellence of the system.

The school has drawn patronage from an area of country embracing most of the Gulf States.

When the merits of this school shall have become more generally known, Capt. Kable will be kept busy from year to year in providing additional buildings to accommodate increasing patronage.

It is well recognized as a fact that in our climate a youth can study a third, or a half more, than he can at home in Georgia, Florida, and other Southern States.

A Southern gentleman remarked to us that his son could study twice as much in this climate as at his home. So, merely from an economical point of view, he would prefer to send him to school here

As a citizen of Staunton we feel grateful to Capt. Kable for maintaining in our midst an institution of which any community might well be proud, and we are glad to take this occasion of expressing our appreciation. We have seen, and know whereof we affirm. We predict a phenomenal success for an enterprise that is so deserving of success.—The Valley Virginian, Jan. 7, 1886.

The editor of the Charleston, W. Va. "Spirit," recently in Staunton, writes to that journal:

"Whilst in Staunton, Va., last Wednesday, we were shown by Capt. W. H. Kable, through his school buildings and grounds, and we were pleased to see everything in the "most complete arrangement for a thorough, systematic course of training."

Our cotemporary is right. Capt. Kable has literally the "most complete arrangement for a thorough course of training" for the young that we have ever known in Virginia. Its equipment in ALL respects is not equalled by any preparatory school we know of. It is a school which our city and section have solid grounds for being proud of.—Staunton Vindicator.

The Opera House had a fine audience present to show their interest in, and to enjoy the final exercises of the Staunton Male Academy, of which Prof. W. H. Kable is principal. The Stonewall Brigade Band was present and aided to enliven the scene. This school may well be called a model Preparatory School. In its faculty are teachers who came to it from professorships in colleges, and altogether it has an outfit in brains and facilities for education that no school in Virginia, within our knowledge, has ever rivalled.—Vindicator, June 18th.

ANALYSIS OF VIRGINIA MARBLE.

The professor of chemistry in the Staunton Male Academy furnishes us the following analysis of a specimen of dove-colored marble from Athmole's quarry, Rockbridge county, Va., made by Mr. E. Lacy Gibson, one of the twelve students in the present class in analytic chemistry in the laboratory of that flourishing institution.

Lime carbonate	98.34	} 100.19
Magnesia carbonate	0.37	
Silicious residue	1.48	

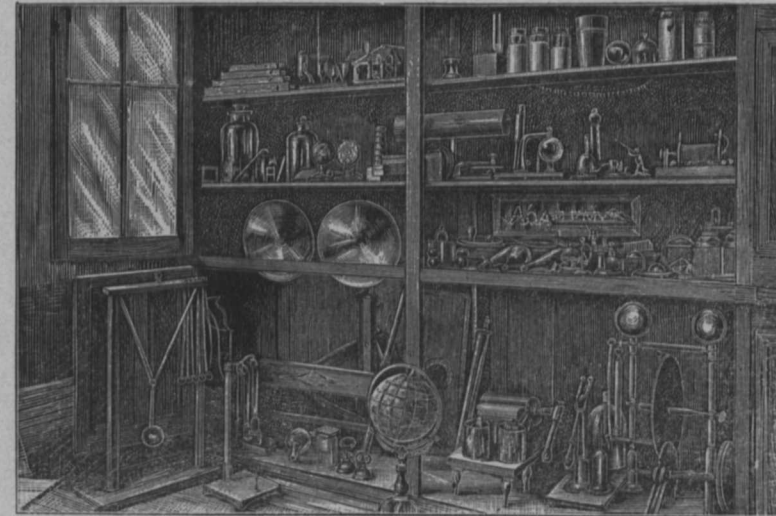
The analysis shows that the handsome marble—one found in abundance not far from the lines of the Richmond & Alleghany and the Shenandoah Valley railways—is a very pure carbonate of lime.

This is but one of the numerous analyses of Virginia ores and other minerals that have been made in the laboratory of the Staunton Male Academy by its students, during the session that is now about closing; and this leads us to say that we feel like heartily commending the methods of educational training there adopted and systematically and vigorously enforced. Text-book study and laboratory and other practical work are simultaneous; theory and practical application go hand in hand, and from these the best of educational results follow. Such preparatory schools are the ones we now need in all the Southern country; schools that will, from the start, train our boys to independence of thought and action in the acquirement of knowledge and in the practical application of the same when acquired. Boys so trained will make young men fitted for receiving the full benefit of the higher institutions of learning, these States have so liberally provided, and for sooner and better taking their part in the upbuilding of the prosperity of these States.—Industrial South.

RECENT ANALYSIS OF FLAT-TOP, W VA., COKE.

Fixed carbon	92.095
Volatile matter	0.99
Sulphur.....	0.895
Ash	5.48
Water	0.54

This analysis was made especially for "The Virginias," at the laboratory of the Staunton Male Academy, of this city. It gives us peculiar pleasure to publish this careful and reliable analysis as it is the first to appear in our columns from the well-equipped analytical laboratory of the high grade preparatory school of Capt. Kable, which has a record that assures its success as a prosperous training school every way worthy of commendation. We like it especially, because it provides for thorough preparatory training in the physical sciences, as evidenced by this analysis. We expect to publish other work, student as well as professional, from this academy,—Virginias.



BULLETINS

of chemical examinations made by students of Laboratory of the Staunton Male Academy.

No. 2—Examinations of four samples of kerosene oil :

Sample No. 5—Flashing Point	.....	120°-F
“ “ Burning “	.....	130°-F
Sample No. 6—Flashing “	.....	128°-F
“ “ Burning “	.....	138°-F
Sample No. 7—Flashing “	.....	120°-F
“ “ Burning “	.....	130°-F
Sample No. 8—Flashing “	.....	122°-F
“ “ Burning “	.....	134°-F

It will be seen that the above are all good oils.

V. T. CHURCHMAN.

No. 3—Result of a “Fire assay” of a sample of Galena from Rockingham county, Va.

Metallic lead..... 79 per cent.

This is a VERY HIGH grade ore, the chemically pure ore; that is the highest possible percentage, being 86.6 per cent.
ALEX. D. SLOAN.

A BUSY HIVE.

THE WORK IN THE LABORATORY OF THE STAUNTON MALE ACADEMY.

Comparatively few of our readers are acquainted with the extent and practicability of the science course at the Staunton Male Academy. This department is conducted so differently from that of similar institutions, some of which are more pretentious, if their advertisements may be relied on, that we are satisfied a brief description of a scene that may be daily witnessed there will not prove without interest to the general public.

Capt. Kable, the principal of the academy, recognizes the fact that a new era has dawned upon Virginia and a new field of usefulness opens before our young men. The future greatness and prosperity of the State is in the development and utilization of the wondrous latent wealth that slumbers within her borders, and the demand of the hour for men of science and practical skill to wake to activity the dormant resources. To meet this demand Capt. Kable has spared neither trouble nor expense. Commodious and handsome buildings have been erected, and an expensive laboratory fitted up, and the services of a thorough analytical and practical chemist secured. Not only is the course thorough, but the instructor manages to make it so attractive that the students become so absorbed in their work that supper time is frequently forgotten, and when a school boy overlooks meal hour he is either intensely interested or there is a screw loose somewhere. The hours spent in a laboratory seem divested of the irksomeness of study. There is an apparent absence of restraint—of a mechanical routine of the school room. Each student sets about his task with a relish that quickens as his experiment progresses, and is maintained until the desired result is reached.

The Student's Laboratory is a large well ventilated room, 18 x 30 feet, with desks, shelves, and a convenient little closet for every student. Each is supplied with a full set of reagent bottles, and all the apparatus necessary for the various analyses. There is also a balance case containing two balances, one so delicate as to indicate a variation of ONE THREE-HUNDRED THOUSANDTH of an ounce, and two "hoods"—funnel-like arrangements of tin, to carry unpleasant or dangerous vapors up the chimney. Adjoining this room is a private laboratory of the instructor, fitted up for all kinds of analytical work; and where various analyses are made every day.

At present there are five grades of students at work. First, those in blowpipe analysis, who determine the composition of minerals, ores, chemical powders, etc. Second, those who determine the composition of solution by "wet" analysis. Third, those who determine the composition of complex mixtures by "qualitative" analysis. Fourth, those making quantitative analyses, and they are required to and the percentage within two-tenths of 1 per cent. of the exact amount. Results as close as the 1-200 of 1 per cent. of the exact amount have been found during the present term by students in this grade. Fifth, those making assays of ores by the "Fire" method.

The work done at the Staunton Male Academy is equal, if not superior, to that done in most colleges. Only one college in Virginia, the University, has a laboratory so completely supplied and doing work so advanced.

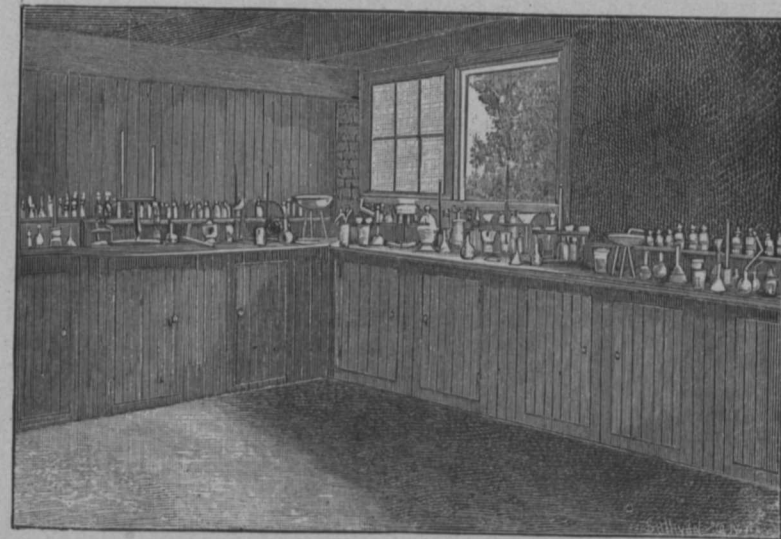
When the reporter visited the school Friday, he was permitted to see the practical results of the boys' work. Without the knowledge of the analyst he selected a liquid substance from the dozens of bottles in the instructor's laboratory, and asked one of the students to tell him what it was and how he

determined it. In a few moments the work had been done, a proper answer given, and the process by which it was reached explained. He then submitted a piece of raw ore, and its principal constituent was also determined in a short time, and the process explained. What the reporter saw can be seen there any school day between the hours of 9 and 12 a. m., and 2 and 6 p. m. Visitors cause no interruption to the work and those interested will be welcomed.

* * * * * These analyses were made in the laboratory of the "Staunton Male Academy," by one of the students, Alex. D. Sloan, and the accuracy of the results is guaranteed by the instructor. The work of the students of this school is thorough and accurate, and includes the analysis of ores, limestones, clays, fertilizers, etc. * * * —Coal Trade Journal of New York.

WESLEYAN FEMALE INSTITUTE, STAUNTON, VA., July 3d, 1886.

As President of one of the largest Colleges for young ladies in Virginia, and feeling therefore a deep interest in the character of all male schools in or near this city, I take pleasure in bearing testimony to the high character of Prof. Kable's school in this city. In my opinion, it is a first-class school for boys and young men who are preparing for college or even the active duties of life. Prof. Kable is an able educator, of long and successful experience in his noble vocation. He is assisted by tried and experienced Instructors in all departments. His buildings are elegant; scenery and surroundings beautiful. In a word, his school is an academic home, where his pupils will enjoy high intellectual and moral culture, with all the care and comfort of a refined and happy home. I believe it to be such a school as parents are seeking for their sons.



These facts are attested by the superior discipline, the thorough culture and gentlemanly bearing of his pupils, by the cordial approval of his patrons, and the high reputation and popularity of his school—far and wide.

I cordially commend Prof. Kable, his Assistants and School to all who have sons to educate.

WM. A. HARRIS,
President W. F. Institute.

PROF. KABLE, Dear Sir :—It affords me much pleasure to commend to the favorable consideration of parents and guardians who desire to give to their sons a classical education, the SUPERIOR advantages offered by the Staunton Male Academy, over which you preside.

Your excellent discipline and thorough practical training place your school at the head of any preparatory school I know of.

Very Respectfully,

J. G. DUNSMORE,
President Dunsmore's Business College.

SESSION 1887-8

CAPTAIN T. TERRY, Commandant.

CADET OFFICERS.

COMPANY A.

J. R. TALBOT, Captain.
E. P. LEE, 1st Lieutenant
J. H. GAYLE, 1st Sergeant.
H. H. ORBISON, 2nd Sergeant.
R. F. THOMPSON, 3rd Sergeant.
W. H. BOYD, 1st Corporal.
J. H. OGBURN, 2nd Corporal.
G. A. VANLEAR, 3d Corporal.

COMPANY B.

PAUL DONOVAN, Captain.
EUGENE E. HOGE, 1st Lieutenant.
W. GASTON CAPERTON, 2nd Lieutenant,
B. R. WILLIAMS, 1st Sergeant.
J. F. RHEA, 2nd Sergeant.
H. D. FLETCHER, 3d Sergeant.
J. A. HAMILTON, 1st Corporal.
W. G. KABLE, 2nd Corporal.
L. W. H. PEYTON, 3d Corporal.

STAFF.

BAKER P. LEE, Acting Adjt. HOWARD H. ORBISON, Sergt. Maj. JOS. TRAPNELL, Private Sec'y.

REGISTER.

Armentrout, G. Va	Eamich, H. W. Va	Lee, B. P. Va	Scherer, Jacob. Va
Arnold, T. N. Ky	Fletcher, Harvey Tex	Merrikin, L. S. Va	Snyder, H. O. W. Va
Ast, W. H. Va	Fultz, Morton Va	Mann, S. P. Va	Sutherland, R. Va
Atkinson, Christopher. N. C.	Fultz, David. Va	McCreary, W. A. W. Va	Spitler, Wilson. Va
Ast, F. Va	Gayle, Jno. H. Va	May, H. Va	Taylor, R. M. Fla
Branch, H. S. Ga	Gibson, Lacy Va	Moore, W. B. Ga	Talbot, J. R. Tex
Bear, Max Lee Fla	Howell, O. E. W. Va	Miller, H. W. Va	Terry, G. Va
Bell, Charles Va	Hartman, W. T. Va	Miller, H. C. Va	Trout, P. H. Va
Boyd, W. A. W. Va	Hamilton, J. L. Tex	Ogburn, Jno. H. Va	Trout, W. Va
Caperton, W. G. W. Va	Hendren, S. R. Va	Orbison, H. H. Ky	Todd, G. R. Va
Coleman, W. H. Va	Hoge, E. E. Va	Olivier, W. L. Va	Trapnell, Jos. W. Va
Cullen, C. C. Va	Hoge, M. Va	Peyton, L. W. H. Va	Thompson, R. F. Va
Cochran, J. S. Va	Holt, R. B. W. Va	Perkins, H. D. W. Va	Van Lear, G. A. Va
Davis, Charles. Va	Hulvey, C. Va	Perkins, S. B. W. Va	Whitaker, G. W. Tex
Davis, W. T. Va	Huan, H. J. Fla	Peck, John S. Va	Williams, B. R. Tex
Dickinson, H. C. W. Va	Hughart, J. E. W. Va	Plecker, Burton. Va	Williams, G. Tex
Donovan, Paul. Mo	Lake, Jno. Va	Rinehart, C. Va	Wiess, Percy. Tex
Dunbar, G. W. La	Lake, Julian. Va	Rinehart, H. Va	Whitehill, Jos. Ark
Dunbar, F. B. La	Kable, W. G. Va	Rhea, J. F. Tex	Wilson, R. L. Va
Eichelberger, C. P. Va	Liggett, J. W. Va		

REGISTER OF THOSE RECEIVING DISTINCTIONS.

HIGHEST DISTINCTIONS.

Embracing those receiving three-fourths of the maximum, entitled "Distinction, SUMMA CUM LAUDE."

W. H. Ast, Va., W. G. Caperton, W. Va., H. W. Coleman, Va., Paul Donovan, Mo., John H. Gayle, Va.,
R. B. Holt, W. Va., John H. Ogburn, Va., L. W. H. Peyton, Va., Jno. S. Peck, Va., Burton Plecker, Va.,
Jas. F. Rhea, Texas, R. F. Thompson, Va., B. R. Williams, Texas.

CERTIFICATES OF DISTINCTION.

Conferred upon those attaining three-fourths of the maximum in three or more studies.

Max Lee Bear, Fla., W. A. Boyd, W. Va., C. C. Cullen, Va., F. B. Dunbar, La., C. P. Eichelberger, Va.,
S. R. Hendren, Va., E. E. Hoge, Va., M. Hoge, Va., Julian Lake, W. Va., W. G. Kable, Va.,
B. P. Lee, Va., W. Moore, Va., H. H. Orbison, Ky., S. B. Perkins, W. Va., H. D. Perkins, W. Va.,
H. O. Snyder, W. Va., G. R. Todd, Va., P. H. Trout, Va., Jos. Trapnell, W. Va., G. A. Van Lear, Va.

CERTIFICATES OF PROFICIENCY.

Bestowed upon completing in any given subject.

IN ARITHMETIC—W. H. Ast, H. W. Coleman, Paul Donovan, J. L. Hamilton, Jas. F. Rhea, R. F. Thompson
Max Lee Bear, W. A. Boyd, E. E. Hoge, H. O. Snyder, L. W. H. Peyton.

IN TRIGONOMETRY AND SURVEYING—W. G. Caperton, Jno. H. Gayle, R. F. Thompson, G. A. Van Lear,

GEOMETRY—W. G. Caperton, H. W. Coleman, R. F. Thompson, L. W. H. Peyton.

ALGEBRA—W. G. Caperton, J. H. Gayle, J. F. Rhea, R. F. Thompson, W. G. Kable.

GEOGRAPHY AND U. S. HISTORY—J. L. Hamilton.

PRIZES.

Solid gold badge with monogram "S. M. A." to the student attaining the highest general average to Jno. H. Gayle, of Virginia, average 98 5-6.

Solid Gold badge with monogram "S. M. A." for greatest diligence and promptness, to W. G. Caperton, of West Virginia.

Gold badge to H. O. Snyder, of West Virginia, as the best speller in competitive contest against the school.

Solid gold badge to H. D. Perkins, of West Virginia, for superior neatness of room.

Solid gold badge to Jas. F. Rhea, of Texas, as the best drilled cadet.

RESUME.

Boys and young men prepared for commercial pursuits, the scientific schools, and thoroughly fitted for college.

School commences Wednesday, September 5th.

Pupils admitted at any time during the year, when we have vacancies, and charged accordingly.

Expenses for board, tuition, washing, fuel and lights, for a year, \$250.00.

ADVANTAGES OF THE BOARDING SCHOOL.

First, The pupil 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.

IN CONCLUSION.

We have large and successful experience, and as to means, apparatus and scholarship, we are up to the times.

Our teachers are competent, pains taking instructors, and our mode 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.

The Principal declines to receive any communication from Parents through a Cadet ; all communications must be addressed directly to him.

No money will be furnished, except from deposits in the hands of the Principal.



EASTERN VIEW FROM PORTICO.